

University of  
**La Verne**

Accessibility Services

## Accessibility Services Handbook



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## Part 1: General Information

## Department Contact Information

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## Policy Statement

The University of La Verne is committed to providing equal educational opportunity and full participation for qualified persons with disabilities. It is the University's policy that no qualified person shall be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any University program or activity on the basis of disability.

## Department Mission

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

## Department Context

Accessibility Services is part of the Division of Student Affairs at the University of La Verne. The department regularly engages with students, faculty, staff, and community members to foster a diverse learning environment. The University recognizes that students with disabilities contribute to the diversity of the student population.

The department fulfills accommodation responsibilities as mandated by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). These federal laws require all higher education institutions receiving federal funding to provide equal access to qualified individuals. As policies change at the federal, state, or local level, Accessibility Services will adjust its policies and services accordingly.

## Operating Philosophy

Accessibility Services determines eligibility for accommodations based on disability status and an individualized, interactive process involving the student, faculty, and Accessibility Services staff.

Accessibility Services strives to empower each student to become as independent as possible. In order to foster self-advocacy skills, students are expected to articulate their accommodation needs directly to

faculty and administrators. If requested, Accessibility Services staff will notify faculty to verify the student's eligibility for services and recommended accommodations. In instances where a student's requests are met with questions or concerns regarding the provision or appropriateness of accommodations, Accessibility Services staff will communicate directly with faculty, department chairs, and deans, as needed. Students are expected to adhere to all published deadlines, procedures, and policies for the provision of services.

## Statement of Expectations

Students with disabilities at the University of La Verne must be able to function as independently as possible and seek appropriate assistance in a reasonable and timely manner. University resources and staff cannot meet all of a student's needs associated with managing a disability. Students must follow appropriate health regimens, secure appropriate medical and therapeutic assistance from qualified professionals, and arrange for personal services that the University does not provide.

Qualified students with disabilities who receive reasonable accommodations must meet the requirements and expectations of their academic programs, follow established policies and procedures for securing and remaining in residential living spaces, and adhere to the University's student conduct and discipline codes.

## Disclosure of Disability

Often, students disclose their disability status directly to Accessibility Services, but sometimes, students may disclose directly to their faculty and/or request specific accommodations from them. However, in order to receive academic accommodations, students must identify themselves *directly* to Accessibility Services as a student with a disability. If a student discloses their disability to faculty and/or requests academic accommodations from them without an accommodation letter from the office, the faculty member should refer the student to Accessibility Services for a reasonable accommodation eligibility determination.

Faculty members are not required to honor a student's accommodation request until they receive reasonable accommodation eligibility verification from Accessibility Services. Requests for accommodations must be made in a timely manner so that appropriate evaluation of and planning for the request can take place, including consultation between Accessibility Services and faculty/staff if necessary. Faculty and staff are not responsible for retroactively accommodating a student who has not previously disclosed a disability and made a request through Accessibility Services for an accommodation in a timely fashion.

Students are not required to disclose the specific nature of their disability to faculty and should not share disability-related documentation directly with instructors. The review and approval of disability documentation is the responsibility of Accessibility Services. Faculty are expected to follow approved accommodations and may consult with Accessibility Services if they have questions about implementation within their course.

## Definition of Disability

The 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,” or who has “a history of, or is regarded as having, such an impairment” (Rehabilitation Act, Section 504).

## Legislation

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

Section 504 outlines the responsibilities of colleges and universities that receive federal financial assistance. The spirit and intent of Section 504 is that reasonable efforts must be made to accommodate the needs of students with disabilities. According to this law, a qualified individual with a disability is a person who has a “physical or mental impairment which substantially limits one or more major life activities.” This includes individuals with learning, emotional, and physical disabilities. To qualify for protection, the individual must meet the “academic and technical standards” for admission into the college or university.

### Under 504

- No student can be excluded from any course, major, or program solely on the basis of a disability.
- Certain academic accommodations are mandated, particularly regarding the provision of alternate testing and evaluation methods for measuring student mastery, except when such accommodations would fundamentally alter the essential requirements of the course or program (as identified in the Course Outline of Record or other official academic standards).
- Reasonable accommodation of a course requirement may be necessary to meet the needs of a student with a documented disability, provided the essential requirements of the course or program are not fundamentally altered.
- Changes in time limits to complete a degree may be considered as a reasonable accommodation, depending on the individual needs of the student and the essential requirements of the program.
- It is discriminatory to restrict the range of career options in counseling students with disabilities as compared to students without disabilities, unless such counsel is based on objective licensing or certification requirements for the profession.

