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:

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<th>Field</th>
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<td>SPU Address:</td>
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<td>Permanent Address: Street:</td>
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<td>Zip Code:</td>
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<td>SPU Email:</td>
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<td>Disability is:</td>
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<td>Please indicate how your disability impacts you in an educational setting:</td>
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<td>Please indicate any past academic accommodations that you have received and in what circumstances:</td>
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<td>Please indicate your requested accommodations (not all may be granted):</td>
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<tr>
<td>Are you currently working with DVR or any other disability related organization? If yes, in what capacity?</td>
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(For Staff Use Only)

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<tr>
<th>Entered in DSS Database</th>
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**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.
NOTIFICATION TO STUDENT

Dear Student,

This is your quarterly notice of responsibility and approved accommodation. As a student registered with Disability Support Services, you have been approved for the accommodations listed below.

During the first week of every quarter I will notify all of your faculty regarding the following accommodation(s):

- **50% more time for exams:** You are eligible to receive 50% more time on tests and quizzes. Please stop by the Center for Learning 3 class days in advance to schedule your exam with the front desk. You will be given an exam accommodation form, which you need to give to your professor at least 1 class day prior to your test or quiz.

- **Reduced-Distraction Testing Environment:** When taking your exams with the Center for Learning, you will be provided with a quiet, less distracting environment than your current classroom.

- **Books in Alternate Formats:** Immediately following registration, Disability Support Services will contact you regarding your book list. If you respond quickly, your books should be available in an agreed upon format by the 1st week of the quarter. You will be asked to present proof of purchase when you pick up your electronic files. Please notify Disability Support Services of any registration changes. Late requests will be honored on a first-come, first-serve basis.

You are also entitled to the following accommodations outside of the classroom.

- **Single Room:** So long as you are eligible for on-campus housing you will be assigned a single bedroom.

Please contact Disability Support Services if you change classes after the first day of a quarter or decide to take time off. Lastly, if at any point, you are not receiving the accommodations you need, please contact Disability Support Service immediately.

Wishing you a successful quarter,

Niki Amarantides  
Director, Center for Learning  
Ph. 206.281.2492
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 time if no 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.
Dear Faculty Member,

**Student**, is a student enrolled in your course listed below and has a documented disability on file with the University.

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<th>INSTRUCTOR</th>
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<tr>
<td>BIO</td>
<td>3432</td>
<td>Biodiversity: Vertebrate Biology</td>
<td>Long, Eric</td>
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<tr>
<td>BIO</td>
<td>3351</td>
<td>General Microbiology</td>
<td>Bishop, Cindy</td>
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<td>BIO</td>
<td>4899</td>
<td>Natural Sciences Capstone Sem</td>
<td>Tenlen, Jenny</td>
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<td>ART</td>
<td>1202</td>
<td>Design Studio - Two Dimensional</td>
<td>Harrison, Andrea</td>
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<tr>
<td>BIO</td>
<td>3432</td>
<td>Biodiversity: Vertebrate Bio-Lab</td>
<td>Long, Eric</td>
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In accordance with Federal and state laws and consistent with our mission, we need to provide the following accommodations to ensure equal access to University programs:

- **50% more time for exams:** The student is eligible for 50% more time on exams, if requested in advance. The student will provide you with an Exam Accommodation Form at least 3 days prior to the exam date if s/he wishes to use this accommodation.

- **Quiet Testing Environment:** The student is eligible to take exams in a quiet, reduced distraction setting, if requested in advance. The student will provide you with an Exam Accommodation Form at least 3 days prior to the exam date if s/he wishes to use this accommodation.

Thank you in advance for your cooperation. If you have any questions, concerns or recommendations, please don't hesitate to contact me.

Best regards,

**Niki Amarantides**
Director, Center for Learning
**Ph.** 206.281.2492

* For more information, please visit: [Title III of the ADA Amendments Act 2008, Section 504 of the Rehabilitation Act of 1973, RCW 28B.10.916.](#)
Accomodations Template

- **Double time for exams:** The student is eligible for double time on exams, if requested in advance. The student will provide you with an Exam Accommodation Form at least 3 days prior to the exam date if s/he wishes to use this accommodation.

