



Common Academic Accommodations Overview

This document serves as a resource for the University of La Verne community, outlining common academic accommodations provided by Accessibility Services for students with documented disabilities. This list is intended to offer clarity, convenience, and guidance regarding frequently implemented accommodations.

Please note that this list is not exhaustive. If you are a student in need of an accommodation that is not listed here, we encourage you to submit an [online request](#) to initiate the interactive process. All accommodation requests are reviewed on a case-by-case basis, considering individual needs and documentation.

Thank you for your commitment to fostering an inclusive and supportive educational environment.

Accommodation	Description
Extended time (1.5 times) on exams and quizzes	This accommodation applies to all exams, quizzes, and any other timed assessments. It allows for an additional 50% of the original exam time (for example, a 3-hour exam would be extended to 4.5 hours).
Extended time (2.0 times) on exams and quizzes	This accommodation applies to all exams, quizzes, and any other timed assessments. It allows for double the original exam time (for example, a 3-hour exam would be extended to 6 hours).
Ability to record lectures	Audio recording of lectures is a recognized accommodation under Section 504, Subpart E, of the Rehabilitation Act of 1973. It is intended to support full participation in educational programs or activities for students with disabilities. <u>Students must sign a recording agreement before they are authorized to audio record in the classroom.</u>
Ability to use calculator	A student may be approved to use a calculator during exams as a testing accommodation. However , calculator use will not be permitted if it would: a) Undermine academic standards, b) fundamentally alter the nature of an assignment/test, or c) interfere with the assessment of skills the exam is specifically designed to measure.
American Sign Language (ASL) interpreting	ASL Interpreting can be provided for students to ensure access to auditory information and to facilitate

	communication. Interpreting services are provided by qualified professional ASL interpreters. Typically, two interpreters will be present in the classroom with the student. They will alternate every 20 minutes to ensure accuracy and prevent fatigue.
Extended time on assignments (1-2 days)	This accommodation is applied on an assignment-by-assignment basis , rather than a blanket extension for all assignments. <u>Prior to the deadline, the student is responsible for communicating with faculty and Accessibility Services via email regarding each assignment for which this accommodation is needed.</u> 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 is intended to support limited and occasional deadline modifications due to disability-related reasons. <u>If faculty have concerns about the frequency or impact of this accommodation, please contact Accessibility Services as soon as possible.</u>
Furniture modification	Accessible furniture may be provided to students for whom standard classroom desks and chairs are inaccessible due to a physical disability. Examples of accessible furniture may include padded/ergonomic seating or folding/standing tables. Faculty can assist students if the required furniture is being used by another student or is not in the classroom upon arrival.
Lecture slides	Whenever possible, instructors are encouraged to share lecture slides in advance of class. If a student's accommodation includes access to lecture materials before class, instructors are required to provide the slides ahead of time. Instructors should not withhold lecture slides if they are already available or shared with other students.
Notetaking assistive technology	This accommodation is approved when a student experiences a barrier to independently taking notes during class. Notetaking assistive technology is typically intended to supplement the student's own notetaking efforts and help fill in any gaps. The service is not intended to replace the student's class attendance or participation. Students with this accommodation will need to use their laptops or phones during class to operate the technology provided by Accessibility Services. <u>Students must sign an agreement</u>

	<u>before they are authorized to use note-taking assistive technology in the classroom.</u>
Occasional attendance flexibility	Some students with chronic conditions that are episodic in nature may experience periodic exacerbations or "flare-ups" that create legitimate barriers to class attendance. These students may require occasional exceptions to the class attendance policy. This accommodation is intended to prevent students with disabilities from being disproportionately penalized for exacerbations of their condition that prevent them from attending every class session, as their condition may be unpredictable and inevitable despite ongoing health and time management efforts. This flexibility may not be reasonable in courses that are participation- or discussion-based, labs, clinicals, or cohort-style formats. To use this accommodation, students must notify faculty via email in advance of the disability-related absence. If advance notice is not provided, the absence may be counted as a regular absence. With timely notice, faculty are encouraged to show leniency in how these absences impact the student's overall grade. <u>Please refer to the Accessibility Services handbook for additional guidance.</u>
Occasional short breaks during class	Occasional short breaks during class may be approved for students who experience disability-related symptoms that impede their ability to concentrate or tolerate sitting for extended periods of time. Students should take breaks only when needed and in a manner that minimizes disruption to the learning environment.
Peer notetaker	Peer notetakers are approved when a student experiences a barrier to taking their own notes during class. In most cases, peer notetakers are intended to supplement a student's own notetaking efforts and fill in any gaps. The service is not intended to substitute the student's class attendance or participation. Peer notetakers may or may not be a student registered in the course. Either way, the peer notetaker is compensated by Accessibility Services.
Priority classroom seating	Students may be provided with a designated seating location that meets their specific disability-related needs. In most cases, this includes seating near the front of the class or close to the door.
Priority registration	Priority registration may be approved for students who:

	<ul style="list-style-type: none"> • Experience disability-related obstacles that interfere with activities of daily life, • Require coordinated accommodations that involve significant advance logistical planning for Accessibility Services, • Have disabilities that impact mobility, speed, stamina, and/or endurance across setting or time of day, • Manage significant or chronic medical conditions, or • Follow a time-sensitive treatment regimen that limits their ability to attend class during certain periods. <p>While the University acknowledges that students may experience stress during the registration process, such stress alone does not constitute a disability-related need for an accommodation. Priority registration is granted when necessary to ensure equitable access to the learning environment. Students are encouraged to meet with their academic advisors to understand available course options and to plan alternative schedules in the event their preferred classes are not available.</p>
Reader for exams	Students approved for a reader accommodation will complete exams in the Accessibility Services testing center. Either an Accessibility Services staff member will <u>read the exam aloud verbatim</u> to the student or assistive technology will be used.
Scribe for exams	Students with disabilities who need assistance producing written material may be approved for a scribe through Accessibility Services. Scribes transcribe material dictated by the student for exams, term papers, and other required writing assignments. Scribes <u>write verbatim and do not assist with content generation or editing</u> .
Speech-to-text technology	Speech-to-text software converts spoken words into written text, enabling students with disabilities to complete written assignments and take notes more efficiently and accurately. Students approved for speech-to-text technology complete exams in the Accessibility Services testing center.
Testing in a distraction reduced environment	This accommodation serves to ensure that students with disabilities are provided an equitable opportunity to demonstrate their knowledge of the exam material with reduced impact from their disability. Typically, students

	utilizing this accommodation will complete their exams in the Accessibility Services testing center.
Texts in alternate media	Alternate media refers to the conversion of printed course materials into an accessible format. This accommodation ensures that students with visual, information-processing, or strength/dexterity disabilities have access to their textbooks and other printed course-related materials. Accessible formats enable students who use assistive technology, such as screen magnifiers or text-to-speech software, to participate in their classes with equitable access. Alternate media may include accessible versions of textbooks, lab manuals, class handouts, and exams.