

CONFIDENTIAL

# Disability Support Services

## INTAKE FORM

The staff of Disability Support Services is glad you are here. We want to work with you to create a positive educational experience while at Seattle Pacific University. In order to do this, we need your assistance in letting us know what your needs are.

Please fill out the following:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SPU Address: \_\_\_\_\_ SID#: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Permanent Address: Street \_\_\_\_\_ Phone: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

SPU Email: \_\_\_\_\_

Disability is: \_\_\_\_\_

Please indicate how your disability impacts you in an educational setting:

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

Please indicate any past academic accommodations that you have received and in what circumstances:

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

Please indicate your requested accommodations (not all may be granted):

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

Are you currently working with DVR or any other disability related organization? If yes, in what capacity? \_\_\_\_\_

\_\_\_\_\_

	(For Staff Use Only)
	Date: _____ Signed: _____
Entered in DSS Database	
Entered in Banner	
Entered in Faculty Letter Database	

## DOCUMENTATION REQUIREMENTS

Documentation of a disability must be on file in Disability Support Services when the disability is not obvious. Documentation should be provided by a professional who is qualified to assess the disability for which an accommodation is being sought.

I understand that I must have documentation of my disability on file in Disability Support Services, if my disability is not obvious, to be eligible for services.

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

## RELEASE OF INFORMATION

The Disability Support Services office takes reasonable precautions to protect information submitted by students to guard against possible discrimination. Information contained in documentation should be treated with as much confidentiality as reasonably possible. Information may be shared with other University employees by the Coordinator for Disability Support Services as needed so that employees can fulfill their professional responsibilities to provide the approved academic adjustments, auxiliary aids, and other accommodations that are requested and approved.

I understand Disability Support Services may need to share my disability information with other University employees to provide or permit approved academic adjustments, auxiliary aids, and other reasonable accommodations that are requested by me.

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

The Disability Support Services office should not discuss disability information with people outside the University (such as parents, doctors, psychologist, or other universities) without written permission from the student unless the student becomes a danger to self or others, by court order, or as otherwise required or permitted by law (including, without limitation, requests from the Office of Civil rights).

I give Disability Support Services permission to discuss my documented disability and any requested accommodations with the following people:

\_\_\_\_\_ Parents, Name(s): \_\_\_\_\_  
\_\_\_\_\_ Psychologist, Name(s): \_\_\_\_\_  
\_\_\_\_\_ Doctor, Name(s): \_\_\_\_\_  
\_\_\_\_\_ DVR Counselor, Name: \_\_\_\_\_  
\_\_\_\_\_ Other, Name and Reason: \_\_\_\_\_

The information shared may include:

\_\_\_\_\_ Verification of documentation on file  
\_\_\_\_\_ List of agreed upon accommodations and services while a student at Seattle Pacific University  
\_\_\_\_\_ Other \_\_\_\_\_

This permission is granted until terminated by the undersigned in writing.

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

This confidential form will be in effect from the date signed.

## Accommodations Agreement

The following accommodations have been approved for \_\_\_\_\_ based on provided documentation, an intake interview and other information (if any).

### Classroom Accommodations

- ✓ Tape Recording Lectures
- ✓ Notetaker
- ✓ Testing Accommodations
  - Extra Time on Exams
  - Quiet Location for Exams
  - Reader or Scribe for Exams
  - Computer on Exams
  - Exam in Alternative Format
- ✓ Captioning or Interpreting Services
- ✓ Assistive Listening Device
- ✓ Handouts and other materials in alternative format

### Accommodations that happen outside the classroom

- ✓ Relocation of Classes
- ✓ Books in Alternative Format
  - Books on Tape
  - Books in Braille
  - Electronic Books
- ✓ Technological Accommodations
  - JAWS for Windows
  - Dragon Naturally Speaking
  - Arkenstone Openbook
  - Kurzweil 3000
  - Zoomtext
- ✓ Housing Accommodations
- ✓ Other

I have had the procedures for each accommodation explained to me and been provided a print copy of the guidelines. I understand and agree that it is my responsibility to request accommodations with the Disability Support Services office, my professors or other University personnel as outlined in the guidelines. I understand and agree that these are basic accommodations that may or may not be appropriate for all classroom or University related activities. I understand and agree that there may be situations where accommodations may need to be altered based on changes in my needs, documentation, essential course requirements, or other reasons. If these situations should arise, I understand and agree that it is my responsibility to contact the Coordinator for Disability Support Services in a timely manner to establish any changes to the above accommodations or obtain alternate accommodations. I also understand and agree that the University can re-evaluate my need for these accommodations at any time.

