

# University of La Verne

## Accessibility Services Handbook



A University Handbook  
For  
Accessibility Services

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# University of La Verne

## Accessibility Services CONTACT INFORMATION

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# University of La Verne

## INTRODUCTION

### **Department Mission**

The mission of Accessibility Services is to collaborate with students and campus partners in creating an equitable and inclusive educational experience for students with disabilities. Accessibility Services is committed to assuring that all students are able to fully participate in the University's curricular and co-curricular programs.

### **Department Context**

Accessibility Services is a part of the Student Affairs Division at the University of La Verne. Accessibility Services is committed to providing equal access and opportunity to all campus programs and services for students with disabilities. The department regularly communicates with students, instructors, staff, faculty, and community members to create a diverse learning environment. We strongly believe that our students with disabilities contribute to the diversity of the student population. The department serves to fulfill accommodation services as mandated by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Both pieces of legislation provide guidelines in which all higher education institutions receiving federal funding must operate. As policies change at the federal, state, and local level it is important for the Accessibility Services staff to stay current and develop networks to better understand services and accommodations.

### **Department Goals**

Accessibility Services has implemented the following goals as part of its efforts in supporting students with disabilities at the University of La Verne:

- Accessibility Services will facilitate presentations, programs, and activities to educate the University of La Verne community in supporting and advocating for students with disabilities.
- By participating in Accessibility Services programs or receiving accommodations, students will feel supported and satisfied with services provided by Accessibility Services. Accessibility Services will create an inviting and accessible space for students with disabilities.

- Students registered with Accessibility Services will have a graduation rate at the same level as non-disabled students

The goals developed are aligned with the following Student Learning Outcomes (SLO's):

- Students will develop self-advocacy through the utilization of academic accommodation services in Accessibility Services.
- Students will engage in educational programs and activities utilizing services and accommodations provided by Accessibility Services.
- Faculty and staff will be invited to participate in Accessibility Services programs.



# **STUDENT INFORMATION**

## **POLICY FOR ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The University of La Verne is committed to full compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA). As outlined in the 2010 University Strategic Plan, the Accessibility Services Department has adopted a policy that assures every student with a disability access to appropriate academic adjustments and auxiliary aids. This ensures full participation in the university's educational programs and student activities. All university faculty, administration, and staff are to be provided with current information on laws and policies which may affect their service or instruction to students with disabilities. With appropriate education, it will become the specific responsibility of all university employees to comply with this policy.

The general definition of a student with a disability is any person who has a "physical or mental impairment which substantially limits one or more of such person's major life activities," and any person who has "a history of, or is regarded as having, such an impairment" (Rehabilitation Act, Section 504). Accommodations which might be provided are: reasonable academic adjustments and physical accommodations; special testing procedures; advance notice regarding book lists for the visually impaired and some learning disabled students; use of academic aides in the classroom such as note takers, sign language interpreters, and recording devices; early advisement and assistance with registration; accessibility for students who use wheelchairs and those with mobility impairments; and special classroom furniture or special equipment in the classroom.

## REQUESTING ACCOMMODATIONS

The guidelines to request accommodations can be found on our [Accessibility Services website](#). In order to obtain a different format of these accommodation forms, please email [accessibilityservices@laverne.edu](mailto:accessibilityservices@laverne.edu) and/or see Appendix D. Below is the process to request accommodations at the University of La Verne.

1. Complete the [Request for Accommodations](#) form.
  - a. For psychological disabilities, in addition to the Accommodations Request form, please have your Doctor complete the [Verification of a Psychological Disability](#) form (or see Appendix E).
  - b. For Emotional Support Animal accommodations, please have your doctor complete the [Emotional Support Animal Accommodation Request Form](#) (or see Appendix F).
2. The student will be notified via their student email **within 5-7 business days** if the request and documentation provided is complete, or if additional information is needed.
3. Once the Accommodations Review Committee has made specific recommendations regarding a student's request for accommodation, the student will be notified **within 5-7 business days**. If the student is approved for a Letter of Accommodation, it will be emailed to them directly. It is the responsibility of the student to then email the Letter of Accommodation directly to their faculty members. If the student is not approved for their requested accommodations, they will receive an email from the Accessibility Services department notifying them of the denial.
4. Accessibility Services encourages the timely request of accommodations prior to the beginning of the semester to ensure all requests are reviewed. Accommodation requests can be made and will be accepted and considered at any time. Accommodations go into effect immediately after they are approved by Accessibility Services. Accommodations are not retroactive (i.e. before they are approved by Accessibility Services). This means, students will not be able to re-do assignments or re-take exams they originally took before they received approved accommodations.
5. If the student is approved for accommodations, the Accessibility Services Department will email the student their letter of accommodation. The student is

responsible for emailing their letter of accommodation to their instructor/s at the beginning of each semester. If the student is not approved for accommodations, they will receive an email notification from the Accessibility Services department.

### **Services Available**

The following are some of the services that the Accessibility Services Department offers:

- Accommodations (may include but are not limited to):
  - Testing accommodations
  - Priority registration
  - Adaptive computer software
  - Books in electronic format
  - Other auxiliary aids
  - Housing accommodations

### **Documentation of Disability Eligibility**

Current documentation of the disability is required.

Documentation may include the following:

- Psychoeducational assessment evaluation for learning disabilities.
- Medical forms/psychological documentation.

Documentation may also include the following:

- Identification of the nature and extent of the disability.
- Specific information on the functional limitation as it relates to an academic environment.
- Description of the current course of treatment including medical side effects.
- Recommended reasonable accommodations.

### **Documentation Guidelines for Disability Type**

Documentation should be current; the age of the documentation required is generally dependent on the type of condition and whether the impact of the impairment on the student is fixed or changing. The following is a general guideline to appropriate documentation age:

- Learning Disability: a full psychoeducational evaluation completed within the previous 5 years for a transfer student and 3 years for an incoming traditional

undergraduate – please see specific requirements below.

- Psychological Disability: a Certification of a Psychological Disability form from the Accessibility Services office completed within the previous 3 to 6 months or documentation as deemed appropriate by the Accessibility Services office.
- Medical Disability: 5 to 7 years for a fixed condition or within the previous 3 to 6 months if a changing condition or within the previous 2 weeks to 2 months for a temporary medical condition.
- Physical: 5 to 7 years for a fixed condition within the previous 3 to 6 months if a changing condition or within the previous 2 weeks to 2 months for a temporary medical condition.

#### Psychoeducational Evaluations:

- The University of La Verne offers free psychoeducational evaluations to current students. Students who are interested in completing a psychoeducational evaluation must email Accessibility Services and ask to be placed on the waiting list. Once students have been picked from the waiting list, Accessibility Services will email the student to confirm if they are interested in completing the evaluation. The student will have seven business days to respond and confirm. If they do not confirm within seven business days, they will be removed from the waiting list.
- Students who have begun the psychoeducational evaluation process are expected to show up to their appointments on time. However, we recognize that unexpected situations arise that can cause tardiness or absences from appointments. For this reason, we allow three instances of tardiness OR absences (no shows) from appointments. Students are also allowed to reschedule up to two times at least 24 hours prior to the appointment. Rescheduling less than 24 hours prior to the appointment will count as an absence. Rescheduling more than 24 hours twice will also account as an absence. Three instances of tardiness OR three absences (no shows) will result in the termination of the psychoeducational evaluation. We would appreciate a courtesy email letting us know ahead of time that you will not be able to make it to the appointment if at all possible. In order to be fair and courteous to the time of the evaluators and of the other students on the waitlist, we ask that you show up to the session on time.

**Special Note:** The Accessibility Services Department will only keep students' records for 7 years after the date they were last registered. Please be advised all Accessibility

Services students' records that are 7 years old (or older) will be both shredded and electronically deleted. All students are strongly encouraged to keep a copy of their own records for future use.

## **ACADEMIC ACCOMMODATION POLICIES & PROCEDURES**

### **Recording Policy**

Students with disabilities may need support in accessing course material through their course lectures. The Director of Accessibility Services and professors will collaborate in the coordination of audio recorded lectures for students with medical disabilities, learning disabilities, physical disabilities, hearing disabilities, fine motor deficits, and/or disabilities related to sight.

#### **Guidelines:**

- Students must attend class to receive recording accommodation.
- Recording accommodations are approved with supporting current documentation.
- Recorded lectures may not be shared with others and/or posted online without the consent of the professor. Students will be required to sign an audio recording agreement.
- Recorded lectures may not be used in any way against the professor or students whose classroom comments are recorded as part of the course lecture.
- Information from the audio recorded lecture is protected under federal copyright laws and may not be published or quoted without the consent of the professor, as well as without giving proper credit to the professor.

