

ACCESSIBILITY RESOURCE CENTER

The Accessibility Resource Program (ARP) seeks to serve students by recognizing and valuing students with disabilities as an integral part of diversity on campus. ARP provides accommodations and services in order to ensure equal access to educational programs. California Lutheran University is committed to ensuring equal opportunity access to qualified students with physical, learning, or psychological disabilities. ARP provides students with comprehensive services and accommodations in a manner that promotes respect and self-advocacy.

Colleges and universities are legally required to provide reasonable accommodations for students with disabilities. In order to better serve students, consider including a disability statement in the course syllabi. There is a sample disability statement below:

Sample Syllabus Disability Statement:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Accessibility Resource Coordinator for the facilitation and verification of need. The Accessibility Resource Coordinator is located in the Center for Academic and Accessibility Resources (CAAR) Office in Pearson Library, and can be contacted by calling 805.493.3878 or emailing wperkins@callutheran.edu.

FACULTY FAQ's

Q. Who gets accommodations?

A. Students with documented disabilities are entitled by law to receive reasonable and appropriate accommodations.

Q. How do they get accommodations?

A. Students with disabilities wishing to receive accommodations **must** submit appropriate documentation and meet with the Accessibility Resource Coordinator. The student must fulfill the requirements within the ARP application process in order to receive accommodations. It is the student's responsibility to self-disclose and utilize accommodations.

Q. What should I do if I suspect one of my students has a disability?

A. It is best to set up a private meeting with the student and state that you have noticed that they are having difficulties with specific aspects of the course. Ask the student what support measures would be helpful in reaching optimal performance rather than ask the student (or suggest) that they might have a

disability. Encourage students to make use of a list of campus resources that may include the Center for Academic and Accessibility Resources (CAAR) office.

Q. What do I do if a student hands me a “Confidential Memo”?

A. The “Confidential Memo” outlines reasonable accommodations for a student with a documented disability. The “Confidential Memo” indicates that the student has met with the Accessibility Resource Coordinator, submitted documentation, and qualifies for academic adjustments. You may wish to set up a time to meet with the student and go over the accommodations outlined in the “Confidential Memo” and strategies to best implement the accommodations. Questions can also be directed to Wendy Perkins, the Accessibility Resource Coordinator, by calling 805.493.3878 or e-mailing wperkins@clunet.edu.

Q. How does extended test time work?

A. Typically, students with disabilities receiving extended test time are allowed time and a half (x.5). This means that if the class receives an hour to complete an exam the student with the accommodation would receive an hour and a half. Occasionally, there are instances where allowing the student double time on an exam may be appropriate. The CAAR office will be happy to assist with the administration of exams for students with disabilities. If a student wishes to take an exam in the CAAR office, they must turn in a “Testing Accommodation Request Form” **one week** prior to the exam date. There is a section on the form for faculty to indicate how the test should be administered (eg. open notes, open book, use of a calculator, etc.). Faculty may also choose to work with the student directly to facilitate the extended additional time. Students receiving extended time may also need a quiet, separate, and distraction reduced environment in which to test. The CAAR office will arrange for a proctor and a distraction reduced testing room if the student chooses to take the exam in the CAAR office.

Q. Who gets to see the documentation?

A. Disability documentation is kept in the CAAR office. Due to confidentiality, the Accessibility Resource Program may not disclose specifics of a student’s disability. However, we are able to consult with faculty and answer specific questions regarding reasonable and appropriate accommodations.

Q. May I decide if a student needs an accommodation?

A. No, the Accessibility Resource Coordinator reviews documentation and meets with the student to discuss reasonable and appropriate accommodations on an individual basis. The role of the Accessibility Resource Coordinator is to ensure that accommodations are fair and consistent. Faculty input may be sought when determining some accommodations for specific assignments or in class activities. Accommodations mitigate the impact of the student’s disability in the classroom setting. These accommodations also allow students with disabilities equal access to educational programs and opportunities.

Q. Could you let me know which students in my class have a disability?

A. No, the Accessibility Resource Office may not release specific names of students with disabilities to faculty members unless a student requests this communication. Students with disabilities are strongly encouraged to have an open discussion with their faculty members about their disability, reasonable accommodations, and how their disability impacts their learning. Students approved for services with the Accessibility Resource Program (ARP) will give their professors a Confidential Memo, specific to each course that explains what accommodations he or she will need.

Q. Do I have to arrange for a note taker?

A. Accessibility Resource Staff may request your assistance in making an in class announcement or provide recommendations of students you feel would be good note takers. The ARP office may also arrange for a note taker by sending out a request for volunteer note takers directly to students in the class.

Q. Can I hold students with disabilities to the same standards as any other student?

A. Yes, Students with Disabilities must meet all academic standards and comply with the student code of conduct of the University.

Q. Where is the Accessibility Resource Program (ARP) office located?

A. ARP is housed in the Center for Academic and Accessibility Resources (CAAR) office, which is located in the back of the Pearson Library. The office hours are Monday through Friday 8:30am–5:00pm.

Q: How are instructors informed that a student needs an academic accommodation?

A. Students who wish to exercise their right to disability-related accommodations must provide the Accessibility Resource Coordinator with documentation of their disability and apply for their services. Professors receive from the student written notification (Confidential Memo) describing the nature of the appropriate academic adjustments he or she will need. The ARP staff may directly notify their instructors that specific accommodations are necessary. Students are encouraged to request accommodations prior to the beginning of the academic semester. However, the student may request accommodations at any time during the course.