



## Student Accessibility Services

# Student Handbook

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## Table of Contents

SAS; an overview. ....	3
The major difference between high school and college.....	4
The documentation needed for accommodation approval .....	7
Process for getting accommodations once they've been approved .....	9
Types of accommodations SAS may approve .....	10
Assistive Technology Available at Tufts University .....	11
Help Getting Evaluated for a Disability.....	20
Services for Students with Temporary Disabilities .....	17
 <u>SAS Policies and Procedures</u>	
Policy on Pets, Service and Assistance Animals on Campus .....	12
Housing process for students with disabilities.....	15
The Course Substitution Policy .....	22
The Seizure Policy .....	24
The Appeal and Grievance Processes .....	25
Non-Discrimination Information .....	31
 <u>Additional Information</u>	
Additional Resources at Tufts.....	28
Important Telephone Numbers, Emails and Websites.....	30

## **What does Student Accessibility Services do?**

The Student Accessibility Services Office (SAS) provides support to over 450 undergraduate and graduate students who have documented disabilities. SAS is responsible for accommodations in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and applicable state law. The services provided to registered students with disabilities may include, but are not limited to:

- Providing advocacy support for students with documented disabilities,
- Coordinating services for students with disabilities, which includes verifying eligibility for academic accommodations based on documentation,
- Providing assistance to members of the campus community in responding to disability-related issues and concerns,
- Working with the larger campus community to overcome architectural, attitudinal, and administrative barriers,
- Educating and training students on assistive technology resources,
- Coordinating peer note-taking services,
- Providing exam accommodations,
- Housing accommodations in on-campus dorm halls,
- Assisting students with academic strategies
- Assisting with the diagnostic evaluation referral process

The Student Accessibility Services Office provides services to students who qualify as having a disability under the American's with Disabilities Act (ADA). The ADA defines disability as:

“A physical or mental impairment that substantially limits a major life activity; a record of such an impairment; or being regarded as having such an impairment.”

SAS also encourages students who do not have a documented Student Accessibility, but believe they may have a disability, to request an appointment with an SAS staff member to discuss resources and support that may be available.

## What are the differences between high school and college for students with disabilities?

When navigating the transition from high school to college, it is important for students to consider the differences between high school and college. First and foremost, in college you are expected to speak for yourself, which means that you must first meet with staff from SAS to self-identify that you have a disability. It is the student's choice on whether or not to disclose this information and/or register with SAS as a student with a disability.

There are a number of additional differences as well. How you learn course information may be different, as students often need to learn new academic strategies to address a more challenging academic rigor. You may need to utilize new resources such as tutoring and time management support, during your time at Tufts. Students are expected to learn all the information every student is required to learn, therefore course work is unable to be modified as it may have been in high school. Most importantly, students must advocate for themselves during their time at Tufts.

Additional differences are highlighted in the charts below.

<b>Personal Freedom</b>	
<b>High School</b>	<b>College</b>
High school is mandatory and free.	College is <i>voluntary</i> and <i>expensive</i> .
You may have needed permission to participate in extracurricular activities.	You must decide whether to participate in extracurricular activities, and how to balance these with your coursework.
You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	You will be faced with a large number of moral and ethical decisions you have not had to face previously.
Many students live under the supervision of parents or guardians.	Students independently reside on the Tufts campus and are now responsible for making their own decisions and navigating a new living environment.
Your time is usually structured by others.	You manage your own time.

<b>Classes</b>	
<b>High School</b>	<b>College</b>
Through the day, you proceed from one class directly to another.	You often have hours between classes and class times vary throughout the day and the evening.
You spend 6 hours each day=30 hours a week in class.	You spend 12 to 16 hours each week in class.

Most of your classes are arranged for you.	You arrange your own schedule in consultation with your academic advisor and academic dean.
Classes generally have no more than 35 students.	Class sizes will range from less than 10 to 100 students or more.
You are provided with textbooks at little or no expense.	You need to budget substantial funds for textbooks, each semester.
You are not responsible for knowing what it takes to graduate.	Graduation requirements are complex, and differ for different majors and sometimes different years. You are expected to know those that apply to you.

<b>Instructors</b>	
<b>High School</b>	<b>College</b>
Teachers remind you of your incomplete work.	Professors likely will not remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors expect you to initiate contact and visit office hours if you need support or have questions.
Teachers are often available for conversation before, during or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers present materials to help you understand the material in the textbook.	Professors may not follow the textbook.
Teachers often write information on the board to be copied in your notes.	Professors may lecture throughout class, expecting you to identify the important points in your notes. Good notes are a must.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save and consult the course syllabus (outline).
Attendance is mandatory and closely tracked by your high school and teachers.	Attendance may not be tracked (attendance policies varying by professor) and the student is responsible for attending class, being on time, and notifying the professor if you need to be absent from a class.

<b>Studying</b>	
<b>High School</b>	<b>College</b>
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 3 hours outside of class for each hour spent in class.

You often need to read or hear presentations only once to learn all you need to learn about them.	You need to review class notes and text material regularly.
You are expected to read short assignments that are then discussed, and often re-taught in class.	You are assigned substantial amount of reading and writing which may be not directly addressed in class.

<b>Tests</b>	
<b>High School</b>	<b>College</b>
Testing is frequent and covers small amount of material.	Testing is usually infrequent and may be cumulative, covering large amount of material. A particular course may have only 2 or 3 tests in a semester.
Makeup tests are often available.	Makeup tests are seldom an option.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented, or to solve the kinds of problems you were shown how to solve.	Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

<b>Grades</b>	
<b>High School</b>	<b>College</b>
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may help you raise your overall grade when test grades	Grades on exams and major papers usually provide most of the course grade.
Extra credit projects are often available to help you raise your grade.	Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your <i>first</i> tests. These are usually “wake-up calls” to let you know what is expected, but they also may account for substantial part of your course grade.
You may graduate as long as you have passed required courses with a grade of D or higher.	You may graduate only if your average in classes meet the departmental standard, typically a 2.0 or C.

