

**Accessibility Services**

****

A University Handbook

 for

Accessibility Services

**Accessibility Services**

**CONTACT INFORMATION**

Mailing Address:

University of La Verne

Accessibility Services

1950 Third Street

La Verne, CA 91750

Leo Barrera-Director of Accessibility Services

(909) 448-4938

email: lbarrera@laverne.edu



**What is Accessibility Services?**

Accessibility Services at the University of La Verne is committed to providing support for all students with disabilities, whether the educational process takes place on the main campus, or at one of our regional campuses. For information pertaining to your specific campus please contact the Dean or Director of Accessibility Services. This handbook has been prepared for the University to deepen the understanding of students with disabilities and to facilitate a dialogue between the campus community and Accessibility Services.

**MISSION**

Accessibility Services is committed to assuring every student with a documented physical, psychological and/or learning disability access to appropriate academic adjustments and/or auxiliary aids and to empower those students to use their full potential. The goal is to ensure full participation in the University’s education programs and activities whenever possible.

Table of Contents

Legislation…………………………………………………………………………………………………………………….…… 1

Guidelines to Receive Accommodations………………………………………………………………………………. 4

Services Available to Disabled Students……………………………………………………………………………...... 5

Rights and Responsibilities………………………………………………………………………………………………….. 6

**Syllabus Statement** …………………………………………………………………………………………………………….. 7

Commonly Recognized Disabilities……………………………………………………………………………………… 8

Characteristics and Reasonable Accommodations...…………………………………………………………….. 11

Grievance Procedure………………………………………………………………………………………………………… 17

Academic Dishonesty ………………………………………………………………………………………………………. 17

Service Animal Policy……………………………………………………………………………………………………….. 18

**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 principals 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

1. to provide clear, strong, consistent, enforceable standards addressing

discrimination against individuals with disabilities

1. to ensure that the Federal Government plays a central role in enforcing the

standard established in this chapter on behalf of individuals with disabilities and

1. to invoke the sweep of Congressional authority, including the power to enforce the 14th 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 his/her 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.

1. It is discriminatory to fail to make “reasonable” modifications in policies, practices, and procedures.
2. It is illegal for an entity to refuse to serve persons with disabilities or serve them differently because of institutional insurance conditions.
3. 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:

* expanding the definition of major life activity;
* redefining who is regarded as having a disability;
* modifying the regulatory definition of “substantially limits;” and
* 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.

**GUIDELINES TO RECEIVE ACCOMMODATIONS**

1. Obtain an Information and Accommodations Packet from the Accessibility Services Department.
2. Complete the following forms in their entirety (incomplete forms cannot be processed and will delay the onset of being considered for accommodations):
* Student Information Sheet
* Request to Receive Accommodations Form
* Physician\Psychologist\Disability Specialist Documentation of Disability Form
* Authorization and Release Form
* Release of Information Authorization Form
1. Return the completed Information and Accommodations Packet to the Director of Accessibility Services. You will be notified in writing within one week if your packet is complete, or if you need to provide additional information. When your packet is complete, it will be forwarded to the Chair of the Accommodations Review Team for consideration at the next scheduled meeting (the team meets monthly during the academic year).

If accommodations are necessary before the next scheduled meeting, the Director of Accessibility Services will make a **temporary decision** regarding the accommodation requested, and will call the Accommodations Review Team for an unscheduled meeting within three weeks. Once the team has reviewed the accommodations packet, you will be notified in writing within one week of the decision of the team, and your accommodations will be continued or modified as deemed appropriate.

**Testing Procedure**

Students are asked to notify the Accessibility Services Department of all tests that require proctoring at least three 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 office to schedule an appropriate time. Appendix A describes the complete Accessibility Services testing procedures in detail.

**SERVICES AVAILABLE**

Accessibility Services at the University of La Verne provide accommodations, alternate media, and assistive technology services for students with disabilities. The following are some of the services that may be provided:

**Services Provided in the Classroom**

Services offered to students are determined by the Accommodations Review Team who analyzes the documentation in order to make the determination. The student is responsible for picking up the accommodation letter/s from the Accessibility Services office to be given to the instructor/s at the beginning of each semester/term. Questions and other arrangements regarding letters can be directed to the Accessibility Services office.

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

* Accommodations (may include but are not limited to).
	+ testing accommodations
	+ priority registration
	+ adaptive computer software
	+ books in electronic format
	+ other auxiliary aids
	+ advocacy
* Referrals for testing as deemed appropriate.

**Documentation of Disability Eligibility**

Current documentation of the disability is required. For a learning disability, documentation should be within the last three years for incoming freshman and five years for transfer students.

Documentation may include the following:

* Psychoeducational assessment 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.

Students are asked to complete the Accessibility Services Information and Accommodations Packet (Appendix B). The completed packet along with the correct documentation will then be reviewed by the Accommodations Review Team.