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

The ADA establishes the following purposes:

- To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;



- To provide clear, strong, consistent, and enforceable standards addressing discrimination against individuals with disabilities;
- To ensure that the federal government plays a central role in enforcing the standards established in this chapter on behalf of individuals with disabilities; and
- To invoke Congressional authority, including the power to enforce the Fourteenth Amendment and to regulate commerce, in order to address the major areas of discrimination faced by people with disabilities.

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

The ADA includes many requirements. The following are some of the most important:

- There may be no exclusion of a person based on their disability.
- Persons with disabilities have the right to access the most integrated settings appropriate to their need (the “least restrictive environment”). Eligibility criteria that exclude individuals with disabilities must be based on legitimate safety requirements, not stereotypes or assumptions.
- It is discriminatory to fail to make reasonable modifications in policies, practices, or procedures.
- It is illegal for an entity to refuse to serve persons with disabilities or to provide unequal or different services because of institutional insurance conditions.
- It is illegal to discriminate against an individual for asserting their rights under the ADA.

#### ADA Amendments Act of 2008

The ADA Amendments Act of 2008 was enacted 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:

- Expanding the definition of major life activity;
- Clarifying who is regarded as having a disability;
- Modifying the regulatory definition of “substantially limits”; and
- Specifying 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 requires that all electronic media, including computers, web-sites, videos, and other digital content, at educational and government agencies be accessible to individuals 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 student who is receiving or requesting disability services will be kept confidential unless the student signs a written release of information. It is important that the individual(s) responsible for maintaining these records obtain prior written consent from the student before disclosing any disability-related information to others, except as otherwise permitted by law.

## Departmental Rights and Responsibilities

### Accessibility Services’ Rights

- Request current, comprehensive documentation to verify a student’s need for reasonable accommodations on a case-by-case basis, as needed.
- Determine the appropriateness of submitted documentation and accommodation requests on a case-by-case basis.
- Discuss a student’s need for reasonable accommodations with the professional source who provided their documentation (with the student’s prior written consent authorizing such discussion).
- Discuss the nature of courses, curriculum, program, or degree requirements with University personnel responsible for the particular course, curriculum, program, or degree.
- Share information regarding a student’s disability with University faculty and staff on a need-to-know basis in order to facilitate the interactive reasonable accommodation process.
- Determine which reasonable accommodation(s) to implement when multiple effective options exist, in consultation with the student and in accordance with disability law.
- Periodically review approved accommodations to ensure their continued appropriateness in a given course or environment.
- Deny a request for a specific accommodation if supporting documentation is inadequate, not provided in a timely manner, or if an equally effective accommodation is offered.
- Deny a request for a specific accommodation if it is unreasonable or inappropriate, including any that pose a direct threat to the health or safety of the student or others, would fundamentally alter a course or program, or would impose an undue burden.

### Accessibility Services’ Responsibilities

- Determine and facilitate reasonable accommodations in a timely manner for eligible students with disabilities.
- Provide information regarding policies and procedures to students with disabilities in a timely manner and in a readily accessible format.
- Maintain appropriate confidentiality of records and communications concerning students with disabilities (except where disclosure is authorized by the student or required by law).

- Coordinate with faculty and staff to ensure recommended accommodations are reasonable on a case-by-case basis and assist in their implementation as appropriate.

## Students' Rights and Responsibilities

### Student Rights

- Not to be denied access to institutional programs, services, and activities due to a disability.
- To receive reasonable accommodations that provide equal opportunity and access.
- To be free from discrimination or retaliation on the basis of disability.

### Student Responsibilities

- Identify themselves to Accessibility Services to initiate the accommodation process, if eligible.
- Provide advance notice of accommodation requests to Accessibility Services to help ensure timely implementation.
- Submit current, comprehensive documentation of the disability for review.
- Provide their letter of accommodation to their faculty as soon as they receive it via email and schedule a meeting with faculty to discuss their accommodations.
- Inform Accessibility Services if they are experiencing any difficulties with their accommodations.
- Communicate with faculty, Accessibility Services, and other University resources as needed to access additional support services.
- Request an updated letter of accommodation each academic year.

## Definition of a Student for Accessibility Services

For the purposes of Accessibility Services, a student is defined as an individual who has been formally admitted to the University and is actively enrolled in courses. While this definition guides our primary scope of services, Accessibility Services remains committed to providing equitable access to University programs and services in accordance with applicable federal and state disability laws.

## Part 2: Policies and Procedures

## Requesting Accommodations

All students with disabilities who are interested in attending the University of La Verne must complete the regular admission process before accessing Accessibility Services assistance. Any otherwise qualified student with a documented disability may be eligible to receive services from Accessibility Services. To access services through the department, a student must be either currently enrolled at the University or admitted and able to attend *and* must complete the accommodation request process, which includes:

1. Completing an online request form,
2. Providing current, comprehensive documentation supporting the student's status as a qualified individual with a disability and their need for accommodation, and
3. Engaging in the interactive process.