### **Note Taking Policy**

Students with disabilities may need support in accessing course notes. The Director of Accessibility Services and professors will collaborate in the coordination of note-takers

for students with medical disabilities, learning disabilities, physical disabilities, hearing disabilities, fine motor deficits, and/or disabilities related to sight.

Guidelines:

- Students must attend class to receive note-taking accommodations.
- Note-taking accommodations are approved with supporting current documentation.
- Notetakers are volunteers who agree to share their notes with a peer in the classroom.
- Sometimes students who require notes from a peer want to disclose their identity to their notetaker, so they can collect the notes from them right after the class is over. However, when the student requiring the notes does not feel comfortable revealing their identity, the notetaker will deliver the notes directly to the Accessibility Services department or the professor, so that we can deliver them to the student without compromising their privacy.

**Testing Policy**

Students are asked to notify Accessibility Services of all tests that require proctoring **at least five business days** in advance. Every effort will be made to schedule testing at the same time the class has the exam. In instances when testing at the same time as the class interferes with another class, students are required to work with the Accessibility Services department to schedule an appropriate time. Appendix A describes the complete Accessibility Services testing procedures in detail.

Students approved for testing accommodations will be asked to sign the testing procedures form located in Appendix A. The Accessibility Services Department will keep a copy of the signed form in the student's file with strict confidence.

Guidelines:

- Students are expected to arrive on time (ten minutes before start time), check in with the Accessibility Services staff, and store all personal belongings (i.e. backpacks, purses, wallets, hats, phones) in the Accessibility Services office. All phones and smart watches are expected to be turned off during the exam period.
- Students are expected to have pockets checked whenever entering and exiting the test room.
- The Director of Accessibility Services and the professor will be in contact prior to the test day to receive test materials. Students will be given the exam at the Accessibility Services department.

- Students will have their test time noted and will have the whole time to complete tests. When time is up, students are expected to stop and turn in the test.
- Students are expected not to cheat. Cameras will be monitored to ensure that no cheating is done. If caught cheating, the test will immediately stop and the professor will be notified.

### **Pregnancy & Parenting Policy**

Title IX prohibits discrimination on the basis of sex — including pregnancy, parenting and all related conditions — in education and in programs and activities that receive federal funding. Pregnant or parenting students have the right to stay in school to meet their education and career goals. For more information, read and review the [Pregnancy and Parenting Student Rights](#).

Accommodations may include, but are not limited to

- Adjusted attendance requirements
- Adjusted assignment deadlines
- Exam accommodations
- Modified assignments
- Access to lactation spaces on campus
- Accessible seating and mobility support

Guidelines:

- Students will be allowed a medical leave.
- A Doctor's note will be needed to resume all academic activities.

### **Blind, Deaf, and Hard of Hearing Policy**

Students who are blind, deaf and/or hard of hearing have equal educational access and opportunities within the classroom and around campus. The goal of the Accessibility Services Department is to assist blind, deaf, and/or hard of hearing students in accessing class material and curriculum through accommodations.

Accommodations may include, but are not limited to:

- ASL Interpreters
- Speech-to text transcription
- Note-takers
- Appropriate Assistive Listening Devices
- Closed-Captioning Services



- Audiotaped, Brailed, or electronically formatted lecture notes, handouts, and texts
- Verbal descriptions of visual aids

Guidelines:

- Students must attend class to receive accommodations.
- Students who do not need accommodations will need to notify Accessibility Services three business days in advance.

**Alternate Media Policy**

Alternative media are printed materials in an alternative format for individuals with visual, physical, or information processing disabilities. Alternative media is the conversion of required course materials such as textbooks, coursework, exams and other print materials into an accessible format, such as PDF, RTF (Rich Text Format) or DOC (Document), DAISY (Digital Accessible Information System), MP3 (Audio) and Braille.

Guidelines:

- Students requesting alternate media must complete and submit the [Alternate Media Request Form](#).

**SERVICE ANIMAL & EMOTIONAL SUPPORT ANIMAL POLICY**

Below are the guidelines for individuals using Service and/or Emotional Support Animals (ESA) at the University of La Verne. For further information on animal policies on campus please visit our University of La Verne [website](#).

Background: Service animals are trained to assist people with disabilities in the activities of normal living. The Americans with Disabilities Act (ADA) defines service animals as, “Dogs that are individually trained to work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an

anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog/animal has been trained to provide must be directly related to the person's disability..” If an animal meets this definition, it is considered a service animal. University of La Verne complies with the ADA in allowing use of service animals.

#### **Definitions:**

- **Service Animal:** A dog or miniature horse animal individually and specially trained to work directly and/or perform tasks for the benefit and to accommodate the functional needs of a person with a disability.
- **Emotional Support Animal:** An emotional support animal (ESA) is a companion animal that provides therapeutic benefit, such as alleviating or mitigating some symptoms of the disability, to an individual with a mental or psychiatric disability.
- **Service-dog-in-training:** is a dog tagged as a service dog in training by identification issued by the county clerk or animal control department and accompanied by a handler, duly licensed or authorized to train service dogs. Notwithstanding any other provisions of this policy, a service-dog-in-training must be leashed and properly tagged at all times.
- **Handler:** means an individual who is the owner and user of a service animal or emotional support animal, or the person bringing an animal on University property.
- **Pet:** means any animal that is not trained and employed as a service animal; not properly tagged and licensed as a service-dog-in-training; not approved by University's Accessibility Services as a necessary and reasonable housing-related disability; or not approved by the University's Office of Human Resources as a necessary and reasonable employment-related accommodation for a documented disability. All other animals are considered pets.
- **University property:** means all University campuses, buildings, areas and other real property owned, leased, or otherwise controlled by the University.

#### **Emotional Support Animals (ESAs)**

- Emotional support animal is any animal that is specifically designated by a qualified medical provider as affording an individual with a disability an equal opportunity to use and enjoy a dwelling or to perform essential functions of employment, provided there is a nexus between the individual's disability and the assistance the animal provides.

- If approved by the Accessibility Services Department of University of La Verne, only one animal is permitted to live in Housing and Residential Life.

When the appropriate University personnel determine that an emotional support animal is necessary as a reasonable accommodation for a disability, the handler may seek an exception to the policy's general prohibition of animals based on the approved accommodation.

### **1. Locations**

a. Approved Housing-related ESA: The handler must always accompany the ESA in the Residence Hall and common use areas. Where approved, an ESA is only allowed in the University residence hall and common use areas of the residence hall to which the handler is assigned. Emotional support animals are not allowed in any other buildings or areas of University property, including but not limited to, the Campus Center, Sneaky Park, labs, or classrooms. An ESA may be taken outside of the handler's residence hall for a brief period for exercise and to excrete waste.

### **2. Behavior, Control and Hygiene**

a) The handler must be in full control of the ESA at all times. The ESA must be on a leash, harness, or other tether, or in an appropriate crate or carrier (if applicable) when being transported to and from the handler's dwelling unit or work space, as applicable.

b) The emotional support animal must reflect reasonable behavior and proper hygiene at all times while on University property. If the animal exhibits unacceptable behavior, the handler is expected to employ proper training techniques to correct the situation in a satisfactory manner.

c) An ESA must be clean and well groomed, and measures should be taken at all times for flea, tick, or other infestations and odor control. Animals with hygiene or odor issues will be denied access to or removed from University property until the problem is dealt with effectively.

d) It is the handler's responsibility to promptly remove and properly dispose of the animal's waste (e.g. urine, excrement, fur, cage shavings, etc.), which must be placed in a sturdy plastic bag before disposal and must be disposed of in an

outside trash receptacle.

e) The handler will be held responsible for any damage, including excess cleaning and/or replacement of any carpeting (minimum \$600 per room) or furnishings, resulting from the presence of the emotional support animal. In addition, the handler will be held financially responsible for any bodily injury or damage to property of others caused by the approved emotional support animal.

f) The handler is responsible for assuring the ESA does not unduly interfere or adversely affect the handler's employment duties or routine activities of other members of the University community, including University employees, students, or visitors. In addition, the ESA must not pose a threat to the health, safety, or property of anyone in the University community.

g) The handler is required to cage or crate the ESA at all times when the handler is not present in the dwelling or work space and when other members of the University community are present for University business, including maintenance and repairs.

h) A handler is prohibited from leaving an ESA unattended on University property overnight or for an unreasonable period of time. A handler is required to take the ESA when the handler leaves campus overnight, during breaks, and when the applicable residence hall is closed. University personnel are not required or responsible for providing care, food or water for any animal while on University property.

### **3. Circumstances requiring removal of an ESA**

The University may require a handler to remove the ESA if:

- (a) It is out of control and the handler does not take effective action to control it;
- (b) It is not housebroken; or
- (c) The presence of the ESA poses a direct threat to the health or safety of anyone in the University community.