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

Coordinator for Disability Support Services Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

## **General Information for DSS Students**

**(Not all students will receive all accommodations listed below)**

The following information may help you know when to make requests for accommodations:

- **Once you are accepted to the University or arrive on campus**
  - ✓ Provide the DSS office with documentation and schedule and participate in an intake interview.
- **By April 1 (for returning students) or June 1 (for new students)**
  - ✓ Make a request for housing accommodations for the following year, if needed
- **Four weeks before the quarter begins**
  - ✓ Books on Tape (syllabus should be turned in as soon as possible)
  - ✓ Interpreting/Captioning Services
  - ✓ Request for a reduced course load
- **Throughout the quarter**
  - ✓ Two weeks in advance
    - ✓ Accommodations for non-academic programs
  - ✓ One week in advance
    - ✓ Assignments and handouts in alternative format
    - ✓ Testing accommodations
  - ✓ As soon as needed
    - ✓ Notetaker
    - ✓ Tape record lecture
    - ✓ Study guide or lecture outlines
    - ✓ Technological accommodations
- **Things that happen automatically**
  - ✓ Disability Verification Letter sent to appropriate faculty members for the quarter (assuming you have registered on time):
    - The letter verifies you have taken the proper steps to request accommodations for your disability and identifies your classroom accommodations, if any. It is your responsibility to request each approved accommodation as needed. Letters should be automatically sent out just before the quarter begins or within the first two weeks of the quarter. If you change your registration just before or after the quarter begins check with the DSS office to make sure professors for the new courses have been sent the verification letter.
  - ✓ Relocation of Classes:
    - If you change your registration just before or after the quarter begins check with the DSS office to make sure your classes have been moved as needed.
  - ✓ Priority Registration:
    - You may get this accommodation to allow time for requested and approved accommodations. It is your responsibility to make sure all registration holds are removed before registration time. If you do not register early, services and accommodations may be delayed.

## **Requesting to Tape Record Lectures or Labs**

You may use this accommodation for any class you are registered to take at Seattle Pacific University. Your professor should receive notification of this accommodation in the Disability Verification Letter. It is your responsibility to provide your own tape recorder and tapes. In some classroom situations, such as nursing classes where specific patients are discussed, the need for confidentiality may take precedence over this accommodation. When this occurs, the Coordinator for Disability Support Services should work with the professor to find another accommodation that should give you access to the material. If there is any concern about the need for confidentiality, you and/or the professor should contact the Coordinator for Disability Support Services to discuss the situation.

## **Requesting a Notetaker**

You may use this accommodation for any class you are registered to take at Seattle Pacific University. Your professor should receive notification of this accommodation in the Disability Verification Letter. It is your responsibility to locate a student in your class to be your notetaker or ask the professor to help you locate a notetaker. In most cases, you should be able to ask someone you already know. If you are having a hard time finding a notetaker, you may ask your professor to make an announcement to the class requesting a volunteer notetaker. The professor should not announce your name to the entire class. Instead you can meet with the notetaker after class to make arrangements for sharing notes. Copies may be made in the DSS office or NCR paper can be used if preferred (check with the DSS office for paper). If there is a problem with the accuracy of the notes, notetaking style, or inconsistent notes, first contact the notetaker to explain the issue so you can come to a resolution. If the problem continues, contact your professor or the Coordinator for Disability Support Services.

## **Requesting Study Guides or Lecture Outlines**

You may use this accommodation for any class you are registered to take at Seattle Pacific University. Your professor should receive notification of this accommodation in the Disability Verification Letter. It is your responsibility to contact your professor to request this accommodation. Whenever possible, the professor should give you the notes before class lecture. Not all professors use study guides or lecture outlines. When this happens, you may request a notetaker instead. Please refer to the guidelines for requesting a notetaker.

## Requesting Test Taking Accommodations

You may use your specified test taking accommodation for any class you are registered to take at Seattle Pacific University. Your professor should receive notification of this accommodation in the Disability Verification Letter. You may choose to take the test with the class, take it in a testing room in the DSS office, or other location (as approved by the professor). If you take the test with the class, make sure you communicate your needs to your professor so there is no confusion during the test. If you take the exam in the DSS office, you will not be allowed to bring any personal items in to the testing room unless indicated by the professor on the Exam Accommodation Form. Below is an outline of the process for signing up to take tests in the DSS office.

To take tests in the DSS office:

- 1) You are expected to take the exam during the scheduled exam time, unless you receive the professor's approval for a different test time. You need to sign up for each exam a week in advance so we can make sure we have room for you. It is even better if you can sign up earlier, especially during midterms and finals since those are our busiest times. Occasionally, we will have all the rooms scheduled during your testing time. If this should occur we should work with you and your professor to find an appropriate testing time or location.
- 2) For every exam, you should pick up an Exam Accommodation Form and give it to your professor at least three days in advance. Your professor should fill this out and return it to DSS office with your exam in a sealed envelope. This form should give us information about your test (such as what you are allowed to have with you during the test and how much time you have to complete the test).
- 3) If you have permission for a scribe or reader for your exams, it is even more important that you sign up in advance. We need at least a week's notice so we can work to schedule your scribe or reader. The scribe or reader may not offer clarification on test questions. When you sign up, make sure you notify the Coordinator for Disability Support Services or desk staff that you will need a scribe or reader. We will do our best to provide you with a scribe or reader at your requested test time, but we may have to change the time if no scribes or readers are available.
- 4) If you have permission to use a computer for exams, when you sign up to schedule your exam, please make sure you notify the Coordinator for Disability Support Services or desk staff that you will need a computer for your exam. The computer cannot be used to access other information such as the Internet or other documents, without the professor's permission. We will do our best to provide you with a computer during the time of your scheduled exam, but we may need to change the exam time if the computers are already in use.
- 5) During the exam, if clarification of the question is a problem, you may write a brief explanation of how you understood the question so the professor may have a better understanding of the point of view of your answer. Then you should answer the question to the best of your ability. If possible, you may also be able to contact the professor to get further clarification. Under no circumstances can the desk staff or other DSS staff offer clarification of exam questions.
- 6) Once you have completed the exam, it should be given to the DSS staff to return to your professor, as indicated on the Exam Accommodation Form, in a sealed envelope.