## **What documentation is needed in order to receive accommodations?**

Student Accessibility Services is committed to providing accommodations and services to students with disabilities in order to ensure a comprehensively accessible University experience. We engage in an interactive process with each student and review requests for accommodations on a case-by-case basis. In determining reasonable accommodations, we consider each student's condition(s), history, experience, and request. In addition to a one-on-one interview with the student, SAS will request information from other sources in order to establish a disability and the impact it has on living and/or learning in a postsecondary environment.

The following guidelines are provided to assist students in identifying the type of information and documentation that will inform the process of determining reasonable and appropriate accommodations. These guidelines are not exhaustive, but should help students prepare for their one-on-one meeting with an SAS staff member.

### **General Information**

- Students are encouraged to submit any prior assessments and/or evaluative reports conducted by evaluators, physicians, medical professionals, etc., which may assist in determining appropriate accommodations. Documentation should be current and relevant to the requested accommodations.
- While an Individualized Education Program (IEP) and/or 504 Plan provide helpful information, these documents alone may not provide sufficient information to determine appropriate accommodations in the postsecondary environment. Your SAS staff member will inform you if more documentation is needed.
- Reasonable accommodations are determined based on the nature of the condition(s) and resulting impact in the postsecondary environment. A student's program of study and the courses a student is enrolled will also inform the types of accommodations that are appropriate.
- Prior receipt of accommodations (e.g., in high school or in another University setting) will inform the process of determining appropriate accommodations at Tufts; however, they do not guarantee receipt of the same accommodations.
- While the law requires that priority consideration be given to the specific methods requested, it does not imply that a particular accommodation must be granted if it is deemed not reasonable or other suitable methods are available.
- Professionals (e.g., physicians or other medical professionals) conducting assessment, rendering diagnoses of specific conditions and making recommendations for appropriate accommodations must be qualified to do so. Diagnoses, histories and recommendations for the postsecondary environment must be made on professional letterhead, dated and signed.

### **Specific information needed from a diagnostic provider:**

Documentation should include the following information\*:

1. Existing Condition(s) - Information regarding the student's current condition(s)

- including any relevant history
2. Presenting Concerns - Information regarding the student's presenting concerns (ongoing difficulties and behaviors) that substantially impact functioning in a postsecondary setting.
  3. Background History - Information regarding the student's history of any prior accommodations received (e.g., high school, another University setting, etc.) (if applicable).
  4. Medications/Treatment - Information regarding the student's current medication(s) including dosage(s) and frequency (if applicable). Please include any known adverse side effects due to medications, a description of the student's current treatments or other interventions including frequency and a description of any auxiliary aids you use (e.g., hearing aids, assistive listening devices, visual aids, etc.)
  5. Recommendations and Evaluator Qualifications - Specific recommendations regarding academic and/or residential accommodations, auxiliary aids and/or services based on the impact of the condition(s) in the postsecondary environment

Physicians are encouraged to complete the "Physician Verification" form provided on the SAS website: [https://cm.maxient.com/reportingform.php?TuftsUniv&layout\\_id=20](https://cm.maxient.com/reportingform.php?TuftsUniv&layout_id=20)

*\*Please note: A diagnosis of a disability does not, in and of itself, meet the definition of a disability necessitating reasonable accommodations under the applicable law.*

## **How do students get their academic accommodations after submitting documentation?**

After the student has submitted documentation of their disability, it is the student's responsibility to schedule a meeting with SAS to discuss the documentation and the accommodations process. In order to receive accommodations, students must meet an SAS staff member.

Prior to meeting with the student, SAS staff will review the student's documentation and the recommendation(s) for accommodations. If necessary, the director of SAS, the director of health and wellness services, the director of the counseling center, and/or other appropriate personnel will be consulted for further review of the recommendations.

During a meeting with the student, the SAS staff member will review the student's previous educational experiences and accommodation suggestions. SAS will then determine which reasonable accommodations will be provided to the student and will write accommodation letters for each of the student's professors (including details of what accommodations the student is entitled to receive). When complete, the letters will be emailed directly to the student. The student must print and deliver each letter to their professor in order to receive accommodations. If this is not done, the student will not receive accommodations. Students should discuss their accommodations with their faculty member when delivering their accommodation letters, which is recommended during their first open "office-hours" (listed on your professors' syllabi in each course).

In summary:

1. Students must submit documentation of disability to SAS as soon as possible.
2. Students must then schedule an appointment to meet with an SAS staff member.
3. Students must meet with an SAS staff member to determine which accommodations are appropriate.
4. If a student qualifies for accommodations, they will be emailed their accommodation letters and should distribute these letters to their professors at the beginning of the semester. Accommodations will not be provided until the faculty member has received the letter.

NOTE: Accommodation letters are only valid for one semester. Students need to contact SAS every semester that they would like to receive accommodations. This should be done prior to the start of the semester. It is up to the student as to whether or not they choose to use their accommodations each semester.

### **Privacy:**

Students are protected under the Americans with Disabilities Act (ADA) and the Family Education Rights and Privacy Act (FERPA). SAS staff members will only share the name of a student with a disability if a university official has a legitimate educational interest as determined by SAS. In all other instances SAS will seek written consent from the student prior to sharing any information with other members of the Tufts community, including family members.

## What accommodations are available at Tufts University?

Some of the more common accommodations provided to students with disabilities include, but are not limited to:

- **Interpreters:** Students who are hearing impaired and wish to request interpreters, CART services, or cued speech translators should notify SAS immediately after registration.
- **Scribes:** Students who qualify for the accommodation of a scribe must contact SAS prior to the beginning of classes for each semester.
- **Alternate Format Textbooks:** Students who qualify to use alternate format of text must make this request by the specified due date each semester (contact SAS for a specific date). The student must then follow the policy and procedures in place for this accommodation.
- **Assistance from a Peer Note Taker:** Students who qualify for a peer note-taker must follow the procedures for requesting one. Contact the SAS office to determine what those procedures are. \*Please note, students should submit this request by the first week of classes.
- **Audio Recording Course Lectures:** Students who qualify for audio recording a lecture must make arrangements with the professor once the student has submitted his/her accommodation letters to the professor. The student will also have to sign a contract with SAS regarding the use and termination of the recordings.
- **Exam Accommodations:** Exam accommodations may include, but is not limited to, accommodations related to time duration, exam setting, and/or assistive technology support. Students must contact their professors at least one week in advance to arrange exam accommodations directly with their professors in-class or should contact SAS at least one week in advance to arrange exam accommodations in the SAS office.
- **Housing Accommodations:** Students needing a specific housing arrangement based on their documented disability should contact SAS prior to the appropriate deadline. Students will be required to submit documentation of their disability and a “Student Accommodation Need” form, found on the SAS website: [https://cm.maxient.com/reportingform.php?TuftsUniv&layout\\_id=21](https://cm.maxient.com/reportingform.php?TuftsUniv&layout_id=21) See Section 9 of this handbook for more information on these accommodations.
- **Other Accommodations:** Accommodations are based on an individual-student need. Please contact SAS if you believe you need an accommodation not listed.