- When University personnel determine there is a legitimate reason to ask that an emotional support animal be removed, University personnel will offer the handler the opportunity to obtain goods or services without the animal's presence.

- The care and supervision of the ESA is solely the responsibility of the handler. The handler is responsible for ensuring the safety of an ESA and that the ESA does not pose a threat to the health or safety of the University community.
- If University personnel have reason to believe an approved ESA is being neglected, mistreated, abandoned, or otherwise found unattended on University property for an unreasonable period of time, the University may contact the Animal Control Unit of the La Verne Police Department, City of La Verne to have the animal removed or impounded at the expense of the handler. In addition, an ESA may be removed or impounded without advance notice if the University's Sr. Director of Campus Safety or designee determines the immediate removal is warranted due to safety concerns.

#### **Procedure for Requesting an Emotional Support Animal:**

Below is the process to request Emotional Support Animal accommodations at the University of La Verne:

1. Complete the [Request for Accommodations Form](#).
2. For Emotional Support Animal accommodations to be approved, please have your doctor complete the [Emotional Support Animal Accommodation Request Form](#).

When requesting a Service Animal, the University of La Verne is able to ask the following questions about Service Animals:

1. Is the dog a service animal required because of a disability?
2. What work or task has the dog been trained to perform?

After the Director of Accessibility Services has approved the accommodation of an Emotional Support Animal, the student is responsible for submitting the approved Emotional Support Animal Procedure Acknowledgement and Information Form to the Director of Residence Life and Student Conduct, along with any other required documentation and payments for final approval. No emotional support animal may enter a housing facility until written approval has been granted.

In addition, the resident must notify the Director of Accessibility Services and the Director of Residence Life and Student Conduct (in writing) if the service animal is no

longer needed as a service animal or the animal is no longer in residence. To replace a service animal with a new service animal, the resident must file a new request with the Director of Accessibility Services and follow the same procedures as before.

No animal will be permitted in University of La Verne Residence Halls that:

- Is not approved by the Director of Accessibility Services.
- Is not approved by the Director of Residence Life and Student Conduct.
- Poses a direct threat to the health or safety of others.
- Would cause substantial physical damage to the property of the University and other residents.
- Would pose an undue financial and administrative burden to the University.
- Would fundamentally alter the nature of the University's housing operations.

**Requirements of Service Animal or Emotional Support Animal and their Partners/Handlers:**

All roommates/suitemates of the handler must agree to allowing the Service/emotional support animal to reside with them. In the event that one or more roommates/suitemates does not approve, either the handler and the service animal/emotional support animal or the non-approving roommates/suitemates, as determined by Housing and Residential Life, may be reassigned to a more suitable location. Sensitivity to individuals with allergies and to show who fear animals is important to ensure the integrity of the academic and residential community.

All approved service or assistance animals must comply with applicable laws regarding animals and their treatment and care and also meet the following standards:

**Dogs:**

- All required immunizations must be up-to-date and a copy of the immunizations must be on file with Housing and Residential Life.
- Rabies shots must be up-to-date and a copy of the immunizations must be on file with Housing and Residential Life.
- Dogs must be spayed or neutered. A copy of the veterinarian's report must be on file with Housing and Residential Life.

- Dogs must weigh no more than 40 pounds, or to be determined on a case by case basis.
- Collars and tags, including their rabies tags, must be worn at all times. The dog must be kept on a leash at all times when outside the residence hall. Dogs must never be allowed to run freely.
- Dogs must possess friendly and sociable characteristics. A specific dog can be restricted from the premises by the Director of Residence Life and Student Conduct based on any confirmed threatening or territorial behavior.
- Dog obedience and training programs are highly recommended.

#### **Domestic Cats:**

- All required immunizations must be up-to-date and a copy of the immunizations must be on file with Housing and Residential Life.
- Cats must be spayed or neutered. A copy of the veterinarian's report must be on file with Housing and Residential Life.
- Collars and tags must be worn at all times. The cat must be kept on a leash at all times when outside the residence halls. Cats must never be allowed to run freely.
- Residents with cats must properly maintain litter boxes. In consideration of the health of the cat and occupants of the residence hall room/suite, cat litter box contents must be disposed of properly and regularly. The litter box must be changed with new cat litter, regularly, as outlined by the manufacturer.

#### **Responsibilities of Handler and Standards of Behavior for Animal:**

##### **Health, Sanitary, safety and disruptive standards must be maintained as follows:**

- Animals require daily food and attention, as well as a daily assessment of their general health, behavior and overall welfare.
- A service/emotional support animal must be harnessed, leashed, tethered, or in an animal carrier.
- Animals cannot be left unattended overnight at any time. If the handler must be away, they must either take the animal with them.

- The handler is financially responsible for the actions of the approved service/emotional support animal. These actions include bodily injury and/or property damage, and handlers must take appropriate precautions to prevent it.
- Cost of care and maintenance of the health and well-being of the animal are the sole responsibility of the handler. The animal must abide by local ordinances regarding vaccinations and proper licensure.
- All animals must be placed in a cage/kennel when the handler is not present in the Residence Hall room. The handler must be present when the animal is out of the cage.
- The animal must be in a cage when maintenance is being performed in the residence hall room. The handler must also be present when maintenance staff are completing work orders.
- The animal is expected to follow all policies. Efforts should be made to keep the service/emotional support animal quiet during quiet hours and as a general courtesy to others.
- Animals must be housebroken. Waste cleanup is the sole responsibility of the handler. The waste should be disposed of in an outside dumpster/trash can. All waste acquired indoors or outdoors must be immediately retrieved, placed in a plastic bag, and securely tied before being disposed of in an outside dumpster/trash can. Animal waste must not be disposed of in university plumbing.
- The handler is required to provide the university with emergency contact information for a person who could care for the animal if the handler is unable to care for the animal at any time.
- The service/emotional support animal must not display behaviors or noises that are disruptive to others.
- The animal should generally stay in the assigned room as a courtesy to other students. The animal should not be in common areas of the residence halls. Animals must not be taken into residence hall offices/ administrative offices, commons space or student living areas.
- The student is responsible for how their animal interacts and affects the community. Sensitivity to campus community members that have allergies and to those who fear animals is important to ensure a positive community (especially in the residence halls).



- The animal should wear an identification tag with the owner's contact information in case of an emergency.
- Routine maintenance of the animal is expected and includes flea and tick prevention, de-worming, and regular health care. Residence life will inspect the residential unit on normal Health and Safety checks. If fleas, ticks, or other pests are detected through inspection, the student will be responsible for the financial cost to mitigate the pest problem. The student is again responsible for any odor, cleanliness, or property damage of the unit.
- Animals must not be allowed to disrupt others, (e.g., barking continuously, growling, yowling, howling, etc.). Animals which constitute a threat or nuisance to staff, residents, or property, as determined by the Director of Residence Life and Student Conduct, must be removed within seven days of notification. If the Director of Residence Life and Student Conduct determines that the animal poses an immediate threat, animal control may be summoned to remove the animal. If the behavior of an animal can be addressed by the handler and the handler can change the behavior of an animal so that the pet does not have to be removed, then a written action plan must be submitted by the handler. The action plan must outline the action that will take place to alleviate the problems and also must give a deadline as to the length of time the plan will take. Any action plan must meet the approval of the Director of Residence Life and Student Conduct.
- If animal neglect or abuse is suspected, the university will report this information to Animal Care and Control and/or the La Verne Police Department. An animal should not be left alone in university housing for extended time.
- If an animal in residential housing must be left alone, it should be caged/kenneled. The animal should not be left alone for long periods of time. The handler should be present when the animal is out of the cage/kennel.
- The handler is responsible for instructing others on how to interact with the animal and setting clear boundaries. The animal should not be handled by another student without the handler present.
- Secondary containment/carpet protection is required for cages/kennels and litter boxes in University housing.
- Animal accidents within the residence hall rooms/suites must be promptly cleaned up using appropriate cleaning products. Any need for carpet

replacement, including cost of materials and labor, is the responsibility of the handler.

- The handler will notify Housing and Residential Life if the animal has escaped its confines and is unable to be located within four hours.
- The handler must carry with them the approved assistance animal ID. If the handler is questioned, the handler must give the ID as documentation to show any staff member the animal is approved.

