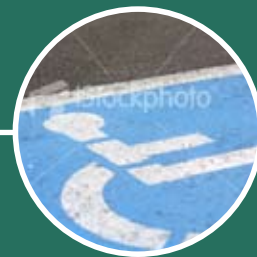
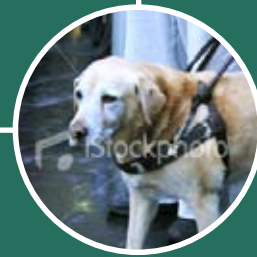
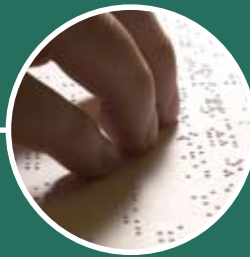
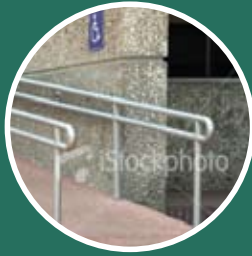


ACCESS PURDUE

A Disability Resource Guide for Faculty and Staff



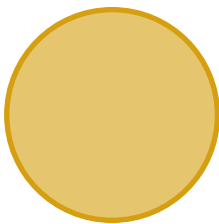
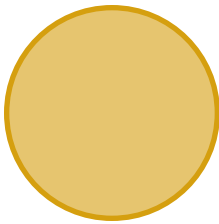


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PRESIDENT'S MESSAGE

To the Purdue University community:

Purdue University is committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person. As a land-grant institution, Purdue has long been committed to the principles of equal access and opportunity in education and employment. Recognizing that our faculty and staff are vital to the fulfillment of our mission of academic excellence in learning, discovery, and engagement, Purdue is dedicated to providing programs and physical facilities that are accessible to all employees and applicants.

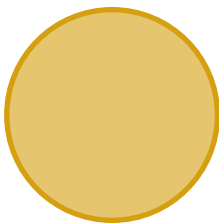
People with physical or mental disabilities often face special employment challenges. The Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) are intended to remove many of the barriers to the achievement of their fullest potential by people with disabilities. Purdue University supports and complies with the ADA and the ADAAA not simply because it's the law, but also because of our shared commitment to fair and equitable treatment of all employees and applicants.

This brochure, Access Purdue, is intended to assist both people with disabilities and those who share responsibility for implementing our policies of equal access and opportunity in employment.

Working together, we can remove many of the barriers to success faced by people with disabilities.

Thank you for your assistance in Purdue University's pursuit of access, success, and diversity for all members of our community.

France A. Córdoba
President



INTRODUCTION

Purdue University is committed to creating a campus that is fully accessible to everyone and to eliminating discrimination against people with disabilities. The University believes that every individual is entitled to an opportunity equal to his or her abilities.

Purdue strives to provide people with disabilities the opportunity to become and remain employed, participate in activities, and benefit from programs at all levels within the institution.

Since its founding in 1869, Purdue University has been dedicated to “making higher education available to the people.” Today, it endeavors to make reasonable accommodations, pursuant to the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008 (ADAAA), for the functional limitations of applicants and employees with disabilities. The ADA and the ADAAA are designed to provide people with disabilities an equal opportunity in employment, programs, and services of state and local governments, universities, and private businesses.

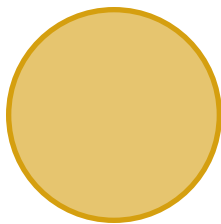
Purdue University is authorized by law to take active steps to hire and promote qualified individuals with disabilities and disabled veterans at all levels of the institution. In addition to the ADA and the ADAAA, laws that authorize these steps are the Rehabilitation Act of 1973 and the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended by the Jobs for Veterans Act of 2002.

This brochure answers commonly asked questions about the ADA and ADAAA. Contact information about special services, programs, and accommodations for employment and facilities on campus is also provided.

“Congress acknowledged that society’s accumulated myths and fears about disability and disease are as handicapping as are the physical limitations that flow from actual impairment.”