## **Assistive Technology Available at Tufts University**

Students registered with Student Accessibility Services are encouraged to inquire about technology options that may be available to them through the office. Certain pieces of technology may be available for loan on a semester to semester basis. SAS currently has the following technology available for use by our students. We frequently purchase new technology as the needs of our students change. Please check with SAS to see what we have available. Many of these software are also available to all students on computer workstations in the Tisch Library. For any questions or specific technology requests students should be in contact with the Assistive Tech Specialist in the SAS office.

**Dragon Naturally Speaking Speech Recognition Software** replaces typing with the simplicity of using your voice to turn speech into text at up to 160 words per minute. Create email, documents, and spreadsheets more than three times faster than typing—by speaking. The program also allows one to use voice to control your PC. Start programs, use menus, and surf the web all by voice.

**Echo pens (Live Scribe)** – Pens work with specific notebooks to audio record a class meeting, while a person handwrites notes simultaneously. The audio recording can then be downloaded to a student’s computer for review as well as to certain apps, like Evernote.

**JAWS** for Windows works with your PC to provide access to today’s software applications and the Internet. With its internal software speech synthesizer and the computer’s sound card, information from the screen is read aloud, providing technology to access a wide variety of information, education, and job-related applications. JAWS also outputs to refreshable Braille displays, providing Braille support of any screen reader. A training tutorial is also included.

**Read & Write Gold:** RWG is a literacy software that helps students with studying, writing, reading, and research skills. Many of the features including text-to-speech, a dictionary, a translator, speech input, and highlighting, make materials accessible to students.

## **Policy on Pets, Service and Assistance Animals on Campus**

Tufts University recognizes the importance of Service/Assistance Animals to individuals with disabilities and has established the following policy. This policy provides rules and guidelines for bringing animals on University property and ensures that people with disabilities, who require the use of Service/Assistance Animals to provide equal access or as a reasonable accommodation, receive the benefit of the work or tasks performed by such animals and/or the therapeutic support they provide. Tufts is committed to allowing people with disabilities the use of a Service/Assistance Animal on campus to facilitate their full-participation and equal access to the University's programs and activities, in accordance with the rules set forth below. For more information on this policy, please contact SAS directly at [accessibility@tufts.edu](mailto:accessibility@tufts.edu) or 617-627-4539.

### **Policy Statement:**

Tufts welcomes animals on campus consistent with the procedures outlined in this policy, but may exclude an animal from campus if it causes disruption, threatens the health or safety of others or otherwise fails to meet the criteria set forth in this policy.

### **Service Animals**

Tufts welcomes the presence of service animals on campus. A service animal is any dog that has been individually trained to do work or perform tasks to accommodate an individual with a disability. Service animals are permitted to be anywhere on campus that the animal's handler is permitted to be, including indoor spaces, however, there may be some locations and activities where animals (including service animals) are not permitted for health and safety reasons, including:

- Research and teaching laboratories or clinics
- Mechanical rooms/maintenance closets
- Food service preparation areas
- Areas where there is a danger to the service animal

Access to these and other restricted areas may be granted on a case-by-case basis by the University's Director of Student Accessibility Services.

Individuals who anticipate bringing a service animal to campus regularly are encouraged to notify Student Accessibility Services to ensure appropriate access and use of University facilities.

### **Assistance Animals**

Tufts welcomes the presence of approved assistance animals as a reasonable accommodation for individuals with disabilities who reside in University housing. An assistance animal is any animal that is specifically designated by a qualified health care provider as necessary in order to afford an individual with a disability an equal opportunity to use and enjoy his or her dwelling unit.

Occasionally, assistance animals may also be brought to a central location on campus for the purpose of providing comfort to others, such as during exam time.

Individuals seeking approval of an assistance animal to reside with them in University housing on the Medford/Somerville campus or who are enrolled in the Tufts University School of the Museum

of Fine Arts (SMFA) and reside in University housing on the Boston campus must make a request for reasonable accommodation with the Student Accessibility Services Office.

### **Pets**

A pet is any animal that is not trained or used as a service or assistance animal, but instead kept for ordinary recreation and companionship. Pets are welcome to use public outdoor spaces on campus, subject to certain restrictions including the athletic fields on the Medford/Somerville campus and the grounds at the Cummings School of Veterinary Medicine in Grafton. Where pets are permitted on campus, owners/handlers are expected to clean up after their animals. Pets visiting campus must be kept on a leash or under verbal control at all times and may not be left unattended or tied to any objects. All damages caused by an animal are the responsibility of the owner/handler.

To maintain safety and avoid disruption, pets are not allowed inside indoor spaces owned or controlled by the University.

### **Responsibilities of Animal Owners/Handlers:**

Owners/handlers must comply with the following provisions regarding the behavior and care of animals on campus:

- Dangerous, poisonous or illegal animals are not permitted
- The behavior, noise, odor, and waste of the animal must not exceed reasonable standards and these factors must not create an unreasonable disruption for community members (including staff, faculty, students and/or residents).
- The animal must be vaccinated in accordance with local law and meet all other licensing requirements.
- The animal must be in good health and maintain good hygiene. If fleas, ticks or other pests are detected, the owner/handler will be billed for the required pest treatment.
- From time to time, the University may use pesticides, pest control devices, de-icing materials, cleaning supplies, and other materials for the maintenance and operation of University facilities. The University is not responsible for any harm to animals on campus caused by such materials.
- The owner/handler of a service animal is encouraged to voluntarily register the animal with SAS. The owner/handler of an approved assistance animal is required to register the animal with SAS. The University may provide registered animals with identification tags to display while on campus.
- The owner/handler is financially responsible for the animal, including for any bodily injury or property damage caused by the animal.