## Requesting Interpreting/Captioning Services

You may use this accommodation for any class you are registered to take at Seattle Pacific University. Your professor should receive notification of this accommodation in the Disability Verification Letter. The following student responsibilities are designed to help us provide you with interpreting/captioning services in a timely manner.

### Student Responsibility

- All students receiving interpreting/captioning services are required to have a documented hearing loss on file.
- Quarter course schedules need to be given to the Disability Support Services office at least four weeks prior to the first day of classes (or earlier if possible) to assure that interpreters/captioners will be available at the first class.
- Room/Time Changes: The Disability Support Services office must be notified of any changes that differ from the student's scheduled class locations and times as soon as the student is aware of the changes.
- Student cancellations must be called in or emailed by the student to the Coordinator for Disability Support Services (and interpreter/captioner, if possible) as soon as the student is aware of the need to cancel.
- Instructor Cancellations: When the instructor has canceled a class, students are responsible for notifying Disability Support Services (and interpreter/captioner, if possible) immediately.
- No show: Students must notify the Coordinator for Disability Support Services as soon as possible as to the reason for the failure to cancel an interpreter/captioner when not attending class or otherwise failing to give the required notices. Students may be subject to suspension of interpreting/captioning services when the no-show behavior occurs the second time in a quarter unless the student can demonstrate a good cause.
- Tardiness: Students are expected to show up on time to class. Interpreters/captioners are expected to wait 20 minutes for a 50-minute class and 30 minutes for all other classes.
- Supplemental Interpreting/Captioning: If students need additional interpreting/captioning time for a meeting with the instructor, group assignments, or to attend a co-curricular event as assigned by the instructor, a special and timely request must be made to the Coordinator for Disability Support Services.
- Short notice: Requests made with short notice may impede the ability to provide services.

## Requesting an Assistive Listening Device

You may use this accommodation for any class you are registered to take at Seattle Pacific University. Your professor should receive notification of this accommodation in the Disability Verification Letter. You may check out an Assistive Listening Device from the Disability Support Services office for the needed amount of time. A checkout form should be filled out and kept on file in the DSS office. It is your responsibility to return the Assistive Listening Device undamaged and otherwise in working condition. If the Assistive Listening Device should get damaged or lost, you will need to pay for repair or replacement.

## **Notification about Possible Absences**

Although excessive absences due to a disability may not necessarily be accommodated due to the essential requirements of the course, your professor should be notified about the potential for excessive absences in the Disability Verification Letter if such absences are likely because of your disability, health history, or otherwise. Below is a sample of what might go in the Disability Verification Letter. In some programs and courses attendance is very important and it may be very difficult for you to make up for those absences. Please be sure you understand the applicable attendance policies for the course. If excessive absences are a possibility, we recommend that you meet with your professor at the beginning of the quarter to discuss the impact of possible absences and ways (if any) to help keep you from falling behind in the course material if you are absent. If absences occur, it is your responsibility to communicate with your professor about the absence and to obtain any missed information.

SAMPLE: Due to the nature of the student's disability, there may be times when the student may experience a flare up, and the student may not be able to attend class. This student will work to make sure that he/she is preparing for possible flare ups by working on assignments well in advance to meet deadlines as outlined in the course syllabus. This student may want to meet with you periodically to make sure he/she is staying on track and not getting behind schedule. If an unexpected flare up should occur, it is the student's responsibility to obtain any missed lecture or other information. If appropriate, please work with the student to adjust due dates for assignments with short turn around times, such as assignments given that day in class and due the following day, because these may be difficult for him/her to complete during flare ups. Please contact DSS if you have any questions about whether and in what manner and circumstances the absences can be accommodated.

## **Receiving Priority Registration**

You will receive priority registration while you are a student at Seattle Pacific University. This accommodation will allow Disability Support Services time to arrange your accommodations such as interpreters or books in alternative format. Priority registration is keyed into the Banner system by the Coordinator for Disability Support Services. You should be notified about your registration time every quarter through an email from the registration office. You may also check your registration time on Banner. It is your responsibility to make sure no holds are in place that would keep you from registering and you should register as early as possible. If you do not register early, services and accommodations may be delayed.

## **Requesting handouts and other materials in alternative format**

You may request handouts and other materials in alternative format for any class you are registered to take at Seattle Pacific University. Your professor should receive notification of this accommodation in the Disability Verification Letter. You should contact your professor in the first two weeks of the quarter if you will need this accommodation. Please make individual requests for an alternative format at least a week in advance to ensure that your professor and the DSS office have ample time to convert materials to another format.