During the interactive process, the student will participate in an individualized assessment based upon the student's expressed needs and the documentation of disability provided. Determination of reasonable accommodations is an interactive process between the student, the faculty, and Accessibility Services. Accessibility Services staff will collaborate with the student to develop a reasonable accommodation plan.

Accessibility Services encourages students to request accommodations prior to the start of the semester to ensure timely review and implementation. While accommodation requests may be made at any time, delays in submission may result in a gap between the start of classes and the implementation of approved accommodations. Accommodations take effect immediately upon approval by Accessibility Services. Accommodations are not retroactive; therefore, they cannot be applied to past exams, assignments, other academic activities, etc.

Please refer to the Types of Accommodations ([Appendix A](#)) for examples of possible accommodations. *Note: This list is not exhaustive. Accommodations are determined on a case-by-case basis through the interactive process.*

### PROCESS

#### **Students seeking *academic* accommodations must:**

1. Complete the [Request for Accommodations Form](#).
  - a. Documentation must be uploaded to the form.
2. Additionally, students with a psychological disability must:
  - a. Have their qualified\* medical or mental health provider complete the [Verification of a Psychological Disability Form for Academic Accommodations](#).

#### **Students seeking *housing* accommodations must:**

1. Complete the [Housing Accommodation Request Form](#).
  - a. Documentation must be uploaded to the form.
2. Additionally, students with a psychological disability must:
  - a. Have their qualified\* medical or mental health provider complete the [Verification of a Psychological Disability Form for Housing Accommodations](#).
3. For requests related to an Emotional Support Animal, an appropriate professional (medical professional, psychologist, or another professional qualified to diagnose and assess the

student's disability) must complete the [Emotional Support Animal Accommodation Request Form](#). *The student must have a therapeutic relationship with the provider completing this form.*

### After Submission of a Request Form(s)

Students will be notified via their student email within five to seven business days whether the request and documentation provided are complete or if additional information is needed.

Once the request and documentation provided are complete, students will be notified of the following:

- *Their request is approved, or*
- *An intake appointment is necessary to gather additional information.*
  - a. If an intake appointment is requested to gather additional information, the information gathered will be used to: (a) approve the request, (b) present the request to the Accommodations Committee for review, or (c) deny the request.

Students who are approved for accommodations will receive a letter outlining the accommodations they were approved for. The letter focuses on accommodations, not the specific nature of the disability. Students are required to provide this letter (via email or print) to their faculty members each semester. Additionally, students are encouraged to communicate directly with their faculty about their accommodations. Accommodations outlined in the letter may require further consultation among Accessibility Services, the faculty, and the student. In these cases, the nature and extent of the accommodations originally recommended may be altered. **Students must request a new accommodation letter each academic year. Until a student requests a new letter, their accommodations will not be valid for the upcoming academic year. Previously approved students will not need to complete the request process again, unless their accommodations were granted conditionally.**

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

## Accommodated Exam Policy

- In order to test through Accessibility Services, students must agree to and sign the Exam Proctoring Testing Procedures. Students who are unable or unwilling to sign the contract will not receive a proctoring appointment through Accessibility Services.
- Scheduling Exam Appointments
  - All exams must be scheduled at least five business days in advance using the [Exam Accommodation Request Form](#). Exam Accommodation Requests received with less than five days' notice and/or not through the online form, may not be guaranteed a proctoring appointment. 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 is not possible, students are required to work with the department to schedule an appropriate time.
- Proctoring Hours & Appointments