– William J. Brennan, Jr



COMMONLY ASKED QUESTIONS

What is the Americans with Disabilities Act?

The Americans with Disabilities Act (ADA) is a landmark piece of civil-rights legislation affecting more than 49 million Americans with disabilities. The ADA is intended to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities that are afforded persons without disabilities. The act prohibits discrimination against individuals with disabilities in employment, education, public accommodations, telecommunications, and transportation. The law requires employers with 15 or more employees, such as Purdue University, who are engaged in an industry affecting commerce, to provide reasonable accommodation in employment and education to individuals with disabilities, unless such accommodation imposes an undue hardship.

Although the ADA was enacted in 1990, universities have been required to provide educational and employment opportunities to individuals with disabilities since 1973, when the Rehabilitation Act was enacted.



What is the ADA Amendments Act?

The ADA Amendments Act (ADAAA) was proposed by members of Congress, who felt the courts had misinterpreted their intent with regard to the ADA. U.S. Supreme Court cases have narrowed the broad scope of protection intended to be afforded by the ADA, thus eliminating protection for many individuals whom Congress intended to protect. The ADAAA was drafted to provide clear, strong, consistent, enforceable standards that address disability discrimination by reinstating a broad scope of protection under the ADA.

The ADAAA became effective on January 1, 2009, and brings about five key changes to the ADA. The ADAAA:

1. directs that the term “substantially” should not be interpreted strictly and must be construed in favor of broad coverage of individuals. The question of whether a major life activity is substantially limited “should not demand extensive analysis;”
2. expands the definition of “major life activities” by including two non-exhaustive lists:





- a. the first list includes many activities such as caring for one-self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working;
 - b. the second list includes major bodily functions such as functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions;
3. clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;
 4. states that the determination of whether an impairment substantially limits a major life activity shall be made without regard to the effects of mitigating measures such as medication, medical treatments and supplies, equipment, low-vision devices (which do not include ordinary eyeglasses or contact lenses), use of assistive technology, aids, services, learned behavioral modifications, or adaptive neurological modification that lessen the effects of an impairment; and,
 5. clarifies that an individual who is “regarded as” having a disability is one who has been subjected to discrimination based on an actual or perceived physical or mental impairment that is not transitory and minor, whether or not the impairment limits or is perceived to limit a major life activity, and provides that individuals covered only under the “regarded as” prong are not entitled to reasonable accommodation, unless they have an actual disability.

Who is an “individual with a disability”?

The ADA and the ADAAA define an individual with a disability as a person who:

1. has a physical or mental impairment that substantially limits one or more major life activities or

-
2. has a record of such an impairment; or
 3. is regarded as having such an impairment.

A physical impairment is defined as “any physiological disorder, condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine.”

A mental impairment is defined as “any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.”

Three factors are considered to determine whether a person’s impairment substantially limits a major life activity:

1. the nature and severity of the impairment;
2. the expected duration of the impairment; and
3. the permanency or long-term impact of the impairment.

The acts protect against discrimination when an individual has an actual impairment or has a record of having an impairment. An individual has a record of having an impairment when s/he has a history of a disability, whether or not s/he is currently substantially limited in a major life activity. Such disabilities could include a history of heart disease, cancer, or mental illness.

The acts also protect individuals from discrimination when an individual is regarded as having an impairment. An individual is regarded as having an impairment when s/he is perceived or treated as having an impairment although no impairment exists. For example, an individual who speaks slowly may be regarded as having a mental impairment, although no impairment exists.

Whom does the ADA and ADAAA protect?

A qualified individual with a disability is protected from discrimination on the basis of his or her disability. A qualified individual with a disability is an individual who has a substantial impairment and meets the skill,

“ The only disability in life is a bad attitude. ”

– Scott Hamilton

experience, and education requirements of the position held or desired and who can perform the essential functions of the job with or without reasonable accommodation. Individuals are also protected from discrimination based on associations. For example, the employment status of a parent who has a child with a disability cannot be adversely affected because of the parent's association with a child with a disability.