## Requesting Relocation of Classes

You may request relocation of classes for any class you are registered to take at Seattle Pacific University if the assigned classroom is not accessible. Since not all classrooms are wheelchair accessible, the Coordinator of Disability Support Services should work with the University's room scheduler two weeks prior to a new quarter to relocate classes for students who need wheelchair accessibility or have other mobility difficulties that require a class be moved. This should ensure that you have access to your program. If you have special mobility needs, you should contact the Coordinator of Disability Support Services at least four weeks prior to the start of a quarter to make an accommodation request.

## Requesting Books in Alternative Format

The Disability Support Services Office should provide books in alternative formats of required readings for any classes you are registered to take at Seattle Pacific University. At the beginning of every quarter there is always a rush to make sure we know who needs books in alternative format so we can start processing the requests. Below are our guidelines regarding receiving books in alternative format.

Each quarter you need to:

- Give us your class schedule and indicate the classes for which you need readings. Please turn in your request at least four weeks before the quarter. If you should drop or add any classes after that, notify our office right away.
- Within the first week of the quarter (or sooner if possible), bring in a copy of your course syllabus. This way we can do your readings in the appropriate order.
- If you need any additional readings throughout the quarter, please communicate that with our office as soon as possible. Readings take about a week to prepare and sometimes longer depending on the length of the assigned reading.
- Plan on checking in with our office about once a week to see if any new readings have been turned in for you.

Our responsibility to you is to get your reading done as soon as possible. The sooner you get us the information about your classes and needs, the more efficiently we can serve you. Be aware that the beginning of the quarter is very busy. Readings may be slightly behind until the reader/transcriber has time to catch up. We start readings as soon as the books are available and we know what needs to be read in the book.

If you notify us that you need readings done after the quarter starts, we will start the reading for the following week from the date of notification.

If you do not put in the request, no readings will be done for the quarter.

## Requesting Technology Accommodations

There are three computers on campus that have adaptive technology. The computer in the computer lab on the lower level of the library has JAWS for Windows (4.5) and Arkenstone Openbook (5.0). One computer in the Disability Support Services office has Dragon Naturally Speaking (4.0) and Zoom Text (8.1). Another computer in the Disability Support Services office has Arkenstone Openbook (5.0), Kurzweil 3000 (6.0) and Zoom Text (8.1). You are expected to have your own headphones (if necessary) when using these computers. Use on all these computers is currently on a first come basis. If the need should arise, a sign up sheet may be used.

## Requesting Housing Accommodations

A request for a housing accommodation needs to be made every year. Below are the procedures for making a request.

**Step One**--*Students inform the Coordinator for Disability Support Services (DSS) regarding their desire for special housing accommodations due to a disability.*

**Step Two**—*Students provide supporting documentation that meets the documentation guidelines for the particular disability and schedules and participates in an intake interview with the Coordinator for DSS.*

To have all appropriate accommodations available, a new student must contact the Coordinator for DSS by **June 1** for fall quarter housing accommodations. A returning student must notify the Coordinator for DSS by **April 1** for fall quarter housing accommodations. The Coordinator for DSS should send an e-mail message or letter at the end of winter quarter to continuing students who have previously received housing accommodations to determine their needs for the upcoming year. Contacting the Coordinator for DSS later than these dates will significantly limit the staff's ability to respond to requests for accommodations. Students wishing to move onto campus in the middle of the year must contact the Coordinator for DSS at least six weeks before the beginning of the quarter for which they are requesting housing.

**Step Three**—*The Coordinator for DSS should review individual situations to determine the University's responsibility for accommodations under Section 504 and/or ADA.*

**Step Four**—*The Housing Accommodations Committee should review recommendations and make a final decision.*

**Step Five**—*The Coordinator for DSS should communicate final accommodation decisions to the student.*

**Step Six**—*The Coordinator for DSS should follow-up with the Manager for Building Maintenance to confirm completion of necessary work in preparation for specific student's needs.*

**Step Seven**—*The Coordinator for DSS should inform Assistant Director of Residence Life and appropriate Residence Life staff of any additional follow-up that they may need to have with students when they arrive.*

**Step Eight**—*Residence Life staff members should meet with students to discuss their individual situations and to assist them, as appropriate, in making a positive transition to living in their housing placement.*

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## C O N F I D E N T I A L M E M O R A N D U M

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**DATE:** «Date»  
**TO:** «professor»  
**FROM:** Bethany Anderson  
Program Coordinator for Disability Support Services  
**RE:** «Name» («student ID #»)

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«Name» is a student with a disability who is enrolled in your «Cr sno» «Classname» class this quarter. According to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the University is required to help provide equal access to educational facilities and programs. It is the role of Disability Support Services to work in partnership with the student and with faculty to ensure that students have appropriate educational accommodations.

Specific accommodations given each student are based on common practices at other institutions of higher education. Each student requesting accommodations must have appropriate documentation on record with Disability Support Services and meet with me before accommodations are approved. After carefully reviewing «Name»'s documentation and having the personal interview, we determine which classroom accommodations would be most appropriate.

**Attached are those accommodations relevant to classroom-based support for which this student is eligible.** Please note that «Name» may not need or may choose not to use all of the approved accommodations in your class. In most situations, students are able to facilitate accommodations on their own. If they need to involve you according to the guidelines of the accommodation, it is their responsibility to contact you. In some cases, additional adjustments may need to be made due to the nature of the course. I will contact you if this situation should arise.

