

Disability Support Services Handbook

Table of Contents

Office Information	3
Acknowledgements	4
Introduction	
Purpose of Guidelines and Procedures	5
Mission Statement.....	5
Federal Laws and Legal Precedents.....	5-6
Identification	
Self-Disclosure.....	7
Confidentiality	7
Providing Documentation	7
Guidelines for Physical/Medical Disability	8-9
Guidelines for Psychological/Psychiatric Disability	10
Guidelines for Learning Disability	11
Guidelines for Attention Deficit Hyperactivity Disorder	12
Establishing Services	13
Letter of Verification to Faculty	13
Requesting and Receiving Accommodations	
Academic Accommodations	14-19
Permission to record lecture or lab	14
Notetaker.....	14
Assignments and handouts in alternative format	14
Study guide or lecture outlines	14
Test-taking Accommodations	15
Extra time on exams.....	15
Quiet location.....	15
Readers for exams.....	15
Scribes for exams.....	15
Computer for exams.....	15
Exams in alternative format	15
Interpreter/Captioning Services	16-17
Assistive Listening Device	17
Absences/Incompletes/Retroactive Withdrawals.....	17-18
Relocation of classes.....	18
Books in Alternative Format.....	18
Books on Tape	18
Books in Braille	18
Electronic Books.....	18
Technology Accommodations	18
Priority Registration.....	18-19
Foreign Language Substitution.....	19
Overseas Programs.....	19

Other Accommodations and Services	20-27
Full-time status with a reduced course load.....	20
On-campus housing	21-22
Service Animals	23-26
Emergency Plan	27
Building Accessibility.....	27
Non-academic programs	27
Rights and Responsibilities Summarized	
Student’s Rights and Responsibilities.....	28
Faculty’s Rights and Responsibilities.....	28-29
Institutional/Disability Support Services Responsibilities.....	29-30
Disability Discrimination Grievance Procedures for Students	
Internal Grievance Procedures.....	31
External Grievance Procedures.....	31
Appendices	
Intake Form.....	32-33
Accommodations Agreement.....	34
General Information Checklist.....	35
Requesting Accommodations Guidelines	36-42
Disability Verification Letter	43-46
Exam Accommodation Form	47
Foreign Language Substitution Form and Approved Classes.....	48-50
Important Contact Information for Students w/ Disabilities.....	51-55

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Office Hours:

8:00-6:00 Monday through Thursday
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8:00-5:00 Monday through Friday during finals week

Disability Support Services is open all year, excluding Seattle Pacific University holidays. The office is open during quarter breaks and during summer breaks with limited hours. Office appointments should be made in advance to ensure the availability of staff.

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Filo, E. (2002). Broad range of legal requirements applies to colleges and universities.
Disability Compliance for Higher Education, 7 (12), 7.

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Jane Jarrow, DAIS

Office of Civil Rights, Seattle Office

Other private colleges and universities throughout Washington State

Washington Association of Higher Education and Disability

Thank you.

Sara Wetzel
Program Coordinator for Disability Support Services
Spring 2004

Disclaimer

THIS DISABILITY SUPPORT SERVICES HANDBOOK (“HANDBOOK”) IS SIMPLY A STATEMENT OF SEATTLE PACIFIC UNIVERSITY’S GENERAL POLICIES, AND SHALL NOT BE CONSTRUED AS AN EXPRESS OR IMPLIED CONTRACT OR A PROMISE OF SPECIFIC TREATMENT TO ANY PERSON.

SEATTLE PACIFIC UNIVERSITY (“UNIVERSITY”) RESERVES THE RIGHT TO MODIFY, SUPPLEMENT, AMEND, RESCIND OR REPLACE THIS HANDBOOK AT ANY TIME, WITH OR WITHOUT PRIOR NOTICE.

Why we have a Disability Support Services Handbook

Purpose of These General Guidelines and Procedures: This Disability Support Services Handbook is designed to assist students, faculty and staff by providing general policies and procedures regarding equal access and reasonable academic adjustments for students with disabilities, to the extent required by applicable laws and regulations.