### **Sanctions:**

The owner/handler is responsible for assuring that the animal does not unduly interfere or adversely affect the routine activities of others. If the University determines that the animal threatens the health, safety, or property of anyone in the Tufts community, or that the approved animal is adversely affecting the University's programs and activities, Tufts will take appropriate measures, up to and including a determination that the approved animal may no longer be permitted on campus. If a service or assistance animal is banned from University property, the individual with a disability will have the right to engage in an interactive process with the University to determine if

effective participation can occur with other appropriate accommodations. The University is committed to engaging in an interactive process with individuals with disabilities to ensure reasonable accommodation.

**Exclusions:**

This policy does not apply to animals used in approved University research. This policy does not apply to animals used for teaching purposes in classes on campus, based on approved faculty requests for such use. Non-research animals used in classes should be approved by the department chair, dean and Risk Manager, as appropriate.

The University may impose additional restrictions on the presence of animals in certain locations or at particular events.

**Questions and Contact Information:**

Student Accessibility Services (for undergraduate students on the Medford/Somerville campus and at the SMFA) may be reached by e-mail at: [Accessibility@tufts.edu](mailto:Accessibility@tufts.edu), or by phone at: 617-627-4539.

## **Housing Accommodations for Students with Disabilities**

In accordance with the two-year Tufts residency policy, freshman and sophomore students are required to live on campus. When residing at Tufts, students may need to apply for an accommodation in their on-campus living environment. Accommodation requests need to be submitted, reviewed, and updated each year. After submitting your request, SAS will review and determine if an accommodation is appropriate, working in collaboration with the Office of Residential Life and Learning.

SAS will discuss a student's request for accommodations when the following conditions are met:

1. You can provide detailed documentation by a qualified clinician indicating you have a disability or illness that requires an accommodation.
2. You are deemed eligible to receive an accommodation due to a disability based on a review of your documentation and additional information.
3. The proposed accommodations are necessary to ameliorate the effects of the condition and are reasonable. Possible accommodations might include a special room assignment (such as a first-floor room), permission to bring an air conditioning unit, or in very rare cases, a single room. On-campus housing is limited at Tufts. For this reason, a single room assignment is only granted to students for whom no other accommodation is deemed reasonable, and only when available.

Please follow the below processes if you would to apply for housing accommodations:

**Returning students:** Returning, eligible students who participate in the room selection process are encouraged to select a room that best meets their individual needs. Students who have been diagnosed with a disability and provide documentation that the room they selected does not reasonably meet their needs, may be eligible for room reassignment following the room selection process put forth by the Office of Residential Life and Learning. Students are encouraged to select a room that meets their needs through the housing lottery, if one is available.

Students requesting reassignments must fill out the found on the SAS website by the **March 15<sup>th</sup>**, for the upcoming academic year. The Director of SAS Office will review the information and determine whether accommodations are warranted based on demonstrated need and priority level. Additional documentation may be requested by the university to evaluate the request for room reassignment.

**Incoming new students:** New students who have documented disabilities that may impact potential housing assignments, should fill out the [https://cm.maxient.com/reportingform.php?TuftsUniv&layout\\_id=21](https://cm.maxient.com/reportingform.php?TuftsUniv&layout_id=21) on the SAS website and submit documentation materials to the office. Students should note the **June 1<sup>st</sup>** deadline for requesting housing accommodations for the upcoming academic year.

SAS will review the documentation to determine appropriate reasonable room assignment.

SAS will follow up with the student in a timely manner regarding their requests.

Questions related to residential concerns (housing lottery, for example) should be directed to the Office of Residence Life and Learning at 617-627-3248. More information on residential living can be found at <https://ase.tufts.edu/reslife/>.

## **Temporary Conditions or Injuries**

Students with temporary conditions should seek initial support from their Academic Dean as soon as an injury or condition arises. The Academic Deans will work with the SAS office if temporary accommodations are determined appropriate within their classroom or residential setting. Examples of temporary conditions include (but are not be limited to); physical injuries, concussions, or illnesses.

Students are also recommended to connect with the Dean of Student Affairs Office at [deanofstudentaffairs@ase.tufts.edu](mailto:deanofstudentaffairs@ase.tufts.edu) or 617-627-3158 if they would like more information on taking a leave from the university, due to an illness, injury, or condition.

For conditions that may develop into disabilities, registration with the SAS office is highly encouraged.

### **Concussions**

A concussion is a common, but complex, traumatic brain injury. Most often, concussions are caused by a blow to the head. You may associate concussions with contact sports but they can also happen in the course of your everyday life, if you fall and hit your head, for example. In rare cases, you may have a concussion and not even know it. The symptoms of a concussion vary but they frequently include one or more of the following: headaches, dizziness, trouble concentrating, difficulty thinking, fatigue/sleepiness, insomnia, and/ or emotional distress.

If you suspect you have a concussion, contact Health Services or come to our center for an evaluation. You do not need an appointment. Because no medical tests are available for concussions, we will ask you about your symptoms to make a diagnosis.

### **If You Have a Concussion**

The majority of concussions resolve within 7-10 days, though some last much longer. Even if you have a mild concussion, your brain needs a period of rest and rehabilitation to heal properly.

### **Managing Your Academic Demands**

Concussions can impact your ability to think at first. Trying to do too much could make you a lot worse so it is important to be proactive about your studies. Health Service will contact your academic dean and let them know you have a concussion. Your dean will then inform your professors. As you recover, it is important to communicate with your professors and keep them up-to-date on your recovery.

### **Stages of Recovery**

#### **1. Rest for 24-48 hours**

Get complete rest and avoid mental stimulation for the first 1-2 days. You generally should not go to class or work on assignments. Limit screen time. This includes email, Facebook, texting, and TV.

#### **2. Sub-Symptom Threshold Activity**

After the first 24-48 hours, start to use your brain for short periods of time. Try to avoid being mentally active long enough for your symptoms to flare. If your headache gets worse after 30

minutes in front of a computer, set a timer and take a break after 20 minutes. Doing some activity will help you get better, but every time you flare your symptoms you may make your concussion worse and delay recovery. E-mail your professors at this point to let them know how you are doing.