Thank you in advance for your cooperation. I appreciate all that you do to make the educational experience in your class a rewarding one. If you have any questions about accommodations or about the student please do not hesitate to call me at x2272.

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The following classroom accommodations have been approved for \_\_\_\_\_.

- **Notetaker:** Most students are able to find their own notetaker by asking someone in the class they already know. On occasion, students may need assistance with locating a notetaker. If this should happen, the student may contact you for help. Please help the student by making an announcement at the beginning of class asking for a volunteer. In order to keep the student's disability confidential, please do not announce the student's name to the entire class. Instead, encourage the student with the disability to contact the volunteer notetaker after class to arrange the exchange of notes. Volunteer notetakers can make copies of their notes in the DSS office or may obtain NCR paper for notetaking purposes.
- **Study guides or lecture outlines:** Whenever possible, please give this student a study guide or lecture outline prior to the beginning of each class session. If you do not have study guides or lecture outlines available, the student can request a notetaker instead.
- **Assignments and handouts in alternative format:** Whenever possible please put class assignments on disk or another alternative format as requested so the student can have access to the information. Other materials can be brought to the DSS office to be put on disk or another alternative format. Please bring the materials to the DSS office at least three days in advance for a four to six page document (larger documents will require more advance notice).
- **Use of tape recorder for lecture or lab:** This student may choose to record lecture or lab. In some classroom situations, such as nursing classes where specific patients may be discussed, the need for confidentiality may take precedence over this accommodation. When this occurs, the Coordinator for Disability Support Services should work with you to find another accommodation that should give the student access to the material. If there is any concern about the need for confidentiality, the student and/or you should contact the Coordinator for Disability Support Services to discuss the situation.
- **Interpreter:** A sign language interpreter may be present in your class. To augment what the interpreter is doing, it may be helpful to the student's understanding of the material for you to write key words or concepts on the board, to face the class when you are speaking so that they may lip-read and to re-state student questions for the whole class. The student may also need a notetaker to assist them if they are concentrating on the interpreter.
- **Realtime Captioner:** A realtime captioner may be present in your class. A realtime captioner types what is said in the class while the student reads it on a screen. To augment what the realtime captioner is doing, it may be helpful to the student's understanding of the material for you to write key words or concepts on the board, to face the class when you are speaking so that they may lip-read and to re-state student questions for the whole class. The student may also need a notetaker to assist them if they are concentrating on the realtime captioner.
- **Assistive Listening Device:** An Assistive Listening Device works as a personal amplifier. The student may bring the system to class. As the professor, you will need to wear a lapel

microphone that will transmit your voice to the student's headset. Please feel free to contact the DSS office if you have any questions about using this device.

- **Extra time for exams:** Please allow the student extra time on the exam, if requested. For most students this may be one and a half times the normal allotted time. You should identify a quiet, non-public location for the student to take the exam. The DSS office has space for students to take tests if no other location is available. The student should bring you an Exam Accommodation Form at least three days before the exam if they will be taking it in the DSS office. Please bring the Exam Accommodation Form and the test in a sealed envelope to the DSS office prior to the exam time so the student does not have to go to the classroom to get it. This may help keep the student's disability confidential. Note that the student is responsible for letting you and us know when they will be taking exams in the DSS office.
- **Quiet location for exams:** During testing, you should place the student in a quiet location separate from the classroom. The DSS office has space for students to take tests if no other location is available. The student should bring you an Exam Accommodation Form at least three days before the exam if they will be taking it in the DSS office. Please bring the Exam Accommodation Form and the test in a sealed envelope to the DSS office prior to the exam time so the student does not have to go to the classroom to get it. This may help keep the student's disability confidential. Note that the student is responsible for letting you and us know when they will be taking exams in the DSS office.
- **Reader for exam:** A reader may meet the student in the DSS office and read the test aloud. The reader will be instructed not to offer clarification or help. If clarification of the question is a problem, the student may write a brief explanation of how the student understood the question so you may have a better understanding of the student's point of view when answering the question. The student should bring you an Exam Accommodation Form at least three days before the exam if they will be taking it in the DSS office. Please bring the Exam Accommodation Form and the test in a sealed envelope to the DSS office prior to the exam time so the student does not have to go to the classroom to get it. This may help keep the student's disability confidential. Note that the student is responsible for letting us know when they will need a reader.
- **Scribe for exam:** A scribe for a test may mark answers as directed by the student as well as write test essays as directed. A scribe will meet the student in the DSS office. The scribe will be instructed not to offer any clarification or help. If clarification of the question is a problem, the student may write a brief explanation of how the student understood the question so you may have a better understanding of the student's point of view when answering the question. The student should bring you an Exam Accommodation Form at least three days before the exam if they will be taking it in the DSS office. Please bring the Exam Accommodation Form and the exam in a sealed envelope in the DSS office prior to the exam time so the student does not have to go to the classroom to get it. This may help keep the student's disability confidential. Note that the student is responsible for letting us know when they will need a scribe.
- **Use of computer during exams:** Please allow the student to use a computer during exams with extended writing such as essay exams. The DSS office has a computer in one of the testing locations. The student should bring you an Exam Accommodation Form at least three days before the exam if they will be taking it in the DSS office. Please bring the Exam Accommodation Form and the test in a sealed envelope to the DSS office prior to the exam

time so the student does not have to go to the classroom to get it. This may help keep the student's disability confidential. Note that the student is responsible for letting you and us know when they will be taking exams in the DSS office.