#### **Expectations of Cleanliness and/or Damages:**

- When the handler moves out of their room, or no longer owns the animal, the room/suite will be assessed to determine if damage to university property can be attributed to the animal. Housing and Residential Life maintains the right to conduct room/suite inspections each semester for the purpose of assessing damage caused by the animal or otherwise determining the resident's compliance with this procedure. Property damage may include replacement of carpet (minimum of \$600 per room), blinds, furniture.
- The handler has an obligation to make sure that the room/suite is as clean as the original standard. If the room/suite has carpeting, this also includes regular vacuuming and spot cleaning. Damages and extraordinary cleaning caused by the animal are the responsibility of the handler. Replacement or repair of damaged items will be the financial responsibility of the handler. The handler is expected to cover all costs of returning the property to original condition.
- Housing and Residential Life shall have the right to bill the resident's account for necessary repair and/or replacement costs.

#### **Where Service Animals Are Allowed:**

- Under the ADA, state and local governments, businesses, and nonprofit organizations that serve the public generally, must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. For example, in a hospital, it would be inappropriate to exclude a service animal from areas such as patient rooms, clinics, cafeterias, or examination rooms. However, it may be appropriate to exclude a service animal from operating rooms or burn units where the animal's presence may compromise a sterile environment.

### Areas Off Limits to Service Animals:

- **Teaching Laboratories:** The natural organisms carried by dogs and other animals may negatively affect the outcome of experiments. At the same time, the chemicals and organisms used in the experiments may be harmful to service animals.
- **Mechanical Rooms/Custodial Closets:** Mechanical rooms, such as boiler rooms, facility equipment rooms, electric closets, elevator control rooms, and custodial closets are off limits to service animals. The machinery and/or chemicals in these rooms may be harmful to animals.
- **Kitchens:** All kitchen areas are to be considered off limits to service animals as they could potentially contaminate the food being prepared.
- **Areas Where There is a Danger to the Service Animal:** Any room, including a classroom where there are sharp metal cuttings, or other sharp objects on the floor or protruding from the surface; where there is hot material on the floor; where there is a high level of dust; where there is moving machinery is off limits to animals.
- **Exceptions:** Access to designated off limits areas may be granted on a case-by-case basis. To be granted an exception: A student who wants his/her animal to be granted admission to an off-limits area should contact the Disabled Student Services office.

Any violation to the above policies will be reviewed through the University of La Verne Conduct Administrative process and the handler will be afforded all rights of due process and appeal as outlined in that process. Violations concerning any of the aforementioned may result in the handler having to find alternative housing off-campus for the animal and, as warranted, may also result in the handler being in breach of their housing contract.

Should the service/emotional support animal be removed from the premises for any reason, the handler will be required to fulfill his/her housing obligations for the remainder of their contracted period. See <https://laverne.edu/housing/wp-content/uploads/sites/43/2018/03/2018-2019-Student-Housing-Terms-Conditions.pdf> for Terms and Conditions.

## STUDENT RIGHTS AND RESPONSIBILITIES

### Student Rights:

- Students need to give Accessibility Services advance notice of requested accommodation(s). Accessibility Services makes every effort to ensure timely implementation of requested accommodations.
- To not be denied institutional access due to a disability.
- To receive reasonable accommodations that provide equal opportunity/access.
- To not be discriminated against due to a disability or receive any retaliatory discrimination.

### Student Responsibilities:

- Students are required to meet with an Accessibility Services staff member once per semester or more often if necessary. It is the student's responsibility to make an appointment for the meeting.
- Identify themselves to Accessibility Services so that their documentation can be reviewed and the student can begin receiving services and the student can begin receiving services if deemed appropriate.
- To provide documentation of the disability.
- To assume personal responsibility for meeting with faculty and to request assistance through supplemental services such as the Academic Success Center (ASC) and Counseling and Psychological Services (CAPS).
- Every academic year it is the student's responsibility to email Accessibility Services for their updated letter of accommodation.
- It is the responsibility of the student to email their letter of accommodation directly to their instructors as soon as they receive their letter.
- It is encouraged that the student schedules a meeting with their instructors to discuss their accommodations.

## GRIEVANCE PROCEDURE

In the event that you have a specific complaint regarding the University's compliance with the Americans with Disabilities Act of 1990 or the Americans with Disabilities Amendment Act of 2008, you are encouraged to work with the person most directly involved to resolve the matter informally.

If the matter cannot be resolved informally, the following procedures shall be adhered to, in order to initiate a formal grievance:

- Submit a written grievance to the Dean of Student Affairs within 45 days of the event that triggered the grievance. The grievance must include:
  1. A clear statement of the university policy and/or action which you feel has been violated.
  2. The date of any action you have described.
  3. The names of all university employees involved.
  4. A summary of the actions you have taken to resolve the matter informally.

The Dean of Student Affairs (or designee) shall meet with you within 2 weeks of the receipt of the grievance. If this meeting does not resolve the grievance, the Dean of Student Affairs, in consultation with the appropriate academic Dean, shall conduct an informal inquiry of the policy and/or action which you feel has been violated.

The Dean of Student Affairs will furnish you with a grievance finding within thirty (30) working days of the meeting. The written response of the Dean of Student Affairs shall be considered final.

## ACADEMIC DISHONESTY

**Academic Honesty** as defined in the University of La Verne Catalog, is that “each student is responsible for performing academic tasks in such a way that honesty is not in question”. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

- All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
- Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a quotation format.
- Deliberately supplying material to a student for purposes of plagiarism is also culpable.

Appendix C further describes in detail academic dishonesty as it relates to Accessibility Services.

# **FACULTY INFORMATION**

## UNIVERSITY OF LA VERNE'S RIGHTS & RESPONSIBILITIES

The University of La Verne reserves the right to determine the appropriateness of submitted documentation and request for accommodations on a case by case basis by the Accessibility Services Accommodations Review Committee. The University of La Verne strives to promote equality and access for students with disabilities. Through adhering to federal, state, and local legislature the university provides services and accommodations on all of its campuses.

### **Faculty Responsibilities are as follows:**

#### **Referrals**

If a faculty member is notified by a student that they have a disability, or if the student brings a medical statement to the instructor, it is the faculty member's responsibility to refer that student with their medical statement to the Accessibility Services department.

#### **Syllabus Statement**

Faculty members are highly encouraged to include a syllabus statement that emphasizes students with a disability may be entitled to receive accommodations that ensure equal access. Students should contact and/or be referred to Accessibility Services for assistance with disability-related accommodations and services. It is also helpful to mention that faculty and/or Accessibility Services are available to provide further information.

Faculty are recommended to include the following statement into their course syllabus:

- Any student eligible for and requesting academic accommodations due to a documented disability is asked to contact Accessibility Services. Accessibility Services can work with you to arrange appropriate accommodations that may be used in this class. Accessibility Services can be reached at (909) 448-4938 or email [accessibilityservices@laverne.edu](mailto:accessibilityservices@laverne.edu). The office is located at 2215 "E" Street La Verne, CA 91750

#### **Confidentiality Caution**

Students with disabilities are protected under the Family Educational Rights and Privacy Act (FERPA) and the Office for Civil Rights (OCR). At no time should the



faculty or staff make any statements or implications that the student is any different from the general student population.

Examples of statements/implications are:

- Do not ask the student to come to the classroom and then leave with the test in hand.
- Accommodations must be made for students with documented disabilities. The law requires that faculty make reasonable accommodations for students with disabilities.
- Do not place the student in the hall or any other obvious place to take an exam because you want to be close to them in case they have a question.
- Do not ask the student for documentation to prove their disability. Respecting the student's privacy is important and their disability should not be discussed with others. Also, do not ask about their medical history or diagnosis.
- Do not discuss the student's needs or accommodations other than in private.
- Do not make comparisons between students and their needs.
- Do not use a grading standard that is any different from others in the class.
- Do not give students with disabilities an advantage over the rest of the class; the idea of the law is to give equal access or equal opportunity provided through the recommended accommodations.

## CHARACTERISTICS AND REASONABLE ACCOMMODATIONS

What the individual student will need can vary with the nature of the class and the degree of the disability. The following are examples of a few of the disabilities encountered at the University of La Verne and accommodations that they may receive from Accessibility Services:

### **Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD)**

ADD and ADHD are neurologically based medical conditions. They are developmental disabilities characterized by inattention, impulsivity, and sometimes hyperactivity. Students with ADD/ADHD may have difficulty in one or more of the following:

- Concentrating
- Listening
- Starting, organizing, and completing a task
- Following directions
- Making transitions
- Interacting with others
- Producing work at a consistent level
- Organizing problems that involve multiple steps

Accommodations may include:

- Time plus one half in a distraction reduced testing environment

### **Blind/Impaired Vision**

Visual impairments including disorders in vision that may affect central vision acuity, the field of vision, or color perception. The American Medical Association defines legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the field of vision that is less than a 20-degree angle.