### 3. Class Attendance

Once you start to feel better, try simply attending classes. Do not take notes or participate actively, and let your professor know that you may have to leave if your symptoms get worse during class.

### 4. Class Participation and Homework

Begin to take notes in class and participate. Gradually increase the time you spend studying, but stop and back off a little if any symptoms recur. Keep your professors informed of your progress.

### 5. Full Class Participation and Homework

Once you can fully participate in academics without restrictions/accommodations, you may start a gradual return to athletics/exercise.

## **Delayed Recovery**

Although most concussions improve fairly quickly, you might have prolonged symptoms that interfere with your classes. Your professors may be willing to arrange temporary academic adjustments while you remain symptomatic, however if you continue to have symptoms for over three weeks you should contact Student Accessibility Services for formal academic accommodations.

If you are completely unable to attend classes for more than 2 weeks, you should talk to your academic dean about the whether you can complete the semester; many students need to take medical leave at that point.

## **Physical Activity**

After resting for the first 24-48 hours you may start some low-level physical activity, as long as it doesn't make your symptoms worse. This should consist of 10 minutes on a stationary bike at a low rate or a brisk walk near home for 10-15 minutes (nothing else for the rest of the day). If this brings your symptoms back, stop and rest another day or two. A limited amount of activity may help you get better quicker, as long as you don't overdo it.

## **Follow up**

After your initial evaluation, you should be seen by a medical provider at least once every week or two until you have recovered. If you need to miss an in-class mid-term or final exam, or if you have to miss more than a week of class, your medical provider should give you a Medical Documentation of Illness form for your professors. You will have one final visit with your medical provider after you are fully recovered. It is important to close the loop and let your dean know you are better. Please do not skip this visit.

## **Return to Exercise**

Once you have felt 100% back to yourself for at least 24-48 hours, your medical provider will instruct you to begin a return-to-exercise protocol. This will guide you through the steps back to normal exercise and/or sports.

**Outside Providers**

If you choose to see an outside provider for your concussion, you will still need to schedule a follow-up appointment with a Tufts University health care professional. This is very important for coordination of your care and to arrange academic adjustments if they are needed.

## **I think I might have a disability, how do I get tested for one?**

If you think that you may have a disability but have not yet seen a medical provider, make an appointment to speak with a Student Accessibility Services staff member. SAS can provide recommendations or information on how to proceed and may determine whether or not temporary accommodations are warranted while you go through the necessary diagnosis process.

Students should begin the process of seeking a diagnosis by contacting their insurance carrier's customer service department to determine coverage for diagnostic evaluations. Students should request the following information from their insurance provider:

- What is the in network vs. out of network coverage for diagnostic evaluations?
- Note the name of the insurance representative, the time they spoke with the representative, and document what the representative said.
- Ask the insurance company if they can provide the names of providers (psychologists, psychiatrists, or neuropsychologists) with whom the student can schedule an appointment.

The SAS Office has developed a list of local evaluators for informational purposes only. Tufts does not endorse any of these providers and students are not required to contact anyone on the list. Please note, that these providers may not be covered under the student's insurance policy. It is important for the student to determine their own coverage. Upon meeting with a SAS staff member, we will provide you with that list.

If a student would like some assistance with the diagnostic referral process, they should contact Student Accessibility Services at [accessibility@tufts.edu](mailto:accessibility@tufts.edu) or call 617-627-4539 and schedule an appointment with a staff member.

## **Is it possible to receive accommodations related to courses, such as course load or degree requirements?**

Tufts University recognizes that some students with a diagnosed learning disabilities or neurological disorders, which significantly impairs academic performance in the quantitative area, may be eligible for a modification in course number, registration timing, or a substitution of the University requirements in the areas of foreign language or mathematics.

### **Reduced Course Load**

Tufts University does not offer a part-time program for undergraduate students. However, some students at Tufts have disabilities or conditions which affect their ability to maintain the expected 4- to 5-credit course load per semester. You may petition the SAS office for a reduced course load as an accommodation if you can show that honoring the request is necessary for you to be successful. Reduced course loads may be granted with full or reduced tuition depending upon the number of credits taken for the semester. A reduced course load of three-credits or less per semester is eligible for reduced tuition, if approved by the student's Advising Dean. A three-credit semester is considered a reduced course load with full tuition, and a course load in the range of one credit to 2.5 credits, is considered a reduced course load with reduced tuition. Students must enroll in enough classes to achieve a minimum of one credit. Students who have been granted permission to enroll in fewer than three credits will be allowed to use that semester toward the residence requirement of eight semesters of full-time study.

To petition for a reduced course load, you and your doctor must complete a reduced course load petition form which can be found on the SAS website: <https://students.tufts.edu/student-accessibility-services/how-we-help/course-accommodations> . The student is then responsible for submitting the completed form, along with any other appropriate documentation, to SAS no later than **January 5<sup>th</sup>** for spring semesters, and **August 15<sup>th</sup>** for fall semesters. We do not accept late petitions for consideration. You must re-petition each semester you are seeking a reduced course load.

Once you submit your completed petition, you must meet with the director of the Student Accessibility Services Office and your Advising Dean to develop an appropriate academic plan. Taking a reduced course load may affect the number of semesters you need to graduate, financial aid, work-study, health insurance, auto insurance, and other areas of student life. In rare instances, if you extend your educational career too long, you may have to retake coursework to meet current standards. It is your responsibility to be aware of the effects of a reduced course load if granted. Students are expected to make sufficient academic progress during reduced course load semesters and are still subject to academic probation if satisfactory progress is not made.

### **Engineering students**

Engineering students must work collaboratively with their Advising Dean to ensure proper degree requirements are being met in as timely a manner as possible. Due to the progressive nature of engineering degrees, academic planning is essential for students who need reduced course loads. You assume the responsibility for the consequences of seeking and obtaining a reduced course load with the understanding that particular courses and course requirements will not be waived.