- **Alternative test or evaluation design:** Some disabilities warrant alternative tests or evaluation design. Alternative testing may involve such things as allowing student to take the exam orally or preparing a "conceptual test" in lieu of True/False and Multiple choice to evaluate the student's knowledge of course concepts. This accommodation should not in any way alter the essential elements of the course. For example, a writing course must have some writing component in it, and no student can have that portion of the course altered. Students are responsible for contacting you no later than the second week of the quarter to discuss this accommodation as needed.
- **Notification about possible absences:** Due to the nature of the student's disability, there may be times when the student may experience a flare up, and the student may not be able to attend class. This student will work to make sure that he/she is preparing for possible flare ups by working on assignments well in advance to meet deadlines as outlined in the course syllabus. This student may want to meet with you periodically to make sure he/she is staying on track and not getting behind schedule. If an unexpected flare up should occur, it is the student's responsibility to obtain any missed lecture or other information. If appropriate, please work with the student to adjust due dates for assignments with short turn around times, such as assignments given that day in class and due the following day, because these may be difficult for him/her to complete during flare ups. Please contact DSS if you have any questions about whether and in what manner and circumstances the absences can be accommodated.
- **Other:**

# Exam Accommodation Form

**Tests must be taken at the same time the class meets.**  
(Exceptions are evening classes and prior special permission from the professor.)

**Part I: To be filled out by the student** and given to the professor at least three days prior to the test.

Name: \_\_\_\_\_ Phone or email: \_\_\_\_\_

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

Date and Time Exam Scheduled: \_\_\_\_\_

Date Request Submitted to Professor: \_\_\_\_\_

I understand that I am not allowed to bring any personal items into the testing room, unless indicated by my professor below. I also understand that I am expected to maintain the integrity of the testing process and environment as outlined in the University's academic policies. If I am caught cheating or suspected of cheating while taking an exam in Disability Support Services, then my professor may handle the incident as if it happened in the classroom. Also, Disability Support Services has the right to require that I take the exam under direct supervision of my professor if I abuse the testing privileges in Disability Support Services. I understand that nothing prohibits my professor from personally supervising my examination for any reason.

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

**Part II: To be filled out by the professor.** Please attach this form to the exam and deliver to the Disability Support Services in Lower Moyer prior to the exam time.

Testing Time Allotted Class: \_\_\_\_\_

Instructions for Exam (The student will not be allowed to bring any personal items into the testing room, unless you have given permission on this sheet.)

Please check all that apply:

- Open Book       Open Note       Dictionary       Spell Checker  
 Calculator       Limited Notes (\_\_\_\_ # of paged allowed if limited)

Please list any other tools the student may use on the exam:

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

How the exam will be returned:

Please return the exam to my administrative assistant in \_\_\_\_\_ hall.

Please keep the exam in the Center for Learning and I will come pick it up.

Professor's Signature: \_\_\_\_\_

**Part III: To be filled out by Center for Learning proctor:**

Date Exam Received \_\_\_\_\_ Initials \_\_\_\_\_ Date Exam Taken \_\_\_\_\_ Initials \_\_\_\_\_

Date Exam Returned to /Picked up by Professor \_\_\_\_\_ Initials \_\_\_\_\_

# Foreign Language Substitution Form

Academic Petition to Substitute Foreign Culture/Communication Courses Due to Disability

**Petition Procedures:**

- STEP 1: The Coordinator for Disability Support Services determines student's eligibility and provides recommendation for substitution. If a student does not qualify, student should be referred to appropriate academic support for advising services as needed.
- STEP 2: Student selects substitution courses, from the approved list, with the help of the Coordinator for Disability Support Services.
- STEP 3: Student takes the form to the Foreign Language Department Chair to endorse substitution plan and courses.
- STEP 4: Student submits the petition to his/her academic counselor in Student Academic Services.
- STEP 5: The student's academic counselor sends a copy of the form to the student's faculty advisor, the Coordinator for Disability Support Services and the student. The original white copy is kept in the student's academic file in SAS.

Student Name:	_____
Student ID #:	_____
Academic Counselor:	_____
Faculty Advisor:	_____

This foreign language substitution form must be completed in its entirety prior to submitting it to Student Academic Services. Incomplete forms or lack of documentation could result in a delay or even denial of the foreign language substitution petition.

**Eligibility:**

- The student identified above qualifies for a substitution of foreign language courses for foreign culture/communication courses. Eligibility is based on current documentation in the student's file.
- The student does not qualify for the foreign language substitution based on current documentation of disability.

\_\_\_\_\_  
Coordinator for Disability Support Services Date \_\_\_\_\_

* 10 credits must be from the Literature in Translation and/or Language course categories.			
* 5 credits must be from the Cultural and Historical Background section.			
* Selected substituted courses will not count twice for other Exploratory Curriculum categories.			
<u>Discipline</u>	<u>Course #</u>	<u>Title</u>	<u>Credits</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Student Signature _____		Date _____	

**Substitution Approval:**

\_\_\_\_\_  
Chair, Foreign Language Dept. Date \_\_\_\_\_

## Foreign Language Substitution Options

**\* 10 credits must be from the Literature in Translation and/or Language course categories. Courses listed below.**

\* Selected substituted courses will not count twice for other Exploratory Curriculum categories.