What are "essential functions of the job"?

Functions are considered essential if:

1. the employees in the position are required to perform those functions;
2. they are functions that would fundamentally change the job if removed;
3. the position exists to perform those functions;
4. a limited number of other employees are available to perform the functions; and
5. the functions are highly specialized, and the person in the position is hired for his or her special expertise or ability to perform the function.



What is a "reasonable accommodation"?

A reasonable accommodation is any modification or accommodation to a job, practice, policy, or the work environment that allows an individual with a disability to participate equally in an employment opportunity. Employers must provide reasonable accommodations to the known physical or mental limitations of a qualified applicant or employee with a disability unless the employer can demonstrate that the accommodation would pose an undue hardship. It is the responsibility of the individual with a disability to request an accommodation.

An undue hardship is an action requested of an employer that requires significant difficulty or expense in relation to the size of the employer, the resources available, and the nature of the action. Each



proposed accommodation must be evaluated on a case-by-case basis to determine whether it is an undue hardship. However, if a particular accommodation is determined to be an undue hardship, the employer must consider alternative accommodations.

What documentation is required when requesting an accommodation?

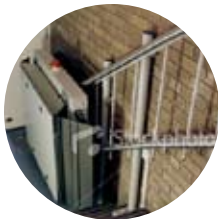


An employer is entitled to know that the individual has a disability that is covered by the ADA and ADAAA and that s/he needs an accommodation because of the disability. In cases where a disability is not obvious, an employer may ask the employee for documentation from an appropriate health professional describing the impairment; the nature, severity, and duration of the impairment; the limitations caused by the impairment; and how the requested accommodation relates to the limitations.

What are some examples of “reasonable accommodations”?

Reasonable accommodations may include, but are not limited to:

- making existing facilities used by employees readily accessible to and usable by persons with disabilities;
- acquiring or modifying equipment or devices;
- adjusting or modifying examinations, training materials, or policies;
- providing qualified readers or interpreters; and
- job restructuring, modifying work schedules, reassigning to a vacant position.



What are acceptable disability-related inquiries of employees?

A “disability-related inquiry” is a question (or series of questions) that is likely to solicit information about a disability. The ADA limits an employer’s ability to make disability-related inquiries at three stages.

First, the ADA prohibits all disability-related inquiries prior to an offer of employment, even if they are related to the job. Next, after an applicant

is given a conditional job offer, but before s/he starts work, an employer may make disability-related inquiries and conduct medical examinations, regardless of whether they are related to the job, as long as it does so for all entering employees in the same job category. Finally, after employment begins, an employer may make disability-related inquiries and require medical examinations only if they are job-related and consistent with business necessity.

Examples of prohibited disability-related inquiries may include the following:

- asking an employee whether s/he has (or ever had) a disability or how s/he became disabled or inquiring about the nature or severity of an employee's disability;
- asking an employee to provide medical documentation regarding his/her disability;
- asking an employee's coworker, family member, doctor, or another person about an employee's disability;
- asking about an employee's genetic information;
- asking about an employee's prior workers' compensation history;
- asking an employee whether s/he is currently taking any prescription drugs or medications, whether s/he has taken any such drugs or medications in the past, or monitoring an employee's taking any such drugs or medications; and
- asking an employee a broad question about his/her impairments that is likely to elicit information about a disability (e.g., "What impairments do you have?").

“ It was ability that mattered, not disability, which is a word I'm not crazy about using. ”

– Marlee Matlin

Employers must treat any medical information obtained from a disability-related inquiry (including medical information from voluntary health or wellness programs), as well as any medical information voluntarily disclosed by an employee, as a confidential record. Any medical information obtained by the employer must be stored separately from the employee's personnel file.

What types of disability-related information can and cannot be disclosed in providing a reference or recommendation about a former or current employee?