Accommodations may include:

- Required texts or syllabi in advance to permit time for transferring them into an alternate format
- Textbooks ordered in the preferred medium of the student
- Seating in the front of the class without glare from windows
- Tape recordings of lectures and class discussions
- Note taking devices such as pocket braille computers
- Clear black print on white, pale blue, or pale-yellow paper

- Testing accommodations: tape recorded tests, reading of test and/or scribe, extended time, or enlarged print
- Advance notice of class schedule or location changes

### **Deaf/Impaired Hearing**

More individuals in the United States have a hearing impairment than any other physical disability. A hearing impairment is any type or degree of auditory impairment, while deafness is an inability to use hearing as a means of communication. Hearing loss may be sensorineural, involving an impairment of the auditory nerve; conductive, a defect in the auditory system that interferes with sound reaching the cochlea; or a mixed impairment, involving both sensorineural and conductive.

Accommodations may include:

- Front of the class seating for the student
- Written supplement to oral instructions, assignments, and directions
- Speaker facing the class during lectures (overhead vs whiteboard)
- Speaker repeating the questions that other students ask prior to giving answers
- Note-taker for class lectures
- Small amplification system
- Alternate oral presentations
- The use of various types of visual aids
- Copies of PowerPoint slides in advance
- American Sign Language (ASL) interpreter should be seated where the student can see both the interpreter and the lecturer

### **Orthopedic/Mobility Disorders**

A variety of orthopedic/mobility-related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury, cerebral palsy, spina bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio, and stroke.

Characteristics may include:

- Pain, spasticity, or lack of coordination
- Flare-ups of intensity of the symptoms
- Periods of remission in which little or no symptoms are visible
- Inability to walk without crutches, canes, braces, or walkers
- Inability to stand or walk, and may use a wheelchair to conserve energy or gain speed
- Limited lower body use but may have full use of arms and hands

- Impairment of speech or hearing
- Limited head or neck movement
- Decreased eye-hand coordination

Accommodations may include:

- Accessible location for the classroom and place for faculty to meet with students
- Extra time to get from one class to another, especially in inclement weather
- Appropriate seating in classrooms, adjustable classroom tables
- Note-takers, use of tape recorders, laptop computers, or photocopy notes
- Test accommodations: extended time, distraction reduced environment, scribes, access to word processors

## **STRATEGIES FOR ENGAGEMENT OF STUDENTS WITH DISABILITIES**

In order to receive accommodations, students must be registered with Accessibility Services and have a documented disability. The following are strategies for staff and faculty to engage students with disabilities.

### **Learning Disabilities**

A learning disability is a “hidden” disability. It is critical to remember that a student with a learning disability has average to above average intelligence. Also, this disability is not the result of some character defect (laziness, etc.) or lack of educational opportunities. Allowing the student to take tests in a distraction reduced setting at the Accessibility Services office is suggested for learning disabled students. Learning Disabilities may include: dyslexia (reading difficulty), dysgraphia (writing difficulty), and/or dyscalculia (math difficulty).

### **General Tips**

- Maintain confidentiality of the student
- Outline the lecture topic ahead of time
- Place keywords and concepts on a handout, online, or on the board
- Discuss other campus resources
- When typing a multiple-choice test, capitalize the A, B, C, and D, etc. choices
- Do not grade on spelling unless it is integral to the course
- Allow students to record lectures when it’s appropriate
- Assist students in recruiting note-takers from among the other students in class
- Allow Accessibility Services to scribe the essay/answers

### **Dyslexia (reading difficulty)**

- Repeat essential directions orally
- Use pictures, diagrams or other visual aids for new material
- Encourage the use of highlighters
- Do not ask the student to read aloud in class

### **Dysgraphia (writing difficulty)**

- Encourage the student to use word processors and spell check
- Recommend oral proofreading
- Recommend the Learning Enhancement Center (LEC)
- Avoid timed writing activities

- Model appropriate writing techniques
- Allow the student to use non-white paper for assignment

### **Dyscalculia (math difficulty)**

- Allow the use of a calculator in math classes or classes such as economics that may have a major math component
- Utilize written rather than verbal instructions and questions
- Encourage the use of on and off campus resources (Learning Enhancement Center and tutors)

### **Physical Disabilities**

A physical disability is an impairment of the body that affects a person's structure, function, and mobility. Physical disabilities may include brain injury, epilepsy, visual/hearing/speech/mobility impairment, and/or cerebral palsy.

### **Acquired Brain Injury**

- Allow taping of lectures
- Allow extended time on tests
- Allow the student to take the tests in distraction reduced setting in the Accessibility Services office

### **Epilepsy**

- Allow the tape recording of lectures
- Allow extended time on tests
- Do not place the student in a situation where there are strobe lights or any other type of flashing lights; many epileptics have seizures that are triggered by flashing lights (in this situation a reasonable accommodation would be to consider an alternate activity that would simulate the experience)
- Allow the student to take the tests in distraction reduced settings at the Accessibility Services office

### **Blind & Visually impaired**

- Recommend the student use auditory strengths
- Use a black felt tip marker when writing on the board
- Tests can be Brailled, taped, or read out loud by Accessibility Services staff (please remember that not all visually impaired students know Braille)
- Explain in as much detail as possible; remember, they may not be able to see what is on the board; "talk through" what you are writing on the board

- Recommend the students orally proof their work

### **Deaf & Hearing Impaired**

- Do not face the board while lecturing
- Recommend that the student use visual strengths
- Allow the student to sit in the front row
- Utilize visual aids as often as possible
- If a sign language interpreter is being utilized, be sure to put the interpreter at the front, try to pace your lecture with the interpreter, also, try to provide the interpreter and the student with a list of key technical terms in advance to help them both keep up
- Put as much as possible on the board or in handouts (a student who is lip reading tends to get only part of the information)
- When working with a deaf student, remember that English may be their second language (American Sign Language being the first), and these students often have ESL-like problems in writing
- Speak naturally - do not exaggerate lip movements
- Avoid speaking with windows behind you – this may produce shadows on your face

### **Speech Impaired**

- Be patient, if you cannot understand what the student is saying, ask them to please repeat it

### **Wheelchair Users**

- If speaking for an extended time with a person in a wheelchair, sit in a chair; this will make the conversation more engaging

### **Cerebral Palsy**

- Allow the student to type tests and papers, even multiple-choice tests if he/she can
- Allow the tape recording of lectures

### **Other physical disabilities**

- Students with many different types of disabilities may need to tape lectures and/or take a test with extended time limits; examples of these disabilities might include heart conditions, digestive disorders, cancer, lupus, renal disease, asthma, sickle cell anemia, hemophilia, leukemia, and AIDS

## Psychological Disabilities

The following are some examples of psychological disabilities and reasonable accommodations; Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD), anxiety, mood disorders, and personality disorders.

- Allow the tape recording of lectures
- Reduce outside distractions as much as possible
- The student may “check out” frequently, it’s not that he/she is not trying
- Seating at the front of class
- Having assignments in writing (to-do lists, schedules, calendars, planners)



## GLOSSARY

**ADAPTIVE PHYSICAL EDUCATION:** Modified physical activities which allow disabled persons to participate in a Physical Education Program.

**APHASIA:** A language disorder that may make it difficult for the person to understand spoken language. This can create challenges for the person to produce coherent language.

**BARRIERS:** Architectural features that restrict the access of persons in wheelchairs or with other mobility limitations. Some common standards that eliminate barriers are: **Walks:** 4' minimum width, **Doors:** 32" minimum clear *opening*, **Toilet Stalls:** minimum 5' wide, 5'6" deep, with a 3' out swing door for washrooms with six or more toilets, **Telephones:** dial, handset, and coin slot not over 48" from the floor, **Elevator:** controls no higher than 48" from the floor.

**UNIVERSAL DESIGN:** "A set of principles for curriculum development that gives all individuals equal opportunities to learn." (Center for Applied Special Technology Universal Design for Learning 2014).

**BRAILLER:** Equipment that produces Braille for visually impaired persons. These may be computerized or key-punch operations. The computerized version scans a page and then produces a page of Braille text.

**COGNITIVE RETRAINING:** Therapeutic intervention aimed at facilitating the recovery of mental skills disrupted as a result of brain injury.

**COMMUNICATION DISABILITY:** A communication disability is a limitation in the processing of speech, language or hearing.

**CURB CUT:** Also called a curb ramp, it is a depression built into the curb of a sidewalk to permit passage by a wheelchair. The incline should not exceed a gradient of 1:12 and the flat surface width should be at least 3' wide.