- Registered students with exam accommodations may have their exams proctored by Accessibility Services Monday through Friday, 8:00 am to 5:00 pm. In the event that a student requires proctoring services outside regular office hours, the student should work with their faculty to have their exam proctored by their faculty.
- Students are expected to arrive ten minutes before the start time. During this time, students will check in and store all personal belongings (i.e. backpacks, purses, hats, wallets, phone, smart watches, etc.) in the Accessibility Services office. All phones and smart watches are expected to be turned off during the exam period. No food or drink will be allowed in the testing rooms unless previously approved. Water in a clear, see-through bottle is permitted. If a student brings water in a non-clear container, a staff member will briefly inspect the contents of the bottle before it may be brought into the testing room. Students may be asked to visually demonstrate that they are not bringing any unauthorized items into the testing room (e.g., turning out pockets, rolling up sleeves).
- Students are expected to arrive on time for their scheduled exams. Exams begin at the scheduled start time, and the testing clock will begin at that time-regardless of when the student arrives. No additional time will be provided, and any lost time cannot be made up.
- Students must supply their own exam materials, as would be expected in the classroom. This may include scantrons, calculators, pencils, etc.
- All exams will be monitored by video surveillance cameras. Video surveillance is used solely for the purpose of academic integrity and student safety and is maintained in compliance with FERPA, if applicable.
- Proctoring & Testing Expectations
  - Accessibility Services staff will proctor exams for the entire duration of the testing session. Proctors are responsible for maintaining exam security and ensuring a distraction-free environment. Students are expected to follow all instructions given by staff and to conduct themselves respectfully and responsibly at all times.
    - Students may not leave the exam room without permission. Doing so may result in termination of the exam and notification to faculty.
    - At the start of the exam, staff will inform students of the start time, scheduled end time, and the total amount of time allowed based on their accommodations.
    - At the conclusion of the testing period- or if otherwise instructed- students must immediately stop working and return all exam materials to staff. Failure to do so may be considered a policy violation and will be reported to the instructor.
- Academic Honesty
  - All students are expected to follow the University's Academic Honor Code while testing with Accessibility Services. Unless expressly permitted by the instructor, books, notes, electronic devices (e.g., phones, smartwatches), or any other unauthorized materials are not allowed in the testing room.
  - All students are expected to follow the University's Academic Honor Code while testing with Accessibility Services. Unless expressly permitted by the instructor, books, notes,

electronic devices (e.g., phones, smartwatches), or any other unauthorized materials are not allowed in the testing room.

- If a student is observed or suspected of academic dishonesty, the following steps will be taken:
  - The student will be instructed to stop the exam immediately.
  - Accessibility Services staff will notify the student's instructor of the incident.
  - It is the instructor's responsibility to determine the academic consequences in accordance with University policy.
  - Before resuming use of testing accommodations, the student must meet with Accessibility Services to review the testing policy.
  - Violations of the Accessibility Services testing policy may result in temporary or permanent changes to the student's testing accommodations.

## Accommodated Exam Process

Students with disabilities may receive exam accommodations, which are determined through an individualized process. In this context, "exam" refers to any quiz and examination administered during the semester as part of an academic course. Students approved for exam accommodations may take their exams with accommodations either in class with their faculty or, when feasible, in the faculty member's office.

If a faculty member is unable to provide the approved accommodations, the student may schedule their exam through Accessibility Services on the University's main campus.

### Process

1. **Accommodation Agreement:** In order to take accommodated exams through Accessibility Services, students are required to sign the Exam Proctoring Testing Procedures form as well as abide by the University Academic Honor Code.
2. **Scheduling Exam Appointments**
  - a. **Undergraduate and Graduate students:** All exams must be scheduled at least five business days in advance using the [Exam Accommodation Request Form](#). Accessibility Services cannot guarantee the student an exam appointment if the department is not provided with at least five business days' advance notice. 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 is not possible, students are required to work with the department to schedule an appropriate time.
  - b. **Law students:** Upon approval of accommodations, law students should email their accommodation letters to the College of Law Registrar. Law students should communicate with the Registrar at least five business days in advance to schedule proctored exams. Based on the approved testing accommodations, students may be notified that testing must take place on the main campus. When testing on the main campus, students should complete the [Exam Accommodation Request Form](#) at least five business days in advance. Law students approved for 1.25 extra time on tests will be proctored on the main campus at Accessibility Services testing center.



3. **Pop Quizzes:** Students should inform Accessibility Services if pop quizzes are part of the course for coordination with the professor regarding scheduling.
4. **Delivering Exam Materials:** Accessibility Services and the faculty member will be in contact prior to the exam day to receive test details and materials. Exams must be delivered to Accessibility Services by faculty via email, inter-campus mail, or in person.
5. **Returning Exam Materials:** Once the exam is completed, it will be returned to the faculty using the method they have indicated for each exam (via email, in-person pick-up, or inter-campus mail).

## Alternate Media Policy

1. Students requesting material in alternate formats must own a physical copy of the textbook or other course materials and must provide Accessibility Services with a copy of the itemized receipt before the alternate media will be distributed. It is recommended that students purchase a new copy of the textbook, rather than a used or electronic copy.
2. Accessibility Services will determine the media format for each text. Although consideration will be given to the format requested by each student, if Accessibility Services determines the requested format to be unreasonable, an alternative format will be provided.
3. Students will be provided with one alternative format copy for each material required for academic use. The student may not copy or reproduce any material provided by Accessibility Services nor allow anyone else to do so. Misuse of this material may result in disciplinary action and/or referral for review under the University's Academic Integrity or Conduct policies, as applicable

## Alternate Media Process

Eligibility for this service is determined by Accessibility Services and is based in part on the disability documentation provided by the student. This accommodation is most often provided for students with visual, physical, or information processing disabilities.