**STUDENT RIGHTS AND RESPONSBILITIES**

**Rights**

* Students need to give the Accessibility Services office advance notice of requested accommodation(s). The Accessibility Services department 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.

**Responsibilities**

* Students are required to meet with a 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 the Accessibility Services office 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).

**Rights and Responsibilities of the University of La Verne**

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 Team. 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**

**Referrals**

If a faculty member is notified by a student that he or she has 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 his or her medical statement to the Accessibility Services department.

**SYLLABUS STATEMENT**

Each course syllabus should contain a reasonable accommodation statement. Please include the example listed below in your syllabus:

1. Any student eligible for and requesting academic accommodations due to a documented disability is asked to contact the Accessibility Services office. You can reach the Accessibility Services office at (909) 448-4938. The office is located at 2215 “E” Street. Students with disabilities must document their disability with the Accessibility Services office in order to be considered for accommodations in their courses. Visit us online at <http://sites.laverne.edu/disabled-student-services/> for additional information.

**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:**

* 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.

**COMMONLY RECOGNIZED DISABILITES**

**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 assessment, 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 students 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 who 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 Section1401 (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.

**CHARACTERISCTICS 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**

* seating for the student in the front of class
* 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
* note-takers, use of tape recorders, laptop computers, or photocopy notes
* test accommodations: extended time, distraction reduced environment, scribes, access to word processors
* adjustable classroom tables

**Strategies for Engagement of Students with Disabilities for Faculty and Staff**

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 key words 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
* 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**

**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, he/she 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
* benefit from structure using lists, schedules, and calendars

**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:

* A clear statement of the University policy and/or action which you feel has

 been violated.

* The date of any action you have described.
* The names of all University employees involved.
* A summary of the actions you have taken to resolve the matter informally.

The Dean of Student Affairs (or his/her 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.

**UNIVERSITY OF LA VERNE POLICY SERVICE DOG POLICY**

**From the Director of Risk Management and Support Services**

Please refer to the Animals on University Property Policy.

**Under the Americans with Disabilities Act (ADA)**

Service animals are defined as “dogs that are individually trained to do 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 wheel chair, alerting and protecting a person who is having a seizure, reminding a person with a mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties.”

As stated by the ADA, “service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal’s work or the individual’s disability prevents using these devices. In that case, the individuals must maintain control of the animal through voice, signal, or other effective controls.”

**Suggestions for Faculty, Staff, and Students**

* Allow a service animal to accompany the student at all times and everywhere

 on campus, except where service animals are specifically prohibited. The courts

 have upheld the rights of service animal owners to take animals into food-

 service locations.

* Do not pet a service animal; petting a service animal when the animal is

 working distracts the animal from required tasks.

* Do not feed a service animal. The service animal may have specific dietary

 requirements. Unusual food or food at an unexpected time may cause the

 animal to become ill.

* Do not deliberately startle a service animal.
* Do not separate or attempt to separate a student/handler from his or her service

 animal.

**Inquiries and Other Rules Related to Service Animals**

Only limited inquiries are allowed of persons with services dogs: (1) is the dog a service dog animal required because of a disability, and (2) what work or task has the dog been trained to perform. Staff cannot ask about the disability of the person or require medical documentation.

A person with a disability cannot be asked to remove his service animal from the premises unless: (1) the dog is out of control and the handler does not take effective action to control it or (2) the dog is not housebroken.

As stated in the Americans with Disabilities Act “dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under ADA.”

***GLOSSARY*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 Brailled 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.

**DYSCALCULA:**  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 of 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 type is 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 read from the screen as you navigate your applications. MAGic is easy to use with its talking 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

**Testing Procedures**

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 classroom. This may include scantrons, calculators, pencils, etc.
10. **All exams will be monitored by video surveillance cameras.**
* Suspected or confirmed cheating will be reported immediately to the professor
* Being caught with a cell phone is considered cheating and will be reported to the professor
* Items **NOT** allowed in the testing area (unless specified by professor or the department):
	+ 1. Cell phones
		2. PDAs or equivalent electronic devices
		3. IPods, MP3 player or equivalent electronic devices
		4. Laptops
		5. Books
		6. Notes
		7. Calculators
		8. Hats

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature Date

Appendix B



Accessibility Services

Information and Accommodations Packet

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Accessibility Services

GUIDELINES TO RECEIVE ACCOMMODATIONS

1. Obtain an Information and Accommodations packet from the Accessibility Services department.
2. Complete the following forms in their entirety (incomplete forms cannot be processed and will delay the onset of being considered for accommodations):