**DEVELOPMENTAL DISABILITY:** Below normal intellectual functioning that has cause or onset during the developmental period, usually in the first years after birth, and constitutes a substantial disability for the individual. There is impaired learning, social adjustment, and maturation. The causes may be genetic. Rubella in the first trimester of pregnancy may be associated with developmental disabilities. Intrauterine trauma or infection may also cause this condition. The degree of intellectual impairment is classed on the basis of the Wechsler I.Q. scale as follows: Mild, I.Q. 69-55. Moderate, I.Q. 54-44. Severe, I.Q. 39-25. Profound, I.Q. below 25.

**DRAGON NATURALLY SPEAKING (speech recognition):** Dragon Naturally Speaking is the premier speech recognition software. It enables continuous dictation into many applications

including Microsoft Word and Outlook, with the shortest training time of any speech recognition software. Dragon Naturally Speaking Preferred Version 9 also enables listening to a recording of your dictation which is very useful for editing after dictation and there is also text-to-speech playback of most text on the computer, including what you have created. Speech recognition is a great tool for those users who find getting their thoughts onto paper difficult and time consuming. For dyslexic users, the perfect spelling and audio feedback available with Dragon Naturally Speaking make it an ideal tool.

**DYSCALCULIA:** Inability to do mathematical calculations or processes.

**DYSGRAPHIA:** Inability to produce written language (not caused by physical impairment).

**DYSLEXIA:** Reading Disorder (which may also manifest itself in writing or math) which is characterized by letter reversals (confusing the words *bad* and *dab*) letter inversions (confusing the words *cab* and *cap*), whole word reversals (confusing the words *was* and *saw*).

**GUIDE DOG:** Dogs that have undergone extensive specialized training to assist blind persons. There are also dog “guides” that assist a physically disabled person and alert deaf or hearing-impaired persons. Dog guides are legally permitted to accompany their owner into all places of public accommodation.

**INTERPRETER:** A qualified person who communicates with the deaf using American Sign Language (ASL).

**JAWS (screen reader):** The most popular screen reader worldwide. JAWS® for Windows works with your computer 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 unmatched Braille support for any screen reader on the market.

**KURZWEIL 3000 (software that reads scanned text):** Kurzweil 3000 is the premiere reading, writing, and learning software solution for students that require text to speech. It is widely recognized as the most comprehensive and integrated solution for addressing language and literacy difficulties. The software uses a multi-sensory approach-presenting printed or electronic text on the computer screen with added visual and audible accessibility. The product incorporates a host of dynamic features including powerful decoding, study skills, writing and test taking tools designed to adapt to each individual’s learning style and to minimize frustration for both

the learner and educator.

**LARGE PRINT BOOKS:** Most ordinary print is six to ten “points” in height (about 1/16 to 1/8 of an inch). Large types are 14 to 18 points (about 3/16 to ¼ of an inch) and sometimes larger.

**MAGic (screen magnifier):** MAGic combines great magnification features with true low vision screen reading when purchased with the speech option. It gives you the ability to choose the information you want to read from the screen as you navigate your applications. MAGic is easy to use with its large print installation, new color-coded user interface and hot keys that avoid conflicts with Windows® and popular software applications.

**MIMIO (a device that digitally captures what is written to a whiteboard):** Mimio Xi is a portable device that attaches to any whiteboard (up to 4'X8' in size), connects to your PC/Mac and when used with a projector, allows you to control your desktop applications and documents directly from the board. Without a projector, Mimio enables you to digitally capture notes or drawings that can be saved, shared, and integrated into other materials.

**PHYSICAL DISABILITY:** A disability attributable to vision, hearing, orthopedic or other health impairments.

**RAMP:** A ramp should be at least 4' in width and have a gradient no greater than 1:12.

**READER:** A volunteer or employee of the visually impaired student who reads printed material.

**TALKING CALCULATORS:** A talking calculator has a built-in speech synthesizer that reads aloud each number, symbol, or operation key a user presses; it also vocalizes the answer to the problem. This auditory feedback may help a student check the accuracy of the keys he presses and verify the answer before he transfers it to paper.

**TELECOMMUNICATION DEVICES FOR THE DEAF:** TDD's are telephones equipped with extra features that allow persons who are deaf to communicate over the telephone.

## APPENDIX A: LEGISLATION

### Background Information

According to the National Center for Education Statistics (2006), 11.3% of students enrolled in undergraduate institutions in the United States have a disability. The type and percentage of these students are as follows:

Orthopedic Impairments	25.4%
Mental Illness/Depression	21.9%
Chronic Health Conditions	17.3%
Attention Deficit Disorder	11%
Learning Disabilities	7.5%
Hearing Impairments	5.0%
Visual Impairments	3.8%
Speech Impairments	0.4%
Other	7.8%

### Association on Higher Education and Disabilities (AHEAD) Code of Ethics (1996)

AHEAD is a professional membership organization for individuals involved in the development of policy and in the provision of quality services to meet the needs of persons with disabilities involved in all areas of higher education. The following are the principles of AHEAD;

1. Postsecondary disability service providers are committed to facilitating the highest levels of educational excellence and potential quality of life for postsecondary students with disabilities.
2. Postsecondary disability service providers strive to achieve and maintain the highest levels of competence and integrity in all areas of assistance to adult students with disabilities. This support is guided by the consistent use of objective and professional judgment in all areas, especially when addressing the confidential nature of a student's disability.
3. Postsecondary disability service providers continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities.
4. Postsecondary disability service providers carry out their responsibilities in

- accordance with all AHEAD professional standards and policy guidelines for adult students with disabilities. When certified, licensed or affiliated with other professionals or organizations, professionals comply with those professional guidelines as well.
5. Postsecondary disability service providers are actively engaged in supporting and clarifying all institutional, state, and federal laws, policies, and procedures applicable to delivery of services to students with disabilities. Compliance implies that professionals will not condone or participate in any unethical or illegal acts discussed within these guidelines.

### **Section 504 of the Rehabilitation Act (1973)**

Section 504 outlines the responsibilities of colleges and universities. The spirit and intent of Section 504 is that reasonable effort must be made to accommodate the needs of disabled students. According to this law, a disabled person is one who has a “physical or mental impairment which substantially limits one or more major life activities.” This law covers learning and emotional disabilities as well as physical disabilities. The person must meet the “academic and technical standards” for admission into the college. The key passage of the law is clear:

“No otherwise qualified disabled individual in the United States shall, solely by reason of their disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (104.4).”

### **Under 504:**

1. No student can be excluded from any course, major, or program solely on the basis of a disability.
2. Certain academic accommodations are mandated, especially in regard to the provision of alternate testing and evaluation methods for measuring student mastery, except where such alteration would result in modification of the course objective (as stated in the Course Outline of Record). The Office of Civil Rights states that, “in its course examinations or other procedures for evaluating students' academic achievement, a recipient to which this subpart applies shall provide such methods for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best ensure that the results of the

evaluation represents the student's achievement in the course, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors that the test purports to measure).”

3. Modification of a course requirement may be necessary to meet the needs of a student with a documented disability.
4. Changes in time limits to complete a degree may be considered.
5. It is discriminatory to restrict the range of career options in counseling students with disabilities as compared to non-disabled students unless such counsel is based on licensing or certification requirements for the profession.

#### **Americans With Disabilities Act 1990 (ADA 42 U.S.C. Sec 12101 b.)**

ADA specifies the following:

1. To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;
2. To provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;
3. To ensure that the Federal Government plays a central role in enforcing the standard established in this chapter on behalf of individuals with disabilities;
4. To invoke the sweep of Congressional authority, including the power to enforce the 14<sup>th</sup> Amendment and to regulate commerce, in order to address the major areas of discrimination faced day-to-day by people with disabilities.

This Act provides civil rights guarantees for persons with disabilities in the United States. While the emphasis in 504 was on governmental behavior (or at least the behavior of groups funded by the federal government), the provisions of the ADA apply to both the public and private sectors.

The ADA has many requirements. Among the more important are:

1. There may be no exclusion of a person based on their disability.
2. Persons with disabilities are to be allowed to participate in the most integrated settings possible (the “least restrictive environment”). Eligibility criteria that screen out individuals with disabilities must be based on actual safety factors, not stereotypes or assumptions.
3. It is discriminatory to fail to make “reasonable” modifications in policies, practices, and procedures.

4. It is illegal for an entity to refuse to serve persons with disabilities or serve them differently because of institutional insurance conditions.
5. It is illegal to discriminate against an individual who has brought forth a complaint based on the ADA law.

### **ADA Amendments Act of 2008**

The ADA Amendments Act of 2008 is intended by Congress to “provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The Act expands the definition of disability by:

1. Expanding the definition of major life activity;
2. Redefining who is regarded as having a disability;
3. Modifying the regulatory definition of “substantially limits;” and
4. Specifies that “disability” includes any impairment that is episodic or in remission if it would substantially limit a major life activity when active.