In providing a reference or recommendation for a former or current employee, an employer can provide the following information:

- public information such as name, confirmation of employment, position title, and dates of employment;
- job functions and tasks performed by the applicant;
- quality of the work performed;
- how functions were performed;
- attendance records; and
- other issues that are not disability-related.

A supervisor and/or any employee cannot provide any information contained in a former or current employee's confidential record. This includes information regarding disability, illness, or workers' compensation.



What types of disability-related information cannot be requested in obtaining a recommendation or reference about an applicant?

Before making a conditional job offer, an employer may not request disability, illness, or workers' compensation information, or make any of the disability-related inquiries stated earlier in this section from a previous employer, family member, or other source.



What can I do to be considerate of people with disabilities?

Please keep the following suggestions in mind when interacting with individuals with disabilities.

- Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.



- Ask before assisting a person with a disability. Wait for acceptance and instructions before you help.
- Be considerate of the extra time that it may take a person with a disability to perform a major life activity.
- Speak clearly and directly to a person. Do not shout.
- Listen attentively when talking with people who have difficulty speaking and wait for them to finish.
- Never pretend to understand; instead repeat what you have understood and allow the person to respond.
- Do not refer to an individual by his or her disability. A person is not a condition.
- Avoid using “normal” to describe someone who is not disabled, implying that someone with a disability is not normal.
- Do not emphasize disability over other characteristics when describing a person with a disability.
- Relax. People with disabilities are people first. Don’t be afraid of conversation. Just as you would with anyone else, if you should offend someone, apologize.

Please keep the following suggestions in mind when interacting with individuals who use wheelchairs.



- Sit at eye level when talking to someone in a wheelchair.
- Do not lean on the wheelchair.
- Do not push the wheelchair unless asked to do so.
- Avoid blocking ramps, curb cuts, or disability-designated parking spaces.
- Do not be embarrassed to use such phrases as “Let’s walk over to the auditorium.”

Please keep the following suggestions in mind when interacting with individuals who are deaf or hard of hearing.

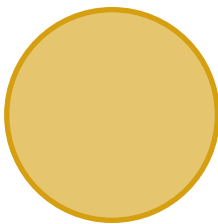
- Enunciate clearly. If the individual is lip reading, keep your mouth clear of obstructions. Place yourself where there is ample lighting.
- In order to get the attention of a person with a hearing impairment, tap the person on the shoulder or wave your hand.
- Consider using written notes if you are having difficulty communicating.
- Keep in mind that an interpreter's job is to translate. Therefore, always speak directly to the person with the hearing impairment.
- Keep in mind an individual may also rely somewhat on facial expressions or other body language to help in understanding.
- Do not be embarrassed to use such phrases as "Did you hear that Isabel is retiring."

Please keep the following suggestions in mind when interacting with individuals who have a visual impairment.

- Identify yourself and others present immediately; cue a handshake verbally or physically.
- When conversing in a group, remember to identify the person to whom you are speaking.
- Don't be embarrassed to use phrases as "Do you see what I mean?"
- Don't touch an individual's cane or guide dog when it is in a harness.
- Use verbal cues; be descriptive in giving directions.
- Verbalize chair location or place the person's hand on the back of the chair, but do not place the person in the chair.
- Keep doors opened or closed; a half-opened door is a serious hazard.
- Offer assistance in travel; let the individual grasp your left arm, usually just above the elbow.

“Being disabled today is not about sitting at home in a wheelchair, it's being able to go out and do whatever you want.”

– Tammy Duckworth



CONFIDENTIALITY

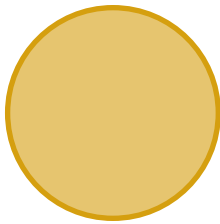
All applicant and employee medical information is kept confidential. Medical information is collected and kept in separate medical files with the following exceptions:

1. supervisors may be informed of necessary restrictions on the work or duties of an employee and accommodations necessary for the employee; or
2. first aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment or if any specific procedures are needed in the case of fire or other evacuation; or
3. government officials who are investigating compliance with the ADA and the ADAAA and other federal and state laws prohibiting discrimination on the basis of disability may be provided relevant information upon request.