### **Financial Considerations**

Financial aid is typically available for eight semesters only. If you take a reduced course load, you may need additional semesters to earn the credits necessary to complete your degree. When you are approved for a reduced course load it is strongly recommended that you speak with Student Accounting Services, the Financial Aid Office, and your Advising Dean.

Students who are approved to take a reduced course load in the range of one credit to three credits per semester are eligible to request a tuition adjustment. You and your family will need to work with your Advising Dean to complete the necessary forms to request this adjustment. Please note tuition adjustments are not guaranteed.

If you are approved for a three credit reduced course load and drop a class, NO tuition adjustments will be made. Like all students at Tufts University, you have the opportunity to request a medical leave during the semester if you feel it is necessary.

### **Academic Progress Requirements**

Students who take a reduced course load (1 to 3) credits are expected to have a grade of C- or better in each course to be considered in good academic standing. If you drop a course, take an incomplete, or have a grade of D or below may be considered for academic probation.

### **Early Registration**

Some students may be eligible for early registration. For example, if you require assistive technology or audiobooks, you may be approved for early registration to allow ample time for the SAS office to prepare materials. If you are approved for early registration, you will work with the SAS office and your academic dean to complete the registration process.

### **How to Request Early Registration**

SAS will determine your eligibility for early registration through a careful review of your medical documentation and a meeting with an SAS representative. If you are interested in utilizing this accommodation, please be sure to note this when sending in your documentation or in your initial meeting with an SAS representative. If you are approved for early registration, the SAS office will notify your academic dean.

### **Course Substitution**

#### **Foreign Language Petition**

Students in the School of Arts and Sciences must fulfill a foreign language requirement as a part of your foundation requirement courses needed for your undergraduate degree from Tufts. This requirement is generally completed through taking a series of language courses or a combination of language and culture courses. You can find more specific information about the foreign language requirement in the Tufts University Bulletin.

If a disability has made it difficult for you to learn a foreign language, you may be granted a foreign language substitution, permitting you to substitute the language courses with additional culture courses. For example, rather than the standard requirement of three language and three culture courses, or six language courses, you may submit a petition to complete three culture courses in classics and three culture courses in African American studies.

To petition for this substitution, you will need to submit a personal statement (no specific length or

form) to the SAS office that includes: A history of your past attempts at learning a language (if applicable), how your disability affects your ability to learn a foreign language, and your proposed plan for substitution of these language courses.

The SAS Director will present your statement and documentation to a confidential faculty committee to determine your substitution eligibility. Students should submit this petition by the end of end of their freshman year.

### **What is the policy for seizures, if one were to occur due to my disability?**

If a student has a seizure disorder, even if controlled by medication, Tufts strongly encourages the student to register with SAS. Under the Americans with Disabilities Act (ADA) students with seizures are entitled to academic accommodations to help them succeed at Tufts. Student Accessibility Services will ask the student for documentation from their primary physician or neurologist describing the type of seizure disorder, a description of the seizures, the frequency of occurrence, and any medications that are being used to treat the seizures. Acceptable documentation from the student's physician may include but is not limited to the following:

- A concise statement of the current medical diagnosis or condition.
- An explanation of the current impact the medical diagnosis or condition has on the student's functioning.
- A synopsis of assessment procedures and evaluation instruments that were utilized to make the diagnosis, including evaluation results and standardized scores if applicable.
- A summary of present symptoms that meet the criteria of the diagnosis.
- Medical information pertaining to the student's needs including the impact of medication on the student's ability to meet the demands of a postsecondary environment.
- The medical documentation should be recent regarding the student's current medical status. Disabilities that are more sporadic or degenerative in nature may require more frequent documentation.

Students registered with SAS will be given an accommodation letter detailing the nature of their accommodations. Students are responsible for delivering these letters to their professors. The letters will include instructions for faculty to call the Tufts University Police Department (x66911) if a student has a seizure while in class. The TUPD will determine whether or not the student should then be transported to the nearest hospital. The same procedures apply if a student has a seizure in the residence halls or while participating on Tufts campus or in another tufts sponsored activity. Tufts will not change this procedure even if requested to do so by the student.

## **Appeal and Grievance Processes**

Reasonable accommodations are afforded to any student who is registered with the SAS Office, who has been deemed eligible by the director of SAS in accordance with Tufts policies and in accordance with state and federal regulations. Accommodations must be requested by the student, and be in conjunction with the student's documented disability, and must not substantially alter the educational program, intent, process, nor be an administrative burden to execute for the parties involved. The process of arriving at accommodations for a student involves: (1) documentation submission and review; (2) An interview with an SAS staff member; (3) Student's request for specific accommodations. Requests for accommodations must be timely, and cannot be enacted retroactively.

### **Procedures**

If a Tufts University student believes that he or she has had a request for accommodation denied by an SAS staff member based on a failure of judgment, failure of process, or failure of information, he or she has the right to seek an appeal. Appeals can be resolved informally or formally. A student can appeal a decision based on a failure of judgment when he/she believes the determination made by the director of the SAS Office was incorrect in his/her judgment regarding the need for, application of, or implementation of an accommodation.

A student can appeal a decision based on a failure of process when he/she believes the determination made by the director of the SAS Office was incorrect due to a failure on his/her part to dutifully perform the process of determining eligibility, or determining a reasonable accommodation. A student can appeal a decision based on a failure of information when he/she believes the determination made by the director of the SAS Office was incorrect due to a lack of information, or documentation. Generally speaking, a failure of information is informally handled by the student providing updated or requested documentation.

### **A Note About Documentation**

Documentation supplied by a licensed clinician must include recommendations for accommodations. The recommendations made by clinician's are weighed heavily in determination of accommodations, but, are not binding in nature. The SAS Office reserves the right to disagree/override recommendations made by a clinician. The nature of the disagreement with recommendations may be due to (not an exhaustive list) differences in learning environments; differences in missions from K-12 special education services and higher education; lack of application between the disability and recommendation, and inappropriate use of the term "accommodation".