Student Information Sheet

Request to Receive Accommodations Form

Physician\Psychologist\Disability Specialist Documentation of Disability

 Form

Authorization and Release Form

Release of Information Authorization Form

1. Return the completed Information and Accommodations Packet to the Director of Accessibility Services. You will be notified in writing within one week if your packet is complete, or if you need to provide additional information. When your packet is complete, it will be forwarded to the Chair of the Accommodations Review Team for consideration at the next scheduled meeting (the team meets monthly during the academic year). If accommodations are necessary before the next scheduled meeting, the Director of Accessibility will make a **temporary decision** regarding the accommodation requested, and will call the Accommodations Review Team for an unscheduled meeting within three weeks. Once the team has reviewed the accommodations packet, you will be notified in writing, within one week of the decision of the team, and thereafter your accommodations will be continued or modified as deemed appropriate.
2. In the event that you have a specific complaint regarding the University’s compliance with the Americans with Disabilities Act of 1990, you are encouraged to work with the person most directly involved to resolve the matter informally. Contact with the Director of Accessibility Services should also be made for all complaints.

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

1. Submit a written grievance to the Dean of Student Affairs within 45 days of the event. The grievance must include:
2. A clear statement of the University policy and/or action which you feel has been violated.
3. The date of any action which you describe.
4. The names of all University employees involved.
5. A summary of the actions you have taken to resolve this matter informally.
6. The Dean of Student Affairs (or his/her 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 with the student. The writing response of the Dean of Student Affairs shall be considered final.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

STUDENT INFORMATION SHEET Accessibility Services

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Campus Mail Box #:\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Standing (circle one) FR SOPH JR SR GR

How were you referred?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you received accommodations for your disability in secondary education or at another college or institution? (circle one) Yes No

If you answered yes, please provide the school names, type of accommodation received:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have documentation of your disability? (Current is within 3 years for an incoming freshman and 5 years for a transfer student). Yes No

If you answered yes, please list the name of the physician, psychological and/or disability specialist who performed the evaluation, and if applicable, the name of the college or university:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I certify that I have received an Accommodations Packet, and that I understand my rights and responsibilities in receiving accommodations.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

Accessibility Services • University of La Verne

1950 Third Street • La Verne, CA 91750 • (909) 448-4938

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** REQUEST FOR ACCOMMODATIONS Accessibility Services

**Disability Category**

Check all that apply

Type of Disability**: □** Physical □ Learning □ Psychological

1. How long have you had your disability?

**□**1 year or less □ 2 years □ 3 years □ 4 years □ 5 years or more

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Have you had previous accommodations for this disability at another educational institution or for a test such as the SAT, GRE, or CBEST?

□Yes □ No If yes, please indicate the date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Institution or test: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nature of the accommodation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please describe in detail the accommodations you are requesting:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please list all medications you are currently taking and for what purpose as they relate to your disability: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I certify the above statements to be true.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature Date

Accessibility Services • University of La Verne

1950 Third Street • La Verne, CA 91750 • (909) 448-4938

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** DISABILITY DOCUMENTATION Accessibility Services

**TO THE STUDENT:** This form must be completed by a licensed physician, psychologist, disability specialist or an appropriate professional, and must be no older than three years old for incoming freshman and five years old for transfer students. It must include appropriate testing data for learning disabilities and/or ADD or ADHD, if applicable.

**TO THE LICENSED PROFESSIONAL:** Please complete this form and **attach test scores, sub-scores (standards and percentile) and/or psychological evaluations** if relevant. This form may be returned to the student or mailed directly to:

Accessibility Services

 University of La Verne

 1950 Third Street

 La Verne, CA 91750

 (909) 448-4938

Name of the University of La Verne Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name, title, and licensing number of professional completing this form:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of first evaluation of this student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of the most recent evaluation of this student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nature and severity of the student’s disability:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next Page

Diagnosis of the disability based on the DSM V, if a learning and/or psychological disability (list codes):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate the test used in assessment and diagnosis of the disability (**attach test results separately if appropriate**):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Is the disability permanent? \_\_\_ Yes \_\_\_ No

What major life activities are affected by the disability:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would this disability affect the student’s academic performance:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What academic adjustments and/or auxiliary aids would you recommend for this student based on his/her disability. Please be as specific as possible: For example: extended testing time (i.e. time plus one-half):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I certify the above to be true and correct.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

Accessibility Services • University of La Verne

1950 Third Street • La Verne, CA 91750 • (909) 448-4938

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**AUTHORIZATION AND RELEASE Accessibility Services

**AUTHORIZATION AND RELEASE**

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 and accommodation of my disability.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** RELEASE OF INFORMATION Accessibility Services

**RELEASE OF INFORMATION AND AUTHORIZATION FORM**

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.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix C

**ACADEMIC STANDARDS**

**ACADEMIC HONESTY**

Each student is responsible for performing academic tasks in such a way that honesty is not in question.

* 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 professors 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 is 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 dishonest 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.