When supervisors are informed of an employee's limitations and accommodations, the ADA prohibits the disclosure of the employee's medical information to other employees.





EQUAL OPPORTUNITY

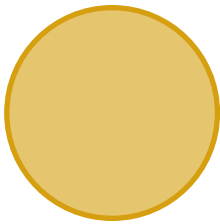
Equal opportunity, not merely equal treatment, is essential to the elimination of discrimination. Thus, in some situations, identical treatment of individuals with a disability and individuals without a disability is not only insufficient, but is discriminatory. In some cases, identical treatment will not provide individuals with disabilities with the adjustments or accommodations they require to achieve equal opportunity.

Purdue University's policy is that no applicant or employee shall be discriminated against because of any physical or mental disability with regard to any position for which the individual is qualified. This nondiscrimination policy covers all aspects of employment at all campus locations.



Purdue University staff work with applicants and employees with disabilities to determine the most appropriate accommodations. Reasonable accommodations may be made for applicants or employees. Reasonable accommodations include enabling employees with disabilities to enjoy benefits and privileges of employment equal to those enjoyed by similarly situated nondisabled employees. For example, Purdue University provides restrooms, lounges, dining facilities, and social events that are accessible to employees with or without disabilities.

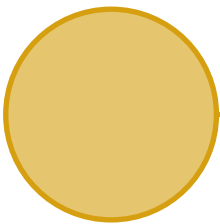




FACILITIES, PROGRAMS, and SERVICES

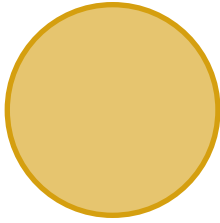
Under the ADA, programs, services, and activities should be readily accessible to and usable by individuals with disabilities. Purdue University's programs, services, and activities are available to individuals with or without disabilities. All new construction and modifications are accessible to individuals with disabilities. Barriers within existing facilities are removed when feasible.

For more information about access to programs, services, and activities, contact the assistant director for Compliance and Disability Services in the Office of Institutional Equity at (765) 494-7253.



ADA COORDINATORS

The ADA coordinators for each campus are listed on page 21 of this brochure. They are responsible for coordinating the involvement and collaboration of various University units in their collective efforts to comply with ADA and ADAAA directives. The ADA coordinators also coordinate the University's collective efforts in carrying out specified responsibilities, such as educating, recruiting, assessing, hiring, promoting, and all other terms, conditions, and privileges of employment, as mandated by the ADA and the ADAAA.



ACCOMMODATION SERVICES

West Lafayette Campus

Office of Institutional Equity

The Office of Institutional Equity supports Purdue University's nondiscrimination policy by striving to promote understanding of the issues surrounding people with disabilities. The assistant director for conflict resolution is available to assist individuals with complaints of discrimination, including those based on disability. The assistant director for Compliance and Disability Services is available to assist supervisors and employees with questions regarding reasonable accommodations for employees and applicants and to provide information about disability employment issues and public access.

For more information about services offered by the Office of Institutional Equity, call (765) 494-7253.

University Architect, Physical Facilities

In compliance with the ADA, Purdue is working to meet the challenges of improving the accessibility of every campus building, facility, and service. Challenges include the need to design new, accessible buildings and to modify older structures so that programs and activities are accessible to all.

For more information about services offered by the University Architect, Physical Facilities, call (765) 494-3426.

Human Resource Services

The ADA/Leaves/CDL program consultant is available to assist supervisors and employees with questions regarding reasonable accommodations for employees and applicants and to provide information about disability employment issues.

For more information about services offered by Human Resource Services, call the ADA/Leaves/CDL program consultant at (765) 494-0269.

“ You don't have to be handicapped to be different – everybody's different. ”

– Kim Peek

Regional Campuses

Calumet

For information about services offered at the Calumet campus, call the director of Human Resources at (219) 989-2251 or the associate director of Equal Employment Opportunity/Diversity at (219) 989-3169.