1. Alternate media requests must be submitted by the student each semester using the [Alternate Media Request Form](#).
2. Alternate media requests must be submitted to Accessibility Services as soon as the student becomes aware of their need. Accessibility Services will make a reasonable effort to process requests within three weeks of submission; however, the actual turnaround time may vary depending on the length, complexity, and format of the material. After reviewing the material to be formatted and converted, Accessibility Services will notify the student of the projected completion date. Late requests will be accepted; however, the student making the request should understand that Accessibility Services will determine the timeline for the completion. The same guidelines apply to course materials submitted throughout the semester.
3. Alternate media requests for materials distributed by faculty throughout the semester must be submitted as soon as the student receives the material. Students are encouraged to speak with

their faculty at the beginning of each semester to discuss the potential use of these types of materials.

## ASL and CART Policy

Depending on the nature of a student's hearing disability, Accessibility Services may provide an American Sign Language (ASL) Interpreter or Computer Assisted Real-Time Translation (CART). ASL or CART may be provided for classes, academic advising, and other University-sponsored activities that are part of the student's academic program. Students requesting this accommodation must contact Accessibility Services as early as possible to discuss eligibility for these accommodations. Students must request ASL or CART services for a specific class or event in a timely manner to ensure availability, preferably as soon as class registration is completed or event attendance is confirmed. Students will receive a transcript from the CART provider in a timely manner after the event.

Students are required to notify Accessibility Services if they are unable to attend class, so the interpreter and/or captioner can be cancelled for the day. If students do not notify Accessibility Services in a timely manner or if three non-communicated absences occur in a row, this accommodation may be subject to review or suspension. In this instance, students may be required to meet with Accessibility Services in order for ASL or CART to continue. Students are also responsible for notifying Accessibility Services if ASL or CART service is not satisfactory or if they wish to discuss any other concerns.

## Classroom Relocation Process

Students with disabilities may have difficulty accessing a classroom. When this is the case-

1. Students are strongly encouraged to notify Accessibility Services within 48 hours of registering for a class if they anticipate needing a classroom relocation. Accessibility Services staff can be notified via email or during an in-person appointment.
  - a. Timely requests for classroom relocation are necessary as this process may involve the coordination of different departments, schools, colleges, and other classroom assignments. Classroom relocation can take up to four weeks to facilitate; therefore, students are urged to contact Accessibility Services as early as possible after registering for classes.
2. Accessibility Services cannot guarantee that the classroom will be relocated.
3. If a classroom cannot be relocated, Accessibility Services will work with the student, faculty, the registrar's office and other invested stakeholders to determine options and next steps to ensure equal access for the student.

## Course Substitution Policy

In certain circumstances, the specific nature of a student's disability may necessitate a course substitution. If a student is unable to complete the work required in a specific class, even with accommodations, a course substitution may be appropriate. The purpose of a course substitution is to provide an alternative course that has similar educational objectives and can be completed by the student with accommodations, without fundamentally altering the nature of the class or program.

### Decision-Making Process

Accessibility Services will consult with academic leadership (e.g., department chairs, academic deans) and faculty members within the student's major to identify alternative courses that meet the educational objectives of the original requirement without fundamentally altering the class or program. The final decision on whether to approve a course substitution lies with the academic dean of the school housing the student's major.

### Considerations for Course Substitution

When determining the appropriateness of a course substitution, the following factors are considered:

- Functional limitations related to the student's disability.
- Rationale for the substitution request.
- History of previous attempts to complete the course in question.
  - At least one attempt to complete the required course or any prerequisite courses, using recommended academic accommodations (e.g., notetaking assistance, auxiliary aids, testing accommodations, self-paced courses), except in cases where the nature and severity of the disability in the subject area is such that successful completion of the course is not reasonably attainable, even with appropriate accommodations.
- Utilization of available support services (e.g., tutoring services, supplemental instruction, auxiliary aids, slower-paced versions of the course), demonstrating that the reason for unsuccessful completion is not due to poor attendance or failure to complete assignments or examinations. Course substitution requests are typically evaluated after a student has engaged in the course for at least nine weeks; however, earlier consideration may be appropriate when supported by disability-related documentation.
- Past history of course substitutions granted by previously attended colleges or universities.
- Evidence of qualification through demonstrated success in completing coursework in other areas required for the degree.

### Limits on Course Substitution

- No more than one out of three competencies may be substituted for graduation.
- No more than one course (up to 6 units) may be substituted.
- A substituted course cannot be used as a prerequisite for a higher-level course.
- Academic requirements deemed essential to the student's program of instruction or pertinent career licensing requirements will not be substituted, as such substitutions could significantly diminish the integrity of the degree sought.