### **Informal Appeals**

Prior to initiating a formal appeal, the student should contact the Director of the SAS to discuss his or her concerns about the denied accommodation. The director has the responsibility to consider the student's request and respond to the student's concerns in a timely manner. The student has the responsibility to identify to the director the nature of his or her appeal (failure of judgment, failure of process, or failure of information) and to explain why he or she believes the determination made by the director was erroneous in nature. The Director of the SAS has the responsibility to carefully consider the points made by the student, and in writing, inform the student of any changes based on the discussion. It is not uncommon for the Director of the SAS to offer alternative

accommodations in lieu of the requested accommodation, if, he or she believes the alternative provides a better solution given the interaction of the student's disability and the Tufts environment. It must be noted that the director does not have to change the original denial of accommodation based on the appeal, but, must clearly explain the reasoning behind the denial for the student.

### **Formal Appeals**

If the student remains unsatisfied after an informal appeal has been sought out, he or she may make a formal appeal through the Dean of Undergraduate and Graduate Students, John Barker. In order to file a formal appeal with Dean Barker, the student must provide a written request for an appeal based on his or her belief of the Student Accessibility Services Office's failure to accommodate based on either judgment or process, (not based on a lack of information). Dean Barker will review the request and meet with the student in a timely manner to discuss the appeal. If reasonable, Dean Barker will work with the student to develop a suitable plan for accommodation, or provide a reasonable explanation as to why the request was denied. Any accommodation plan developed between the student and Dean Barker will be enacted by the usual methods of the Student Accessibility Services Office, within a reasonable period of time, typically 7 days. All outcomes of a formal appeal will be communicated in writing to the student, the Student Accessibility Services Office, and the Alpha Dean of the student within a reasonable time frame.

### **Grievance Process**

A student who has failed to achieve satisfactory resolution through the appellate processes may file a complaint with the Tufts University Office for Equal Opportunity (OEO). Students follow the procedures established by the OEO and should contact the OEO at:

Office of Equal Opportunity  
Ballou Hall, 1st Floor  
Medford Campus  
617-627-3298  
o eo@tufts.edu

## **Additional Information for Tufts Students with Disabilities**

### **Parking and Transportation:**

Tufts does not provide on-campus transportation, specifically for persons with disabilities. Students are encouraged to utilize the following options in navigating the Medford campus. If a student would like to obtain a handicap accessible parking permit, they should contact Health Services at 617-627-3350, who will then provide information to Public Safety regarding your parking accommodation.

- **Tufts Shuttle Service**

Tufts University provides a multiple-campus shuttle that provides transportation for students during the academic year. Information about the “Davis Square Shuttle”, “Boston Avenue Shuttle”, and “SMFA/NEC Shuttle” can be found on the Public Safety website here:

<http://publicsafety.tufts.edu/adminsvc/shuttle-services-2/>

- **Massachusetts Bay Transportation Authority (MBTA)**

The MBTA offers a variety of public transportation support for individuals with disabilities. All individuals with disabilities are offered a statewide transportation access pass, which provides reduced fare benefits on all public transportation lines. In addition, the MBTA will provide buses equipped with wheelchair lift devices on any of its routes when requested. Certain subway stations on the Red, Blue, Green, and Orange lines, as well as 52 commuter rail stations, are wheelchair accessible. The MBTA also provides The Ride, a service offering a special lift-equipped van to anyone unable to use general public transportation. All requests for services or further information on these special services are to be made to the MBTA’s Office for Special Needs at 617-222-5123.

- **SafeRide Services**

The Tufts University Police Department offers a safety service called the Tufts SafeRide, offered for student’s personal safety. The service is provided seven days a week, from sunset to sunrise, primarily using a van and/or officers on foot. More information on this service can be found here:

<http://publicsafety.tufts.edu/police/safe-ride-services-medford-somerville/>

### **Fire and Emergency Evacuations:**

Students who require assistance during an emergency, such as an evacuation, are encouraged to identify themselves through the Student Accessibility Services by phone: 617-627-4539 or in writing. At the beginning of each semester, students with disabilities who require assistance in an emergency should provide the office of SAS with their class schedules. A copy of his/her class schedule will be provided to the University Police who will keep the schedule in the police dispatch office to facilitate location of the individual if emergency building evacuation is required. It is also recommended that students identify several classmates who can report their location in an emergency to the University Police. For further information on evacuation procedures, contact SAS at 617-627-4539.

## **Additional Resources**

### **Academic Resource Center**

Tel: 617-627-4345

The “ARC” provides one-on-one academic support services which include; peer subject tutoring, writing tutoring, time management and study strategies, public speaking.

### **Office of Residence Life and Learning:**

Tel: 617-627-3248

Office of Residence Life and Learning or “Res Life” assists students with the on-campus housing process.

### **Health Services:**

Tel: 617-627-3350

Health Services offers a wide range of preventative, remedial, and developmental services to students. Assists students with health related matters and operates similarly to a clinic or primary care office.

### **Counseling and Mental Health Services:**

Tel: 617-627-3360

CMHS offers a wide range of preventative, remedial, and developmental services to students. Assists students with health related matters and operates similarly to a clinic or primary care office.

### **Dean of Student Affairs:**

Tel: 617-627-3158

The Dean of Student Affairs Office coordinates areas of student services, including: judicial affairs, public and environmental safety, leaves of absences, promoting diversity and equality, sexual misconduct prevention and resources, and pluralism initiatives.

### **Career Center:**

Tel: 617-627-3299

The Career Center can assist students in finding their career goals, providing support to develop an independent proactive and successful search for fulfilling employment.

### **Dining Services:**

617-627-3566

Dining Services assist students in accommodations related to food restrictions in Tufts dining facilities.

## **SECTION 17: Outside Services**

When planning to attend Tufts University, students are strongly advised to work with the state commissions including the Massachusetts Rehabilitation Commission, the Massachusetts Commission for the Blind, or the Massachusetts Commission for the Deaf and Hard of Hearing. These agencies provide various types of assistance based on the individual's disability. Students need to contact these offices well in advance to insure sufficient time to process requests.