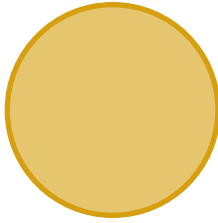
Fort Wayne

For information about services offered at the Fort Wayne campus, call Human Resources at (260) 481-6840 or the Affirmative Action/Equal Opportunity Office at (260) 481-6106.

North Central

For information about services offered at the North Central campus, call Human Resources at (219) 785-5354 or the Office of Equal Opportunity/Affirmative Action at (219) 785-5545.



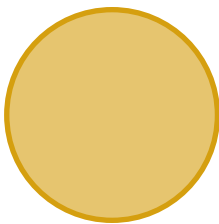


STUDENT SERVICES

Information that will be useful to students with disabilities can be obtained from ...

- **West Lafayette Campus** • Office of the Dean of Students. Contact the Assistant Dean of Students, Disability Resource Center, at (765) 494-1247.
- **Calumet Campus** • Student Support Services. Contact the Coordinator of Services for Students with Disabilities at (219) 989-2455.
- **Fort Wayne Campus** • Services for Students with Disabilities. Contact the Director of Services for Students with Disabilities at (260) 481-6657.
- **North Central Campus** • Student Support Services. Contact the Disability Services Coordinator at (219) 785-5374.





CAMPUS ACCESSIBILITY

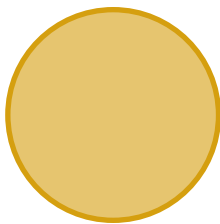
Additional information about accessibility at the West Lafayette Campus is contained in the Campus Accessibility Guide, which has a map indicating accessible features on campus and information about access to campus programs. The guide details special features such as ramps and elevators and can help people with disabilities find their way around campus. The guide is available at the Disability Resource Center (Young Hall), the Office of Institutional Equity (Young Hall), the Office of the Dean of Students (Schleman Hall), Purdue Marketing and Media (South Campus Courts D), Human Resource Services (Freehafer Hall), Purdue Memorial Union (Newsstand), and the Visitor Information Center (504 Northwestern Avenue).

For information regarding accessibility at the regional campuses, contact the following resources:

- **Calumet** • Director of Human Resources, Equal Employment Opportunity/Diversity
- **Fort Wayne** • Human Resources, Affirmative Action/Equal Opportunity Office
- **North Central** • Human Resources, Office of Equal Opportunity/Affirmative Action

“ Passion is the great slayer of adversity. Focus on strengths and what you enjoy. ”

– Charles Schwab



EMERGENCY PROCEDURE

In the event of an emergency, many building accessibility devices, such as elevators, become nonfunctioning. When an emergency requires the evacuation of a campus building, the following procedure is recommended for individuals who are unable to locate or access an exit.

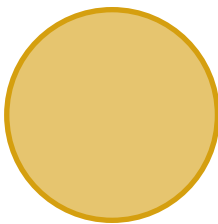


- Telephone 911 and advise the police dispatcher of your location. The use of 911 routinely identifies the location of the caller. Even if the caller is unable to speak, the police will surmise that the caller is in trouble and respond accordingly.
- If you are unable to call 911, advise others of your situation and have them inform emergency personnel of your location.
- If you are in no immediate danger, remain where you are and wait for emergency personnel to arrive.
- If you are in immediate danger or wish to leave, go to the nearest enclosed exit stairway. University police and firefighters are familiar with campus buildings and are trained to search enclosed stairwells for individuals.

Individuals are strongly encouraged to make preparations for an emergency situation in advance of a possible emergency. A brochure entitled, “Carry Techniques for Assisting Individuals with Disabilities in Emergency Situations,” is available upon request from the West Lafayette Office of Institutional Equity. To request assistance with emergency planning for individuals with disabilities, please contact the assistant director for Compliance and Disability Services in the West Lafayette Office of Institutional Equity.