- **50% more time for exams:** The student is eligible for 50% more time on exams, if requested in advance. The student will provide you with an Exam Accommodation Form at least 3 days prior to the exam date if s/he wishes to use this accommodation.

- **Quiet Testing Environment:** The student is eligible to take exams in a quiet, reduced distraction setting, if requested in advance. The student will provide you with an Exam Accommodation Form at least 3 days prior to the exam date if s/he wishes to use this accommodation.

- **Note-taker:** The student may ask for help in locating a classmate to assist her/him with note-taking. Disability Support Services will supply carbon paper notebooks so that the student has access to his or her notes at the end of each class period.

  - **Lecture Notes:** Whenever possible, please provide a printed copy of your class-notes or PowerPoint outline for the student. Any information within these notes that is not distributed to the rest of the class will be for the sole use of the student named above.

- **Audio Recording:** Please allow the student to record class lectures. The student has been instructed to discuss this accommodation with you as all lectures may not be appropriate to record.

- **Possible Absences:** The student’s disability has flare-ups that may cause her or him to miss class or exams. **During the first week of class,** the student with this accommodation will discuss with faculty members how potential absences could impact the requirements of your class. With your permission, students with this accommodation are eligible to take make up exams in the Center for Learning.

- **Lab Assistant:** The student has a mobility impairment that may inhibit her/his ability to complete some lab assignments. A student worker will accompany the student to lab class and follow her/his instruction to complete these assignments.

- **Word processor during essay exams:** The student will need to use a computer during exams with extended writing portions. The student will provide you with an Exam Accommodation Form at least 3 days prior to the exam date if s/he wishes to use this accommodation.

- **Closed Captioning:** When showing videos in class, please provide captioning or written transcripts. For assistance, please contact Disability Support Services if you would like help putting captions on your DVDs, video cassettes or digital videos. You can also search for videos with captions on YouTube by adding “ , CC ” to the search (ex. WWII, CC) Likewise Google Video has a checkbox for “Captions” under “Advanced Video Search.”
• **Laptop:** Please allow the student to use a computer for note-taking, even if you have a policy against computers in your class.

• **Frequent Breaks:** The student may periodically need to excuse herself/himself unexpectedly during class. This is due to her/his disability and may include breaks during examinations.

• **Assistive Listening Device:** The student may ask you to wear a lapel microphone that to amplify sound to his/her hearing aid. Please contact DSS if you have any questions about this device.

• **Notecard:** It may be appropriate to allow the student to use an approved notecard on exams to help with a significant quantity of names, dates, formulas or definitions.

• **Calculator for exams:** If applicable, please allow him/her to use a calculator on exams.

• **Scribe:** Due to the severity of the student’s hearing loss, s/he may be accompanied to class by a paid student transcriptionist. Please allow the scribe to use his/her laptop for this purpose.

• **Personal Care Attendant:** The student will be attending class accompanied by a personal care attendant.
# Exam Accommodation Form

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<th>DSS Staff to complete:</th>
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<tr>
<td>Name: _______________________</td>
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<td>Professor: _______________________________</td>
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<td>Date/Time of in-class exam:</td>
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☐ Student has requested a different date/time: 

Student’s disability necessitates:

☐ 50% More Time ☐ Double Time ☐ Dictation Software ☐ Word Processor

Time allotted for test in class: ________________________________

Instructions for Exam (check all that apply):

☐ Open Book ☐ Open Notes ☐ Computer ☐ Calculator ☐ Limited Notes:

Additional Instructions: ________________________________________________________________

**If emailing test to the Center for Learning please send to cfl@spu.edu **

Any questions or concerns, please contact: Jon McGough at dss@spu.edu

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# Foreign Language Substitution Form

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DSS Handbook
updated April 2007
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.