- All decisions will be made on a case-by-case basis and must not be denied solely on blanket rules if the substitution is necessary to ensure equal access

## Course Substitution Process

Along with the regular Accommodation Request process, students will need to provide:

1. A written statement detailing the nature of the difficulties faced in the subject area being substituted.
2. A copy of the student's transcript.
3. A copy of the student's MyDegreeTracker.

### Review Process

Accessibility Services, along with academic leadership (e.g., department chairs, academic deans), faculty members within the student's major, and Academic Advising will review the provided documentation and consult to determine whether a course substitution is appropriate and, if so, to identify potential course substitutions. If approved, Accessibility Services will provide a memo to the Registrar confirming the approval.

## Documentation Policy

In order to qualify for services and accommodations, a student must provide current, comprehensive documentation of the student's disability to Accessibility Services. Documentation will assist in determining reasonable accommodations. Documentation must be recent enough to demonstrate the current need for reasonable accommodations. The description of functional limitations provided in the documentation must specifically state how the disability and/or related medications or treatments substantially limit current participation in courses, programs, services, or activities of the university. If the documentation is incomplete or inadequate to support a request for accommodation, additional documentation may be required.

Different disabilities require different forms of documentation. There are specific requirements for documenting physical impairments, psychological disabilities, temporary disabilities, and chronic illnesses (see [Appendix B](#)). There are also specific requirements for documenting learning disabilities (see [Appendix C](#)) and Attention Deficit-Hyperactivity Disorder (see [Appendix D](#)). An Individualized Education Plan (IEP), Summary of Performance (SOP), or 504 Plan may also contain valuable information, but is not sufficient on its own.

Accessibility Services will only keep students' records for 7 years after the date they were last registered. Please be advised all Accessibility Services student 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.

## Emotional Support Animal Policy

Prior to bringing an Emotional Support Animal (ESA) to campus housing, a student must be approved by Accessibility Services to have an ESA in campus housing. Students who bring an ESA to campus housing prior to written approval from Accessibility Services will be in violation of Student Conduct. Additionally, the provider completing the Emotional Support Animal Request Form must have a therapeutic relationship with the student. If approved by Accessibility Services, only one animal is permitted to live in campus housing.

The resident must notify Accessibility Services and the Director of Residence Life and Student Conduct (in writing) if the ESA is no longer in residence. To replace an ESA with a new ESA, the resident must file a new request with Accessibility Services and follow the same ESA process.

Please see the [Animals on University Property Policy](#) for more information.

## Extended Time on Assignments Policy

Students with disabilities may require assignment extensions for various reasons related to their condition including fluctuating symptoms, cognitive/processing challenges, unexpected health crises, etc. Therefore, this accommodation is applied on an assignment-by-assignment basis. The student is responsible for communicating with faculty and Accessibility Services via email regarding each assignment for which this accommodation is needed, prior to the deadline. This accommodation is not retroactive unless the extension is needed due to a hospitalization, during which the student was unable to communicate with the university.

This accommodation:

- Supports limited and occasional deadline extensions for disability-related reasons.
- Is intended for short-term assignment (1-4 days), in most cases.

This accommodation is not intended to:

- Be a blanket extension for all assignments.
- Support lengthy assignment extensions.
- Support a student who has failed to utilize time management.
- Fundamentally alter the course. Hence, some assignments may not be eligible for an extension, such as group projects, assignments that are necessary to have completed before participating in subsequent classes, discussion posts, or assignments that require timely feedback for the next step of the assignment to be completed.

If requests for extensions become excessive, faculty should contact Accessibility Services as soon as possible. Students who believe their disability currently prevents them from completing any assignments in a timely fashion should discuss alternative accommodations with Accessibility Services, such as a reduced course load, a leave of absence, or/and an incomplete.

## Notetaking Assistance Policy

- Students must attend class to receive notetaking accommodations. Peer notetakers will not provide students with lecture notes when the accommodated student is not in class. In most cases, students are responsible for recording their own lectures using assistive technology. When this is the case, students will not have lectures recorded for them when they are
- Should a student be approved to check out a digital recorder from Accessibility Services, they will be asked to sign the Digital Recorder Agreement. This agreement requires the student to return the recorder at the end of the academic year. If the recorder is lost or damaged, the student will be financially responsible for repair or replacement.

## Notetaking Assistance Process

Students with disabilities may need support in accessing course notes. Accessibility Services will collaborate in the coordination of notetaking assistance for students approved for this accommodation.

Notetaking assistance primarily takes the form of assistive technology. On a case-by-case basis, students may be evaluated for notetaking assistance in the form of a peer note-taker.