Mission Statement: Disability Support Services (“DSS”) seeks to provide educational access through support, resources, advocacy, collaboration and academic accommodations for students with disabilities accepted to the University.

Federal Law and Regulations Pertinent to Disability Support Services

The University complies with Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and the Americans with Disabilities Act (ADA). Section 504 states that:

No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any program or activity receiving Federal financial assistance

29 U.S.C. Section 794(a).

A disabled person means “any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.” 34 CFR Section 104.3(j)(1). Major life activities “means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.” 34 CFR Section 104.3(j)(2)(ii).

This Handbook deals primarily with academic adjustments. The University has an obligation to

make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the [University] can demonstrate are essential to the instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of [the regulations].

34 CFR Section 104.44(a).

Self-disclosure and Confidentiality

Self-disclosure

It is the student's responsibility to provide notice to the University of the nature of the student's disability and to assist the University in identifying appropriate and effective accommodations and auxiliary aids.

Confidentiality

To the extent reasonably possible and as required by law, DSS protects information submitted by students. Information contained in documentation or discussed during appointments should be treated with as much confidentiality as reasonably possible. This information may be shared with other University employees (to the extent permitted by FERPA) by the Coordinator for Disability Support Services ("Coordinator") on a need-to-know basis so that employees can fulfill their professional responsibilities to provide approved academic adjustments, auxiliary aids, and other accommodations. Disability-related information should not be shared with persons outside the University without the student's written permission (see Appendix) unless the student becomes a danger to self or others, by court order, or as otherwise allowed or required by law.

Providing Documentation

Purpose of Documentation

The University may require documentation of the student's disability and the need for the requested academic adjustment. Documentation should be provided by a professional qualified to assess the disability.

The following general guidelines are based on standard documentation guidelines used by many private colleges and universities throughout the state of Washington and available from the Washington Association on Postsecondary Education and Disability (as set forth in its position papers). These guidelines have been put in place to help verify the existence of a disability, to understand the specific needs of the student, and to help determine the appropriateness of requested academic adjustments.

Guidelines Regarding Documentation of a Physical/Medical Disability

The following guidelines are provided to help assure that documentation is appropriate for verifying eligibility. Documentation presented to Disability Support Services (DSS) should be filed in a private, confidential file in the DSS Office. The cost and responsibility for providing this information **shall be borne by the student**. The Coordinator for DSS is available to consult with physician(s) regarding these guidelines.

The documentation must be prepared by a *licensed professional* (e.g. physician, audiologist, ophthalmologist, etc). Additional information may be necessary from other physicians or from other allied health care providers, such as but not limited to physical therapists, occupational therapists, psychologists, speech pathologists, etc.

The documentation should demonstrate the individual has a disability in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. It should also provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining accommodations, it is in a student's best interest to **provide recent and appropriate documentation** to serve as the basis for decision making about a student's need for accommodations in an academically competitive environment.

The following guidelines are provided in the interest of assuring that the evaluations and reports are appropriate for documenting eligibility and identifying and determining reasonable accommodations. The documentation should include:

- A clear statement of the medical diagnosis of the disability and information regarding how the disability limits a major life activity;
- A summary of assessment procedures and evaluation instruments used to make the medical diagnosis;
- A description of the diagnosis, including evaluation results and standardized scores if applicable;
- Type and severity of current symptoms;
- A summary of how the disability impacts the student in the postsecondary educational environment;
- A description of treatments, medications, assistive devices/services currently prescribed or in use;
- Information regarding existing side effects of medication on the student's ability to meet the demands of the postsecondary educational environment (e.g. physical, perceptual, behavioral, or cognitive);
- A description of the expected progression or stability of the disability over time.

Documentation should be on professional letterhead, signed by the professional and include the licensed professional's title, license number, address, and phone number.

Suggestions regarding academic adjustments, auxiliary aids and services may be included; however, the final determination rests with the Disability Support Services office.

Documentation of a Temporary Disability which interferes in a student's ability to participate in programs, services, and activities for an extended period of time, will be treated on an individual basis and the guidelines for disability documentation will apply. However, the documentation provided should be very current in order to support the need for accommodations.