### **Section 508 Under the Rehabilitation Act (1998)**

Under Section 508 (29 U.S.C. ‘794 d), “agencies must give disabled employees and members of the public access to information that is comparable to access available to others.” This section required that all electronic media, computers, web sites, videos, etc., at educational and government agencies be accessible to persons with disabilities.

### **Family Education Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is “a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.” Information received concerning a person receiving or requesting disability services will be kept confidential unless a release of information is signed by the student. It is important that the person(s) responsible for maintaining confidential records obtain permission to release from the student before disclosing any information to other individuals.

## **APPENDIX B: COMMONLY RECOGNIZED DISABILITIES**

### **Attention Deficit/Hyperactivity Disorder (ADD/ADHD)**

According to the U.S. National Library for Medicine (2014): “Attention Deficit Hyperactivity Disorder (ADHD) is a problem of not being able to focus, being overactive, not being able to control behavior, or a combination of these. For these problems to be diagnosed as ADHD, they must be out of the normal range for a person's age and development.” Recommended practitioners may include; psychiatrists, educational psychologists, or physicians. Recommended documentation includes:

- A clear statement of ADD or ADHD with the DSM-V coding and a description of supporting past and present symptoms.
- A psychoeducational evaluation, including all data and scores (standards and percentile) and a narrative summary which support the diagnosis.
- Medical information relating to the student’s academic accommodation needs, including the impact of medication on the student’s ability to meet the demands of postsecondary education.

### **Blind/Low Vision**

According to the U.S. National Library of Medicine (2014): “blindness is a lack of vision, it may also refer to a loss of vision that cannot be corrected with glasses or contact lenses.” Ophthalmologists are the primary medical professionals involved in the diagnosis and medical treatment of individuals who are blind or who experience low vision. Recommended documentation includes:

- A clear statement of the vision-related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the individual.
- Narrative or descriptive text providing both qualitative and quantitative information about the student’s abilities that might be helpful in understanding the student's profile including functional limitation, the use of corrective lenses, and/or ongoing visual therapy.
- A statement of the functional impact or limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.



## **Deaf/Hearing Impaired**

Physicians, including otorhinolaryngology professionals, are qualified to provide diagnosis and treatment of hearing disorders. Recommended documentation includes:

- A clear statement of deafness or hearing loss, with a current audiogram that reflects the current impact the deafness or hearing loss has on the student.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate.
- A statement regarding the use of hearing aids.

## **Physical and Systematic Disorders**

Including but not limited to: multiple sclerosis, cerebral palsy, chemical sensitivities, spinal cord injuries, cancer, AIDS, muscular dystrophy, and spina bifida.

Recommended documentation includes:

- A clear statement of the medical diagnosis of the orthopedic/mobility disability or systematic illness.
- Documentation for eligibility must reflect the current impact the physical disability or systematic illness has on the student's functioning. Therefore, disabilities that are degenerative or sporadic may require more frequent evaluation.

## **Psychiatric/Psychological Disorder**

The Americans with Disabilities Act (ADA) defines "mental impairment to include any mental or psychological disorder, such as emotional or mental illness. Examples of emotional or mental illness[es] include major depression, bipolar disorder, anxiety disorders (which include panic disorder, obsessive compulsive disorder, and post-traumatic stress disorder), schizophrenia, and personality disorders. The current edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (now the fifth edition, DSM-V) is relevant for identifying these disorders. The DSM-V has been recognized as an important reference by courts and is widely used by American mental health professionals for diagnostic and insurance reimbursement purposes." Recommended documentation includes:

- A clear statement of the disability, including the DSM-V diagnosis and a summary of present symptoms.
- Medical information relating to the student's needs, including the impact of

medication on the student's ability to meet the demands of the postsecondary environment.

### **Specific Learning Disabilities (SLD) 20 U.S. Code § 1401**

A specific learning disability, as defined in Section 1401 (30) of Title 20 of the United States Code, is described as: "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations. The term specific learning disability includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. That term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, or intellectual disabilities, or emotional disturbance, or of environmental, cultural, or economic disadvantage."

Professionals conducting assessment and rendering diagnosis of specific learning disabilities must be qualified. A qualified professional should hold a degree in a field related to the diagnosis of the SLD and have at least one year of diagnostic experience with adults and late adolescents. Recommended documentation includes:

- Testing that is comprehensive, including a measure of both aptitude and academic achievement in the areas of reading, mathematics, and written language (i.e. psychoeducational evaluation).
- Documentation for eligibility must reflect the current impact the learning disability has on the student's academic ability.
- A narrative summary, including all the data and scores (standard and percentile), which supports the diagnosis.
- A statement of strengths and weaknesses that will impact the student's ability to meet the demands of the postsecondary environment.
- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

### **Head Injury/Traumatic Brain Injury**

Head injury or traumatic brain injury is considered a medical or clinical diagnosis. Recommended documentation includes:

- A clear statement of the head injury or traumatic brain injury and the probable site of the lesion.
- Documentation for eligibility must reflect the current impact the head injury has on the student's ability to function.
- A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

## APPENDIX C: TESTING PROCEDURE

1. Students must notify the Accessibility Services office of an exam at least three days in advance.
2. Students must be on time for their scheduled exams. It is recommended that students show up five minutes prior to their scheduled exam time.
3. Students that arrive late will have that amount of time deducted from the allotted testing time.
4. No hats, backpacks, or bags are allowed in the testing room. If concerned about the security of these items please ask the staff to hold small items at their desk.
5. No food or drink will be allowed in the testing rooms with the exception of water in a clear bottle.
6. Test materials will be checked by a staff member prior to the start of the exam.
7. All exams must be completed during the Accessibility Services hours of operation.
8. Students are required to take their exams during their approved testing time.
9. Students must supply their own exam materials, as would be expected in the classroom. This may include scantrons, calculators, pencils, etc.
10. All exams will be monitored by video surveillance cameras.

### Testing Room Expectations:

1. Suspected or confirmed cheating will be reported immediately to the professor.
2. Being caught with a cell phone is considered cheating and will be reported to the professor.
3. Items **NOT** allowed in the testing area (unless specified by professor or the department):
  - Cell phones
  - PDAs or equivalent electronic devices
  - iPods, MP3 player or equivalent electronic devices
  - Laptops
  - Books
  - Notes
  - Calculators
  - Hats

Student Signature: \_\_\_\_\_

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

## Appendix D: ACCESSIBILITY Services Accommodation Request Form

The purpose of this form is for students requesting accommodations at the University of La Verne. All students requesting any accommodations must complete this form in order to be considered for accommodations. If you have a documented **psychological disability**, in addition to completing this form, please have your Doctor complete the following form as well: [Verification of Psychological Disability form](#) . You will be notified in writing within **5-7 business days** of your information being received and contacted if you need to provide additional information. The Accommodations Review Committee makes the final determination for all accommodation request and meets monthly during the academic year.

Please note that information presented within this report is considered confidential and will be treated as such. **Any questions should be directed to [accessibilityservices@laverne.edu](mailto:accessibilityservices@laverne.edu).**

**Important Information:** Though reporting formats vary, the following information and data are generally recommended in order for the University of La Verne to best determine appropriate reasonable accommodations:

- A clear statement of the diagnosed disability and severity of the condition, the date of diagnosis, and date of most recent evaluation identification of the major life functions impacted by the disability.
- A diagnostic summary, including any relevant history, with an indication of how the disability will affect participation in college courses, activities, and/or the residential experience description of any auxiliary aids used by the student (e.g., hearing aids, assistive listening devices, visual aids, etc.)
- Recommended accommodations that are appropriate to address the impact of the disability name, title, license number, and state (if applicable), address, phone number, fax number, email address, and dated signature of evaluator qualified to make the diagnosis

Documentation should be current; the age of the documentation required is generally dependent on the type of condition and whether the impact of the impairment on the student is fixed or changing. The following is a general guideline to appropriate documentation age:

- Learning Disability: a full psychoeducational evaluation completed within the previous 5 years for a transfer student and 3 years for an incoming traditional undergraduate
- Psychological Disability: a Verification of a Psychological Disability form from the Accessibility Services office completed within the previous 3 to 6 months of documentation as deemed appropriate by the Accessibility Services Department.
- Medical Disability: 5 to 7 years for a fixed condition or within the previous 3 to 6 months of a changing condition or within the previous 2 weeks to 2 months for a temporary medical condition.
- Physical Disability: 5 to 7 years for a fixed condition within the previous 3 to 6 months of a changing condition or within the previous 2 weeks to 2 months for a temporary medical condition.