Course #	Course Title		Prerequisite / Restriction	Exploratory Curriculum?
ENG 2248	New Int'l Fiction	5		Yes
ENG 3246W	European Lit: Homer to Dante	5	Lit Course	
ENG 3334	American Ethnic Lit	5		Yes
ENG 3380	Postcolonial African Literature	5	Lit Course	
ENG 3381	Postcolonial Asian Literature	5	Lit Course	
CLA 3104	Survey Ancient Greek Lit	5		Yes
CLA 3204W	Survey Classical Latin Lit	5		Yes
EUR 1110	Heritage of Europe	5		Yes
FRE 3205	Topics in French Lit	5		Yes
GER 3206	Topics in German Lit	3-5		Yes
EUR 3950	European Special Topics	1-5		
ENG 3247	European Lit: Cervantes to Camus	5		
FRE 1101	Elementary French	5		
GER 1101	Elementary German	5		
LAT 1101	Elementary Latin	5		
RUS 2100	Beginning Russian	5		
SPN 1101	Elementary Spanish	5		
LIN 2100	Foundations of Lang. Study	5		Yes
LIN 4150	Morphology	5		
COM 4180	Cultural Communication	5		

## Foreign Language Substitution Options Continued

\* **5 credits must be from the Cultural and Historical Background section. Courses listed below.**

\* Selected substituted courses will not count twice for other Exploratory Curriculum categories.

Course #	Course Title		Prerequisite / Restriction	Exploratory Curriculum?
ART 3602	History of Ancient Art	5	E: 01	Yes
ART 3606	History of Asian Art	5	E: 01	Yes
BUS 3828	Int'l Business	5	E: 01	
EUR 3100	Fndn's of European Art	3		
FCS 3385W	Food and Culture	3	E: 01, 02	
GEO 1110	World Reg. Geography	5		Yes
HIS 1200	Ancient & Medieval Worlds	5		Yes
HIS 3331	History of Spain & Portugal	5	E: 01	
HIS 3335	Iberian Civ. & Culture	5	E: 01, travel	
HIS 3345W	Modern Russia	5	E: 01 T: POL 3345W	Yes
HIS 3382	Crusades & Holy Wars	5	X: HIS 1200 E: 01	
HIS 3395	European Intellectual His.	5	E: 01	
HIS 3440	Int'l Peace & World Order	5	E: 01 T: POL3440	Yes
HIS 3100	Ancient Civilization	5	T: CLA 3100	
HIS 3170	Classical Civilization	5	T: CLA 3170	
HIS 3710W	Comp. Non-Western History	5	E: 01	Yes
HIS 3720W	Rise of Islamic Civilization	5	E: 01	Yes
HIS 3730W	Modern Middle East	5	E: 01	Yes
HIS 3750W	Latin America	5	E: 01 T: SOC 3750W	
HIS 3765	Traditional East Asia	5	E: 01	Yes
HIS 3785	Modern East Asia	5	E: 01	Yes
HIS 3790W	History of Africa	5	E: 01	
MUS 2604	Soundscape	5	No music maj	Yes
MUS 2654	World Music	3	Co-req: 2655	Yes
MUS 2655	World Music Lab	2	Co-req: 2654	Yes
POL 2330	International Relations	5		Yes
POL 3170	Geopolitics	5	E: 01 T: GEO3170	
PSY 4402	Psych of Religion	3	X: PSY 1180, E: 01, 02	
PSY 4410	Cross-cultural Psychology	3	X: intro course in SBS, E: 01,02	
ANT 1110	General Anthropology	5		Yes
ANT 2250	Cultural Anthropology	5		Yes
SOC 3862	Racial & Ethnic Minorities	5		
SOC 4210	Women in the Third World	5	E: 01, 02	
SOC 4820W	Sociology of Religion	5		
THEO 2620	Intro to Global and Urban Min	5		
THEO 3610	Living in Another Culture	3		
THEO 4620	Interpreting the City	5	X: THEO 2620 & 3630, 3640 or 4610	
THEO 3630	Holistic Ministry	3		
THEO 3640	Cross-Cultural Com.	3		
THEO 3601	Multi-Ethnic Ministries	3		
THEO 4602	Issues in Lat. Am. Christianity	3		
THEO 4603	Issues in Asian/African Christianity	3		
THEO 4610	World Religions	3		

# Important Resources for Students with Disabilities

## University Offices

### **Campus Ministries- CFE concerns**

2<sup>nd</sup> SUB  
281-2966

### **Library**

281-2228

### **Residence Life**

2<sup>nd</sup> SUB  
281-2043

### **Safety and Security**

601 W Emerson  
281-2922

### **Student Academic Services**

#### Registration

DH 151  
281-2032

#### Undergraduate Academic Counselors

DH 120  
281-2021

### **Student Counseling Center (undergraduate students only)**

1<sup>st</sup> Watson  
281-2657

### **Student Financial Services**

DH 10  
281-2061

### **University Services- Housing**

281-2341

## **Important Resources for Students with Disabilities Continued**

### **Outside Resources**

This list is a work in progress. There are many more resources than what is provided here. If you have any resources to add to this list, please send the information to the Disability Support Services office.

