



#### **Accessibility Resource Program (ARP)**

Center for Academic and Accessibility Resources (CAAR)  
60 West Olsen Road #5300, Thousand Oaks, CA. 91360  
Main (805) 493-3260 Direct (805) 493-3878 Fax (805) 493-3472  
TTY to Voice (800)735-2929 California Relay Service

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# Guidelines for Students with Disabilities

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The following notes are intended to offer assistance to students of California Lutheran University who choose to identify themselves as having disabilities which qualify them by federal law as eligible for reasonable aids and accommodations. It is the stated philosophy of this university to provide an environment of equal access and opportunity for students with disabilities that in turn may lead to their independence.

## **STUDENT'S RESPONSIBILITY**

The choice and initiative to request reasonable accommodations and aids as a student with disabilities belongs to the student.

If you choose to do so, the first step is to arrange an appointment with the Accessibility Resource Coordinator. The office is located in Pearson Library, C.A.A.R Center - (805) 493-3260.

The initial appointment is meant to provide answers to your specific questions and concerns. In keeping with the spirit and letter of the law confidentiality is strictly observed. If you are prepared to begin the process of determining eligibility as a student with disabilities the following items are critical:

- Documentation of your disability, how it affects you, and recommendations of reasonable accommodations.
- These materials must be dated within the past three years.
- Current course registration

If eligibility is determined, you are responsible to maintain a close relationship with the coordinator so that your requests can be met in a timely and reasonable way. You are also responsible to keep the coordinator aware of any academic problems or obstacle you may be encountering.

All accommodations should be requested one month prior to the start of the semester. However, we understand that some needs cannot be foreseen so far in advance.

## **COORDINATOR'S RESPONSIBILITY**

My responsibility is to be accessible and responsive to your requests and concerns. I am here to see that you receive the reasonable aids and accommodations, which the CLU Documentation Review Committee for Students with Disabilities approves. Specifically, I am responsible to:

- Receive your documentation and present it to the Documentation Review Committee for Students with Disabilities (DRCS) for eligibility.
- Establish a confidential file to be kept in my office.
- Communicate requests to faculty members and other departments.
- Facilitate your communication with faculty members.
- Request further documentation and/or evaluation as needed.

## **ACCEPTABLE DOCUMENTATION OF PHYSICAL DISABILITIES**

A student with a physical disability must provide professional certification documented by a licensed physician, psychologist, audiologist, speech pathologist, rehabilitation counselor, physical therapist, occupational therapist or other health care provider who is qualified in the diagnosis of the disability. This verification must provide information about: (1) the student's present level of functioning in the major life activity affected by the disability, (2) data that support the request for each particular accommodation sought by the student, and (3) other information reasonably requested by the University to determine the qualification of the student and the accommodations needed. The student shall provide the necessary documentation to the Accessibility Resource Coordinator. The cost of providing this documentation shall be borne by the student.

## **ACCEPTABLE DOCUMENTATION OF LEARNING DISABILITIES**

Students desiring academic support services for specific learning disabilities are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The following guidelines are provided to insure that reports are sufficient and appropriate to verify eligibility.

1. Testing must be comprehensive.
  - A. Aptitude. Wechsler Adult Intelligence Scale-Revised (WAIS-R) and /or Woodcock-Johnson Psycho educational Battery-Revised (WJ-R) Tests of Cognitive Ability are preferred.
  - B. Achievement. Current levels of functioning in reading, mathematics and written language are required. The WJ-R Test of Achievement are preferred. Specific achievement Academic Skills (TASK), Test of Written Language-2 (TOWL-2), and Woodcock Reading Mastery Tests-Revised are accepted. The Wide Range Achievement Test-Revised (WRAT-R) is not adequate without supporting assessment information.
  - C. Information Processing. Assessment of long and short term memory, sequential memory, auditory discrimination and perception, visual perception, spatial orientation and WAIS-R or WJ-R is acceptable.
  - D. Evaluation, summary and recommendations by the person(s) administering or evaluating the testing are required.
2. Testing must be current within three (3) years (5 years for transfer or returning students). Accommodations shall be based on adequate documentation only. Since assessment is the basis for determining reasonable accommodations, it is in the student's best interest to provide recent appropriate and comprehensive documentation.
3. Documentation must include clear and specific evidence for an identification of specific learning disability. Diagnostic reports must include test scores and the names and title (s) of evaluator (s), as well as dates of testing. Certified or licensed psychologists, learning disabilities specialists and education therapists are appropriate evaluators.
4. The university reserves the right to require further documentation, evaluation and/or recommendations. These costs are the responsibility of the student. A list of testing resources is available in the coordinator's office.