- Assistive Technology
  - After accommodation approval for notetaking assistive technology, students are invited to create a GLEAN account through Accessibility Services. Throughout the academic year, Accessibility Services will cover the cost of students' GLEAN accounts.
  - Students use GLEAN in class to record lectures as part of their approved accommodations.
  - Accounts are deactivated 1) during the summer if a student is not enrolled in summer classes, 2) when a student separates from the university, and 3) if, during monthly usage checks, it is determined that the student is not using GLEAN on a regular basis.
- Peer Notetaker
  - Students approved for a peer notetaker must submit a [Peer Notetaker Request Form](#) for each class they require a notetaker, each semester.
  - Following each class, the peer notetaker will
    - Provide the notes directly to the accommodated student, if the accommodated student has agreed to have their identity disclosed.
    - Provide the notes directly to Accessibility Services, who will then provide them to the accommodated student, if the accommodated student has not agreed to have their identity disclosed.
  - While Accessibility Services works to secure peer notetakers for each class, the student will be provided with assistive technology to assist with notetaking.

## Occasional Flexible Attendance Policy

Students with chronic conditions that are episodic in nature and periodically worsen or unexpectedly "flare up" may experience legitimate barriers to class attendance and may need occasional exceptions to the class attendance policy. This accommodation ensures that students with disabilities are not

disproportionately penalized for exacerbations of their condition that prevent them from being present for every class session, as their condition may be unpredictable and inevitable despite ongoing health and time management practices.

In order to utilize this accommodation, students must notify faculty via email of the disability-related absence in advance of the class session. If advance notice is not provided, the absence may be counted as a normal absence. With timely notice, faculty are encouraged to be lenient regarding how the disability-related absence impacts the student's overall grade.

When a student is using this accommodation, faculty are encouraged to consider the following:

- Has the student communicated about their disability-related absence?
- Is the student up to date with the work for the class?
- Is the student demonstrating that they are gaining the knowledge from the class despite the disability-related absence?
- Does student participation (whether in discussion or activity) constitute a significant component of the learning process?
- How are students expected to interact with each other (in class, group work outside of class, via email, etc.)?

This accommodation **does not** provide unlimited absences and is intended for brief, infrequent disability-related absences. Additionally, it **does not** cover absences related to non-disability related illness or other non-medical reasons. The student is still expected to meet the essential requirements of the course. This accommodation may not be reasonable in courses that are **participation or discussion-based, labs, clinical, or cohort-style**.

If disability-related absences become excessive, faculty should contact Accessibility Services as soon as possible. Accessibility Services will meet with the student to discuss a more appropriate accommodation, such as a leave of absence, withdrawal, or an incomplete.

## Psychoeducational Evaluations Policy

After completing the intake appointment (see Psychoeducational Evaluations Process below), the student will be placed on the waitlist for a psychoeducational evaluation. When the student advances on the waitlist, Accessibility Services will contact them to confirm their participation in the process. Students will have seven business days to respond. If the student does not confirm within seven days, they will be removed from the waitlist.

Students who begin the psychoeducational evaluation process are expected to attend all scheduled appointments on time. However, Accessibility Services understands that unforeseen circumstances may occasionally cause tardiness or absences. For this reason, Accessibility Services allows three instances of tardiness OR absences (no-shows) from appointments. Students may reschedule up to two appointments, provided they do so at least 24 hours prior to the appointment. Attempting to reschedule more than twice, even with proper notice, will count as an absence. Three combined instances of tardiness or absences (no-shows) will result in the termination of the psychoeducational evaluation.



## Psychoeducational Evaluations Process

Accessibility Services partners with the Chicago School of Professional Psychology to offer free psychoeducational evaluations to currently enrolled students. A psychoeducational evaluation is a comprehensive assessment of a student's cognitive, academic, and socio-emotional functioning. These evaluations may be used to determine a student's eligibility for accommodations.

### PROCESS

1. Students contact Accessibility Services to express interest in beginning the psychoeducational evaluation process.
2. Accessibility Services schedules an intake appointment with the student.
3. Following the intake appointment, the student is placed on the waitlist to be paired with an evaluator.
4. Once the student advances on the waitlist, Accessibility Services will contact them to confirm their participation in the process.
5. After confirmation is received, the student will be paired with a graduate intern from the Chicago School of Professional Psychology to begin the evaluation process.

## Recording Policy

Students with disabilities may require support in accessing course material through audio recordings of class lectures. When approved as an accommodation, Accessibility Services and faculty will coordinate access to recorded lectures. Students approved for this accommodation are required to sign an Audio Recording Agreement, which outlines the following:

- Recorded lectures may not be shared with others or posted online without the professor's consent.
- 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 obtained from recorded lectures is protected under federal copyright laws and may not be quoted, reproduced, or published without the professor's consent and proper attribution.
- Any information disclosed about patients, counseling recipients, or other individuals must be treated as confidential and must not be discussed or shared with others under any circumstances.
- All recordings of class lectures or discussions must be permanently deleted at the end of each semester or term.