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**ACCOMMODATIONS REQUEST FORM**

STUDENT INFORMATION:

First & Last Name: \_\_\_\_\_ Pronouns: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Class Standing (Required):

- Traditional Undergraduate
- College of Law
- Graduate
- Regional and Online Campus

Have you received accommodations for your disability in your high school education or from another university? If yes, please state the setting and the type of approved accommodations (Required):

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Type of Disability; check all that apply (Required):

- Physical
- Learning
- Psychological
- Medical

How long have you had your stated disability? (Required)

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Please describe in detail the nature of the disability and how it will affect your course of study at the University of La Verne (Required):

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Please describe in detail the accommodation(s) you are requesting (Required):

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If you are currently taking medication related to your disability, please list medication(s) and purpose:

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I hereby authorize the University of La Verne to release information pertinent to my disability and/or accommodations to appropriate faculty and staff, and to such other persons as the University may reasonably deem appropriate for purposes of evaluation, provision of accommodations and/or academic advising.

- Yes
- No

I hereby authorize the University of La Verne and its designees to contact my physicians, disability specialists, and/or others from whom I have sought treatment for or documentation of my disability. I further authorize said persons to release to the University of La Verne such information as may be requested or appropriate to the documentation in order to determine reasonable accommodations for my disability.

- Yes
- No

By completing and submitting this form, you are certifying that all statements, questions, and documentation submitted are true (Required).

- Agree
- Disagree



## APPENDIX E: VERIFICATION OF PSYCHOLOGICAL DISABILITY FORM

In addition to the [Request-for-Accommodations](#) , students with a psychological disability must have this form completed by a qualified professional:

**\*Qualified diagnosing professionals are licensed therapists (LMFT), psychologists, psychiatrists, and neurologists. The diagnosing professional must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices in the field.**

Please note that information presented within this report is considered confidential and will be treated as such. Any questions should be directed to [accessibilityservices@laverne.edu](mailto:accessibilityservices@laverne.edu) .

**Background Information:** The student named below has applied for services from the Accessibility Services Department at the University of La Verne. In order to determine eligibility and to provide services, we require documentation of the student's psychological disability.

To establish that an individual is covered under the law, documentation must indicate that a specific disability exists and that the identified disability substantially limits one or more major life activities. The documentation must also support the request of accommodations and academic adjustments.

**Confidentiality Notice:** The information you provide will not become part of the student's education records, but will be kept in the student's file with strict confidence at the Accessibility Services Department. This form may be released to the student at their request. In addition to the requested documentation, please attach any other information you think would be relevant to the student's accommodations. Thank you for your assistance.

Your full name: \_\_\_\_\_

Your position/title: \_\_\_\_\_

Your Phone#: \_\_\_\_\_

Your email address: \_\_\_\_\_

Your physical address: \_\_\_\_\_

Date of incident (Required): \_\_\_\_\_

**STUDENT INFORMATION:**

First & Last Name \_\_\_\_\_ D.O.B: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**QUESTIONS:**

Please indicate your qualifying licensed professional type (Required):

- LMFT
- Licensed Psychologist
- Psychiatrist
- Neurologist
- Other (Please specify: \_\_\_\_\_)

What is the DSM-V diagnosis for the student? (Required)

\_\_\_\_\_

Date student last seen (Required): \_\_\_\_\_ Date of diagnosis

(Required): \_\_\_\_\_

Please check the method(s) used in determining the diagnosis (Required):

- Structured/Unstructured interviews
- Behavioral Observations
- Educational History
- Medical History

- Neuropsychological Testing
- Psychoeducational Evaluation
- Other (Please specify: \_\_\_\_\_)

If any boxes were checked above, please provide additional details such as dates of testing and descriptions:

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Please check which of the major life activities listed below are affected because of the psychological diagnosis (Required):

- Concentration
- Memory
- Sleeping
- Eating
- Social Interactions
- Self-Care
- Managing Internal Distractions
- Managing External Distractions
- Timely Submission of Assignments
- Attending Class Regularly and On Time
- Making and Keeping Appointments
- Stress Management
- Organization

If any boxes were checked above, please indicate and describe the level of severity utilizing: No Impact, Moderate Impact, Severe Impact, or Do Not Know:

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Is the student currently taking any medication for symptoms described above? (Required)

- Yes
- No

If the student is taking medication(s), please describe the medication, dates, prescribed, and the effect on academic functioning and side effects:

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Please state what other specific symptoms currently manifesting themselves might affect the student's academic performance (Required):

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What type of accommodation(s) do you recommend for this student based off their disability? (Required):

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Is there any other additional information you would like to add regarding the student's psychological disability?

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I certify all the statements to be true (Required):

- Agree
- Disagree

## APPENDIX F: EMOTIONAL SUPPORT ANIMAL ACCOMMODATION REQUEST FORM

In addition to the [Request for Accommodations Form](#) , students requesting an Emotional Support Animal (ESA) to live on the University of La Verne campus, must have this form completed by a licensed mental health professional.

If we need additional information, we may contact you at a later date. We recognize that having an ESA in the residence hall can be a real benefit for someone with a significant mental health disorder, but the practical limitations of our housing arrangements make it necessary to carefully consider the impact of the request for an ESA on both the student and the campus community.

Once the form is submitted, Accessibility Services will contact the student within **5 to 7 business days** with a submission update. If the student is approved for an ESA, the final step is to communicate with Housing & Residential Life to provide animal vaccine documentation and sign an ESA contract. For any questions regarding this form, please email [accessibilityservices@laverne.edu](mailto:accessibilityservices@laverne.edu) .

**Background Information:** The purpose of this form is to request an emotional support animal for students living on University of La Verne Housing & Residential Life property.

### **STUDENT INFORMATION:**

First & Last Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_ Email Address: \_\_\_\_\_

**QUESTIONS:** The student has indicated that you are the health care provider who has professionally recommended that having an Emotional Support Animal (ESA) in the residence hall will have therapeutic benefit in alleviating one or more of the identified symptoms/effects of the student's mental health disability. We prefer documentation from providers in the State of California (or the student's home state) who have personal knowledge of the student and who is consistent with their professional obligations. For us to better evaluate the request for this accommodation, please answer the following questions:

Healthcare Provider's First & Last Name (Required): \_\_\_\_\_

Type of License (Required): \_\_\_\_\_ License# (Required): \_\_\_\_\_

Email Address (Required): \_\_\_\_\_

Federal law defines a person with a disability as someone who has a physical or mental impairment that substantially limits one or more major life activities. What is the nature of the student's mental health impairment? How is the student substantially limited?  
(Required)

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Does the student require ongoing treatment? (Required)

- Yes
- No

When did you first meet the student regarding this mental health diagnosis, and in what context (that is: was it a face-to-face meeting or a virtual interaction)? (Required)

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When did you last interact with the student regarding this mental health diagnosis?  
(Required) \_\_\_\_\_

Type of Animal (Required): \_\_\_\_\_

Name of Animal (Required): \_\_\_\_\_ Age of Animal (Required): \_\_\_\_\_

Please note that there are some restrictions on the kind of animal that can be approved for the residence hall; it is possible the student may be approved for an ESA, based on the information you provide here, but may not be allowed to bring the specific animal named. Is the animal named here one that you specifically prescribed as part of the

treatment for the student, or is it a pet that you believe will have a beneficial effect for the student while in residence on campus? (Required)

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## APPENDIX G: ACADEMIC STANDARDS & HONESTY

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Academic standards and expectations are as follows:

- Students who are caught cheating in the Accessibility Services office will immediately be asked to stop their exam.
- The student's professor will then be contacted and informed of the academic dishonesty.
- It is the professor's right to determine the disciplinary action for the student.

When academic honesty is in question, the following may occur:

- A faculty member who has clear evidence that academic honesty has been violated may take appropriate disciplinary action. Appropriate disciplinary actions may include, but are not limited to, requiring the student to rewrite a paper or retake a test, giving the student an F on the assignment and/or in the course, and/or a recommendation for expulsion because of academic dishonesty. The faculty member must report the action to the Department Chair and/or Academic Dean (or to the Campus/Program Director for off-campus situations). Students may not drop or withdraw from the course after they have been sanctioned for academic dishonesty.
- If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Provost (through the Campus/Program Director for off-campus situations). Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Provost about whether academic honesty has been violated. The Provost will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. In this process students may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing, or documents deemed appropriate or necessary by the board.
- Expulsion for academic dishonesty will be noted on the student's transcripts by the words "Expelled for Academic Dishonesty."

A student wishing to appeal a decision resulting from a violation of academic honesty must notify the Dean within three (3) days of the decision. The Dean forwards the appeal to the Department Chairperson for review and decision. The next course of appeal is the Academic Vice President. A student who intends to appeal the decision of the Department Chairperson to the Academic Vice President must do so within five (5) days of the decision.