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<th>Discipline</th>
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Student Signature: ______________________ Date: ______________________

Substitution Approval:

Chair, Foreign Language Dept.: ______________________ Date: ______________________

DSS Handbook
updated April 2007
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.*

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Prerequisite / Restriction</th>
<th>Exploratory Curriculum?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2248</td>
<td>New Int’t Fiction</td>
<td>5</td>
<td>Yes</td>
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<tr>
<td>ENG 3246W</td>
<td>European Lit: Homer to Dante</td>
<td>5 Lit Course</td>
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<tr>
<td>ENG 3334</td>
<td>American Ethnic Lit</td>
<td>5</td>
<td>Yes</td>
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<tr>
<td>ENG 3380</td>
<td>Postcolonial African Literature</td>
<td>5 Lit Course</td>
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<tr>
<td>ENG 3381</td>
<td>Postcolonial Asian Literature</td>
<td>5 Lit Course</td>
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<tr>
<td>CLA 3104</td>
<td>Survey Ancient Greek Lit</td>
<td>5</td>
<td>Yes</td>
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<tr>
<td>CLA 3204W</td>
<td>Survey Classical Latin Lit</td>
<td>5</td>
<td>Yes</td>
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<tr>
<td>EUR 1110</td>
<td>Heritage of Europe</td>
<td>5</td>
<td>Yes</td>
</tr>
<tr>
<td>FRE 3205</td>
<td>Topics in French Lit</td>
<td>5</td>
<td>Yes</td>
</tr>
<tr>
<td>GER 3206</td>
<td>Topics in German Lit</td>
<td>3-5</td>
<td>Yes</td>
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<tr>
<td>EUR 3950</td>
<td>European Special Topics</td>
<td>1-5</td>
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<tr>
<td>ENG 3247</td>
<td>European Lit: Cervantes to Cams</td>
<td>5</td>
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<tr>
<td>FRE 1101</td>
<td>Elementary French</td>
<td>5</td>
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<tr>
<td>GER 1101</td>
<td>Elementary German</td>
<td>5</td>
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</tr>
<tr>
<td>LAT 1101</td>
<td>Elementary Latin</td>
<td>5</td>
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<tr>
<td>RUS 2100</td>
<td>Beginning Russian</td>
<td>5</td>
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<tr>
<td>SPN 1101</td>
<td>Elementary Spanish</td>
<td>5</td>
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<tr>
<td>LIN 2100</td>
<td>Foundations of Lang. Study</td>
<td>5</td>
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<tr>
<td>LIN 4150</td>
<td>Morphology</td>
<td>5</td>
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<tr>
<td>COM 4180</td>
<td>Cultural Communication</td>
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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.

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

University Offices

**Campus Ministries- CFE concerns**
2nd SUB
281-2966

**Library**
281-2228

**Residence Life**
2nd 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)
1st Watson
281-2657

**Student Financial Services**
DH 10
281-2061

**University Services- Housing**
281-2341
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

Brain Injury Association of Washington
16315 NE 87th
Suite B-4
Redmond, WA  98052
Voice: (425) 895-0047 or (in-state) 1-800-523-5438
FAX: (425) 895-0458
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
Sight Connection- CSBPS Store
www.sightconnection.com

DeafWeb Washington
www.deafweb.org

Disability Resources.org
For Washington State
www.disabilityresources.org/WASHINGTON.html

Division of Vocational Rehabilitation (DVR)
State Office
612 Woodland Sq. Lp. Bldg. C
P.O. Box 45340
North Seattle Office
12063 15th Ave NE
Seattle, WA 98125
Voice: (206) 368-4502
TTY: (206) 368-4540

DO-IT (Disabilities, Opportunities, Internetworking, and Technology)
www.washington.edu/doit

Hearing, Speech and Deafness Center
Seattle Office
1625 19th Ave
Seattle, WA 98122
Voice/TTY: (206) 323-5770
FAX: (206) 328-6871
www.hsdce.org

Learning Disabilities Association of Washington
7819 159th Pl. NE
Redmond, WA 98052
Voice: (425) 882-0820
FAX: (425) 861-4642
www.ldawa.org

National Federation for the Blind of Washington
P.O. Box 2516
Seattle, WA 98111
Voice: (206) 624-8007
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

Recordings for the Blind and Dyslexic (RFBD)
National Headquarters
20 Roszel Road
Princeton, NJ 08540
Voice: 1-866-RFBD-585
www.rfbd.org