**PERSONAL FILES**

Your personal file, kept in the Coordinator’s office, will include the following:

- Your request
- All documentation
- Release of information form
- Work orders for aids and accommodations
- Necessary correspondence

**SERVICES AND ACCOMODATIONS**

Services and accommodations will be provided as determined by the DRCS D Committee and based on your documentation. What is reasonable? This is determined by available university resources of people and facilities and clear communication between the parties involved. We believe that negotiation and openness are key elements to providing a comfortable atmosphere.

**GRIEVANCE PROCEDURE**

Students and applicants may appeal decisions regarding requested accommodations, or qualifications, as a student with disabilities the Director of the Center for Academic Resources. Grievances should be made in writing and should be presented within ten working days following the decision that is being appealed so that relevant documents may be obtained, individuals involved may be interviewed, and action may be taken promptly if it is needed. Replies to appeals will be provided within forty-five days, with the goal of providing an equitable decision for all involved.

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

Date \_\_\_\_\_

Coordinator’s Signature *Wendy Rubin*



# Service and Accommodation Agreement

The purpose of this agreement is to define the responsibilities of both the student and the coordinator regarding the requesting and delivering of services and accommodations for students re-initiating services.

Testing Accommodations:

- ADA Standards allow for students to receive time and a half or double time on exams depending on the student. **ARP is bound by these policies.**
- The Testing Accommodation form must be turned in at least **1 week in advance** to ensure proctor and room availability.

If your test is on a...	Your testing form is due the...
Monday	Monday Before
Tuesday	Tuesday Before
Wednesday	Wednesday Before
Thursday	Thursday Before
Friday	Friday Before

**\*Incomplete forms will not be accepted\***

- You are expected to arrive on time for the exam and no extra time will be given for tardiness. If you are **more than 20 minutes late** you'll need to re-schedule the exam with the professor's consent through written or electronic form and we will send the exam back as a NO SHOW.
- If you are late for any reason, you will only receive the allotted amount of time originally agreed upon. That means, if a test is scheduled from 9am-11am and you arrive at 9:15am, you will still only have until 11am to finish the exam.
- Do not ask the proctor questions regarding your exam. The proctor **will not allow more time** for the exam. In the case that there is another student in the testing room, please refrain from crosstalk.
- It is your responsibility to notify us of **any changes in testing**. Please notify us at least **48 hours** in advance if the test has been cancelled or you no longer need CAAR services. **There will be no changes made to the testing times the day of the exam.**

**Student's Initials** \_\_\_\_\_

Note Taking Services:

- Let your professors know that this is a service you need and remind them not to say your name when approaching students. Notifying them will help us facilitate your requests.
- If you decide that **a note taker is not needed** for one or more of your classes contact us and your professors right away so we do not continue to hire people for the position.
- You are responsible for picking up your notes in a timely manner.