It is recommended that an individual carry a sounding device, such as a whistle, to alert emergency personnel of his or her location.



RESOURCES at PURDUE

ADA Coordinators

West Lafayette Campus

Director, Office of Institutional Equity (765) 494-7253 (Voice)
(765) 496-1343 (TTY)

Calumet Campus

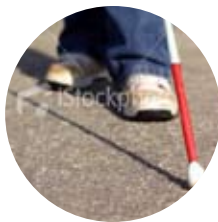
Vice Chancellor for Student Affairs (219) 989-2367 (Voice)
(219) 989-2454 (TTY)

Fort Wayne Campus

Director of Services for Students with Disabilities (260) 481-6658 (Voice)
(260) 481-6657 (TTY)
Physical Plant Director (260) 481-6832 (Voice)

North Central Campus

Equal Opportunity/
Affirmative Action Officer (219) 785-5545 (Voice)
Relay Indiana (800) 743-3333 (TTY)
OR 711



Employment and Programs

West Lafayette Campus

Office of Institutional Equity (765) 494-7253 (Voice)
University Architect, Physical Facilities (765) 494-3426 (Voice)
Human Resource Services (765) 494-0269 (Voice)
(765) 496-1343 (TTY)

Calumet Campus

Human Resources (219) 989-2251 (Voice)
(219) 989-2997 (TTY)

Fort Wayne Campus

Human Resources (260) 481-6840 (Voice)
(260) 481-6082 (TTY)



North Central Campus

Equal Opportunity/
Affirmative Action Officer
Relay Indiana

(219) 785-5545 (Voice)
(800) 743-3333 (TTY)
OR 711

Student Services

West Lafayette Campus

Disability Resource Center

(765) 494-1247 (Voice/TTY)

Calumet Campus

Student Support Services

(219) 989-2455 (Voice)
(219) 989-2454 (TTY)

Fort Wayne Campus

Services for Students with Disabilities

(260) 481-6657 (Voice/TTY)

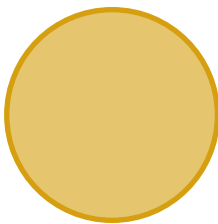
North Central Campus

Student Support Services
Relay Indiana

(219) 785-5312 (Voice)
(800) 743-3333 (TTY)
OR 711

“ How you learn has
nothing to do with how
great you are. Your
job is to find out what
your gift is, what your
contribution will be. ”

– Henry Winkler



WEB SITES of INTEREST

Office of Institutional Equity www.purdue.edu/ethics/oie

Disability Resource Center www.purdue.edu/drc/

ADA Home Page-Federal
Government Resources www.ada.gov

Bazelon Center for Mental Health Law www.bazelon.org

Disability Etiquette Handbook <http://www.sanantonio.gov/ada/EtiquetteHandbook.asp>

Disability Resources on the Internet www.disabilityresources.org

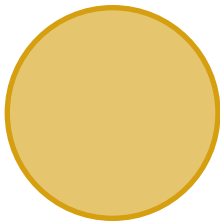
Great Lakes ADA and
Accessible IT Center www.adagreatlakes.org

Indiana Governor's Planning
Council for People with Disabilities www.in.gov/gpcpd

Job Accommodation Network janweb.icdi.wvu.edu

National Council on Disability www.ncd.gov





NONDISCRIMINATION POLICY

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities, and veterans through its affirmative action program.

Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the Vice President for Ethics and Compliance for final determination.

This booklet is presented for information purposes only and is not intended to create a binding contract. Purdue University reserves the right to modify this booklet and the policies and practices described within it at any time and without notice. The information contained in this booklet is subject to change as a result of action by federal and/or state governments, the Trustees of Purdue University, and the administration of Purdue University. Questions concerning the contents of this booklet should be directed to the Office of Institutional Equity. Alternate formats of this booklet are available by request.

The majority of individuals quoted in this booklet have or had physical, learning, or emotional conditions that are significant impairments in daily functioning; have a history of such an impairment; or might be considered to have such an impairment.



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