## Service Animal Policy

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 disability-related tasks. Service animals are working animals, not pets or emotional support animals.

The University of La Verne complies with the ADA in allowing the use of service animals on campus. Though the presence of a service animal is a legal right and not an accommodation that requires approval, Accessibility Services strongly encourages students with service animals to notify Accessibility Services. This allows Accessibility Services to assist in navigating the campus, coordinate with other offices as needed, and advocate for the student. Faculty and staff are encouraged to refer students with service animals to Accessibility Services.

It is essential to coordinate with Accessibility Services when a student with a service animal plans to participate in a laboratory or live in university housing. Accessibility Services will work with the student and relevant faculty or staff to ensure the safe and appropriate integration of the service animal in these spaces. Accessibility Services will confirm this coordination with a service animal notification letter.

### **Restricted Access Areas for Service Animals**

While service animals are generally permitted in all areas where students, staff, and the public are allowed, there may be rare instances where a service animal's presence poses a legitimate health or safety risk or would fundamentally alter the nature of a program or activity.

Examples of such situations *may* include:

- Sterile environments, such as certain operating rooms or burn units, where the animal's presence could compromise infection control standards.
- Teaching laboratories, where sensitive experiments could be affected by the natural organisms carried by animals, or where exposure to chemicals may endanger the animal's health.
- High-risk safety areas, including rooms with:
  - Sharp metal debris on the floor
  - Hot materials or surfaces
  - Moving machinery
  - High levels of dust or airborne irritants

In these cases, the university will assess the situation individually, considering whether:

- The presence of the animal poses a direct threat to the health and safety of others that cannot be mitigated
- The environment poses a direct threat to the animal
- There are reasonable modifications that could enable the individual and their service animal to participate safely.

Please see the [Animals on University Property Policy](#) and the [Services Animal webpage](#) for more information.

## Service Animal Process

Students with service animals who are attending laboratory courses or residing in university housing should contact Accessibility Services to coordinate a plan and facilitate communication with relevant campus departments. Once an initial meeting with the student has been held, Accessibility Services will issue an official letter of notification to the appropriate departments. This coordination must take place each semester for labs and in preparation for each academic year for housing accommodations, ensuring all necessary arrangements are in place well in advance.

## Part 3: Appeals and Grievances

## Accommodation Appeal Process

The University of La Verne prohibits discrimination and harassment on the basis of disability.

Accessibility Services strives to provide equal access and reasonable, appropriate assistance and services to qualified students with disabilities. The appeal process is designed to address disagreements, denials, or grievances regarding services, accommodations, or modifications to university academic practices or requirements.

### Process

If a student is dissatisfied with an accommodation decision, they are encouraged to resolve the matter by communicating with their Accessibility Services staff member. Equitable resolution of the matter should be sought through this interaction. If, after communicating with their staff member, the student is denied an accommodation and believes the decision was improper, they can request a reconsideration of the decision from the Director of Accessibility Services. The Director will review the student's request and render a decision via email within ten business days of receipt of the complaint. Accessibility Services reserves the right to extend this review/investigation period if conditions warrant. If the student wishes to appeal the new decision, the student may request that the appeal be referred to the Dean of Students.

- Submit a written grievance to the Dean of Students 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 alleged to have been violated.
  2. The date of the action described.
  3. A summary of the steps taken to resolve the matter informally.

The Dean of Students (or designee) shall meet with the student within two weeks of receiving the grievance. The AVP for Student Affairs will issue a grievance finding within thirty business days of the meeting. The written response of the AVP for Student affairs shall be considered final.

For complaints related to non-academic program accommodations, the student should contact the Department Chair of the program involved.

## Grievance Complaints

The University of La Verne is committed to fostering an inclusive and supportive environment for all students, including those with disabilities. Students who believe they have experienced discrimination, harassment, retaliation, or unfair treatment based on their disability are encouraged to report the incident.

Students can submit an incident report through the [Social Justice Reporting Form](#), which is used to report incidents of discrimination, harassment, and retaliation, including those involving disability.

The University takes all reports seriously and will thoroughly investigate any allegations.

## Office of Civil Rights (OCR)

Any student has the right to file a complaint with the Office of Civil Rights of the U.S. Department of Education. The office will investigate and issue a Letter of Findings either supporting the student or the institution. To file a complaint with the Office of Civil Rights, please contact:

U.S. Department of Education Office for Civil Rights

50 Beale Suite 7200

San Francisco, CA 94105

Telephone: (415) 486-5555

Fax: (415) 486-5570

Email: [OCR.sanfrancisco@ed.gov](mailto:OCR.sanfrancisco@ed.gov)

Website: <http://www.ed.gov.ocr>

Retaliation against any persons filing a complaint is prohibited under state and federal law.