**Student's Initials** \_\_\_\_\_

Books on Tape:

- If you need this accommodation you must discuss this with Wendy within the first 3 weeks of classes, as it takes a while to locate texts. Likewise, if you decide you will **NOT** need the service, you **MUST** notify us immediately.
- You can contact the instructor directly or contact the CLU bookstore and ask if textbooks have been selected for the course. If textbooks have been selected, you will need to obtain the following information: **Title of the book, author, publisher, edition and latest copyright date.**
- If you receive an e-mail or phone call concerning BOT please return the message. We may need you to bring your books and syllabi to our office in order to assign it to a hired reader.
- If you would benefit from having the computer read the text, try checking IChapters.com or others to buy your books in a PDF format and avoid buying the hard copy of the text. For a more extensive list of e-books contact us.
- Please respect the equipment you may borrow from our office and return it at the end of the semester. If you fail to return RFB books you will be responsible for their cost.

**Student's Initials** \_\_\_\_\_

The Coordinator is responsible for providing these services and accommodations in a manner that promotes independence, self-advocacy, and accountability for students with disabilities.

**Remember to schedule your appointment with Wendy prior to the beginning of each semester in order to ensure prompt service. This is a team effort so please be proactive in helping us, help you!**  
**Thanks!**

Coordinator's Signature:  Student's Signature: \_\_\_\_\_

Circle One:    Fall                      Winter                      Spring                      Summer                      Year \_\_\_\_\_

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

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

Primary Email Address: \_\_\_\_\_

Primary Phone Number: \_\_\_\_\_

Emergency Contact: \_\_\_\_\_



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# Release of Information

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I hereby give the Coordinator of the Accessibility Resource Program and/or the Director of the Center for Academic and Accessibility Resources permission to share information with the following persons/agencies:

ALL AGENCIES AND/OR PERSONS WITH A LEGITIMATE EDUCATIONAL NEED TO KNOW.

**OR** choose from the following:

- All Faculty
- Campus Safety
- Other University Personnel
- Previous Educational Institutions
- Medical/Counseling Facilities
- Recording for the Blind
- Department of Rehabilitation
- Other

\*Modifications to this form may only be made upon student's request.

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

Printed Student Name \_\_\_\_\_

Fall	Winter	Spring	Summer	Year:	
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**ACCOMMODATION REQUEST FORM**

The Center for Academic and Accessibility Resources facilitates equal educational opportunity for students with various disabilities by working together with the student and faculty members to assure that reasonable accommodations are provided in a timely manner. We provide services and resources in a manner that promotes self advocacy, independence, and accountability. It is the student’s responsibility to request accommodations that will assist in obtaining their academic goals.

**Course Information**

**Course #1**

Course Number/Title: \_\_\_\_\_

Professor: \_\_\_\_\_

- Notetaker  
  Classroom Relocation  
  Extended Test Time  
  Books on Tape  
  Alternative Print  
 Other: \_\_\_\_\_

**Course #2**

Course Number/Title: \_\_\_\_\_

Professor: \_\_\_\_\_

- Notetaker  
  Classroom Relocation  
  Extended Test Time  
  Books on Tape  
  Alternative Print  
 Other: \_\_\_\_\_

**Course #3**

Course Number/Title: \_\_\_\_\_

Professor: \_\_\_\_\_

- Notetaker  
  Classroom Relocation  
  Extended Test Time  
  Books on Tape  
  Alternative Print  
 Other: \_\_\_\_\_

**Course #4**

Course Number/Title: \_\_\_\_\_

Professor: \_\_\_\_\_

- Notetaker    Classroom Relocation    Extended Test Time    Books on Tape    Alternative Print  
 Other: \_\_\_\_\_

**Course #5**

Course Number/Title: \_\_\_\_\_

Professor: \_\_\_\_\_

- Notetaker    Classroom Relocation    Extended Test Time    Books on Tape    Alternative Print  
 Other: \_\_\_\_\_

I am requesting priority registration as an accommodation, to ensure classroom accessibility, and to notify the ARP coordinator of needed accommodations in a timely manner. I further understand that in addition to completing the Priority Registration Request Form by the given deadline, it is my responsibility to sign the ARP Service Agreement Contract at the beginning of each semester that I request Priority Registration, and/or additional accommodations.

Students Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinator's Signature: *Wendy Parker* Date: \_\_\_\_\_