1. **Massachusetts Commission for the Blind (MCB):** MCB is a state agency that provides a wide range of rehabilitation and social services to legally blind Massachusetts residents. The Commission defines "legal blindness" as people who have corrected vision of 20/200 or less in the better eye (i.e., one does not have to lose total vision to qualify for "legally blind" status). Students who want to receive services from the MCB are required to register with MCB. Registration is based on the results of a current eye examination. The physician must submit the results of the examination within 30 days to the MCB. The services include vocational rehabilitation, orientation and mobility instruction for safe independent travel, advocacy for blindness related issues, assistance with obtaining legal benefits, and adaptive skills training in Braille. The MCB has limited free courtesy services for out-of-state students. For further information, call MCB Toll free at (800) -392-6450 or at 617.727.5550.
2. **Massachusetts Association for the Blind (MAB):** The Massachusetts Association for the Blind's Braille Translation Office provides services in translating books into Braille. Students are responsible for the fees related to the services. For more information, call 617.738.5110 or visit their website at: [www.MabCommunity.org](http://www.MabCommunity.org).
3. **Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH):** The MCDHH is the principal state agency serving on behalf of people who are deaf and hard of hearing. Services include coordinating a statewide interpreter referral service for people who are deaf and hard of hearing, referral for Computer Aided Realtime Translation (CART), screening and approving potential interpreters, and related services. For more information, call 800.822.1155, 800.530.7570 TYY, or visit their website at: [www.state.ma.us/MCDHH](http://www.state.ma.us/MCDHH).
4. **Massachusetts Rehabilitation Commission (MRC):** MRC is a state agency that provides comprehensive services for people with disabilities through a variety of programs. Services available include but are not limited to: diagnostic evaluation, aptitude interest testing, restorative treatment and equipment such as wheelchairs, hearing aids, interpreters, and telecommunications for the deaf. For more information, call 617.204.3600.

## Important Telephone Numbers, Emails and Websites

### *Student Accessibility Services*

Tel: 617-627-4539

FAX: 617-627-5447

E-mail: [Accessibility@Tufts.edu](mailto:Accessibility@Tufts.edu)

### *Student Services*

Tel: 617-627-2000

Email: [studentservices@tufts.edu](mailto:studentservices@tufts.edu)

### *Advising/Registrar*

Tel: 617-627-2000

Email: [studentservices@tufts.edu](mailto:studentservices@tufts.edu)

### *Dean John Barker*

School of Arts & Sciences

School of Engineering

Tel: 617-627-4239

### *Career Center*

Tel: 617-627-3299

Email: [careercenter@tufts.edu](mailto:careercenter@tufts.edu)

### *Dean Carmen Lowe*

School of Arts & Sciences

School of Engineering

Tel: 617-627-4239

### *Counseling & Mental Health Services*

Tel: 617-627-3360

Emergency Tel: 617-627-3030

Ask for counselor on-call

### *Office for Campus Life*

Tel: 617-627-3212

Email: [ocl@tufts.edu](mailto:ocl@tufts.edu)

### *Health Services*

Tel: 617-627-3350

### *Academic Resource Center*

Tel: 617-627-4345

Email: [arctutoring@tufts.edu](mailto:arctutoring@tufts.edu)

### *Public and Environmental Safety*

Non-Emergency Tel: 617-627-3030

Emergency Tel: 617-627-6911

### *Office of Residential Life and Learning*

Tel: 617-627-3248

Email: [reslife@tufts.edu](mailto:reslife@tufts.edu)

## **Notice of Non-Discrimination**

Tufts University does not discriminate on the basis of race, color, national origin, religion, sex, age, physical or mental Student Accessibility, sexual orientation, gender identity, gender expression, genetic information, disabled-veteran status in its employment, admission policies, or in the administration or operation of or access to its academic and non-academic programs and policies. It does not discriminate on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973. Inquiries regarding disabilities and Section 504 of the Rehabilitation Act may be directed to Student Accessibility Services at [accessibility@tufts.edu](mailto:accessibility@tufts.edu) .

# Map of Tufts University



## TUFTS UNIVERSITY MEDFORD/SOMERVILLE CAMPUS

### University Buildings

- 1 Aidekman Arts Center H9
- 2 Alumnae Hall H9
- 3 Anderson Hall H6
- 4 Balch Arena Theater H9
- 5 Ballou Hall E6
- 6 Barnum Hall E6
- 7 Bendetson Hall E5
- 8 Bookstore F8
- 9 Boston School of Occupational Therapy (BSOT) B4
- 10 Braker Hall G5
- 11 Bromfield-Pearson J7
- 12 Bush Hall F10
- 13 Cabot Center (The Fletcher School) D6
- 14 Campus Center F9
- 15 Carmichael Hall C5
- 16 Chase Center, Carmichael Hall C6
- 17 Cohen Auditorium H9
- 18 Community Health (112 Packard Avenue) E9
- 19 Conference Bureau Office (108 Packard Avenue) E9
- 20 Summer Session Office (108 Packard Avenue) D9
- 21 Cousens Gym H3

- 22 Curtis Hall H5
- 23 Dewick-MacPhie Dining Hall F9
- 24 Dowling Hall F4
- 25 East Hall F5
- 26 Eaton Hall & Computer Lab G6
- 27 Eliot-Pearson H1
- 28 Fine Arts House (11 Talbot Avenue) H8
- 29 Gantcher Center H2
- 30 Goddard Chapel F6
- 31 Granoff Family Hillel Center D5
- 32 Granoff Music Center H9
- 33 Halligan Hall H4
- 34 Haskell Hall F10
- 35 Health Services C8
- 36 Hill Hall E4
- 37 Hillside Apartments E4
- 38 Hodgdon Hall E9
- 39 Houston Hall C6
- 40 International Center D9
- 41 Jackson Gym G9
- 42 Lane Hall E4

- 43 Latin Way Apartments G10
- 44 Lewis Hall E10
- 45 Lincoln Filene Center G5
- 46 Miller Hall D5
- 47 Miner Hall H6
- 48 Mugar Hall C7
- 49 Olin Center for Language and Cultural Studies D6
- 50 Paige Hall H6
- 51 Pearson Chemical Lab F9
- 52 Performance Hanger G9
- 53 Psychology Building J6
- 54 Sophia Gordon Hall H7
- 55 South Hall G10
- 56 Robinson Hall H7
- 57 Science & Technology Center M7
- 58 Tilton Hall E10
- 59 Tisch Library G7
- 60 Urban & Environmental Planning (97 Talbot Avenue) E9
- 61 West Hall E5

Public Parking