#### **Bookshare.org**

The Benetech Initiative  
480 California Ave  
Suite 201  
Palo Alto, CA 94306-1609  
[www.bookshare.org](http://www.bookshare.org)

#### **Brain Injury Association of Washington**

16315 NE 87<sup>th</sup>  
Suite B-4  
Redmond, WA 98052  
Voice: (425) 895-0047 or (in-state) 1-800-523-5438  
FAX: (425) 895-0458  
[www.biawa.org](http://www.biawa.org)

#### **Client Assistance Program (CAP)**

Seattle Office  
2531 Rainier Ave S  
Seattle, WA 98144  
Voice/TTY: (206) 721-5999

#### **Community Services for the Blind and Partially Sighted**

9709 Third Ave NE #100  
Seattle, WA 98115-2027  
Voice: (206) 525-5556 or 1-800-458-4888  
[www.csbps.com](http://www.csbps.com)  
Sight Connection- CSBPS Store  
[www.sightconnection.com](http://www.sightconnection.com)

#### **DeafWeb Washington**

[www.deafweb.org](http://www.deafweb.org)

#### **Disability Resources.org**

For Washington State

[www.disabilityresources.org/WASHINGTON.html](http://www.disabilityresources.org/WASHINGTON.html)

**Division of Vocational Rehabilitation (DVR)**

State Office  
612 Woodland Sq. Lp. Bldg. C  
P.O. Box 45340  
Olympia, WA 98504-5345  
Voice/TTY: (360) 438-8000 or 1-800-637-6527  
[www1.dshs.wa.gov/dvr/index.htm](http://www1.dshs.wa.gov/dvr/index.htm)

North Seattle Office  
12063 15<sup>th</sup> Ave NE  
Seattle, WA 98125  
Voice: (206) 368-4502  
TTY: (206) 368-4540

**DO-IT (Disabilities, Opportunities, Internetworking, and Technology)**

[www.washington.edu/doit](http://www.washington.edu/doit)

**Hearing, Speech and Deafness Center**

Seattle Office  
1625 19<sup>th</sup> Ave  
Seattle, WA 98122  
Voice/TTY: (206) 323-5770  
FAX: (206) 328-6871  
[www.hsdcc.org](http://www.hsdcc.org)

**Learning Disabilities Association of Washington**

7819 159<sup>th</sup> Pl. NE  
Redmond, WA 98052  
Voice: (425) 882-0820  
FAX: (425) 861-4642  
[www.ldawa.org](http://www.ldawa.org)

**National Federation for the Blind of Washington**

P.O. Box 2516  
Seattle, WA 98111  
Voice: (206) 624-8007  
[www.nfbw.org](http://www.nfbw.org)

**Readplease**

121 Cherry Ridge Road  
Thunder Bay, ON  
Canada  
P7G 1A7  
Voice: (807) 474-7702  
FAX: (807) 768-1285  
[www.readplease.com](http://www.readplease.com)

**Recordings for the Blind and Dyslexic (RFBD)**

National Headquarters  
20 Roszel Road  
Princeton, NJ 08540  
Voice: 1-866-RFBD-585  
www.rfbd.org

**Seattle Lighthouse for the Blind**

P.O. Box 14959  
Seattle, WA 98114-0959  
Voice: (206) 322-4200  
TTY: (206) 324-1388  
FAX: (206) 329-3397  
www.seattlelighthouse.org

**U.S. Department of Education Office of Civil Rights**

Seattle Office  
915 Second Ave Room 3310  
Seattle, WA 98174-1099  
Voice: (206) 220-7900  
TDD: (206)-220-7907  
FAX: (206) 220-7887  
<http://www.ed.gov/about/offices/list/ocr/index.html?src=oc>

**Washington Assistive Technology Foundation**

1901 NW Market Street  
Seattle, WA 98107  
Voice: (206) 447-9226  
Voice/TTY: 1-800-214-8731  
FAX: (206) 682-4084  
www.depts.washington.edu/waft

**Washington State Department of Services for the Blind**

National Toll Free Number

1-800-522-7103

Seattle Office

3411 S Alaska St.  
Seattle, WA 98118-1631  
Voice: (206) 721-4422  
TTY: (206) 721-4056  
FAX: (206) 721-4103  
www.wa.gov/dsb

**Washington Talking Book and Braille Library**

2021 9<sup>th</sup> Ave  
Seattle, WA 98121-2783  
Voice: (206) 615-0400 or (outside Seattle)1-800-542-0866  
TTY: (206) 615-0419  
www.spl.org/wtbbl/wtbbl.html

**Washington Coalition of Citizens with Disabilities**

4649 Sunnyside Ave N

Suite #100

Seattle, WA 98103

Voice: (206) 545-7055 or 1-800-545-7055

TTY: (206) 632-3456

FAX: (206) 545-7059

[www.wccd.org](http://www.wccd.org)