Guidelines Regarding Documentation of a Psychological/Psychiatric Disability

The following guidelines are provided to help assure that the documentation is appropriate for verifying eligibility. Documentation presented to Disability Support Services should be filed in a private, confidential file in the DSS office. The cost and responsibility for providing this information **shall be borne by the student**. The Coordinator for DSS is available to consult with psychologist(s) or psychiatrist(s) regarding these guidelines.

The documentation must be prepared by a *licensed professional* (e.g. psychologist or psychiatrist). Additional information may be necessary from other health care providers, such as but not limited to therapists, neuropsychologist, physicians, etc.

The documentation should demonstrate the individual has a disability in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. It should also provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining accommodations, it is in a student's best interest to **provide recent and appropriate documentation** to serve as the basis for decision making about a student's need for accommodations in an academically competitive environment.

The following guidelines are provided in the interest of assuring that the evaluations and reports are appropriate for documenting eligibility and identifying and determining reasonable accommodations. The documentation should include:

- A diagnosis that is consistent with the diagnostic criteria found in the *American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition* (DSM- IV) or successive editions;
- How long the diagnostician has treated the student and the date of last contact (due to the nature of some psychological and psychiatric disorders, updated reports may be requested);
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
- A description of the diagnosis, and the type and severity of current symptoms;
- A summary of how the disability impacts the student in the postsecondary educational environment;
- A description of treatments, medications, assistive devices/services currently prescribed or in use;
- Information regarding existing side effects of medication on the student's ability to meet the demands of the postsecondary educational environment (e.g. physical, perceptual, behavioral, or cognitive);
- A description of the expected progression or stability of the disability over time.

Documentation should be on professional letterhead, signed by the professional and include the licensed professional's title, license number, address, and phone number.

Suggestions regarding academic adjustments, auxiliary aids and services may be included; however, the final determination rests with the Disability Support Services office.

Guidelines Regarding Documentation of a Learning Disability

The following guidelines are provided to help assure that the evaluation and documentation are appropriate for verifying eligibility. Documentation presented to Disability Support Services (DSS) should be filed in a private, confidential file in the DSS office. The cost and responsibility for providing this information **shall be borne by the student**. The Coordinator for DSS is available to consult with diagnosticians regarding any of these guidelines.

The documentation must be prepared by a *licensed professional* (e.g. psychologist or learning specialist). Additional information may be necessary from other health care providers, such as but not limited to therapists, neuropsychologist, physicians, etc.

The documentation should demonstrate the individual has a disability in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. It should also provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining accommodations, it is in a student's best interest to **provide appropriate documentation of adult level functioning** to serve as the basis for decision making about a student's need for accommodations in an academically competitive environment.

The following guidelines are provided in the interest of assuring that the evaluations and reports are appropriate for documenting eligibility and identifying and determining reasonable accommodations. The documentation should include:

- A diagnosis that is consistent with the diagnostic criteria found in the *American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition* (DSM- IV) or successive editions;
- Results of tests sufficient to diagnose the learning disability. Minimally, areas to be addressed should include, but not be limited to:
 - Aptitude: e.g. Wechsler Adult Intelligence Scale-Revised (WAIS-III) or successive editions with sub-test scores, Stanford-Binet, or other applicable tests.
 - Achievement: e.g. Woodcock-Johnson Psycho-educational Battery-Revised or successive editions or other applicable tests.
 - Information Processing: Specific areas of information processing (e.g. short or long-term memory, auditory and visual perception/processing, processing speed) should be assessed to verify presenting issues.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
- A description of the type and severity of current symptoms; and
- A summary of how the disability impacts the student in the postsecondary educational environment.

Documentation should be on professional letterhead, signed by the professional and include the licensed professional's title, license number, address, and phone number.

Suggestions regarding academic adjustments, auxiliary aids and services may be included; however, the final determination rests with the Disability Support Services office.

Guidelines Regarding Documentation of Attention Deficit/Hyperactivity Disorder(AD/HD)

The following guidelines are provided to help assure that the evaluation and documentation are appropriate for verifying eligibility. Documentation presented to Disability Support Services (DSS) should be filed in a private, confidential file in the DSS office. The cost and responsibility for providing this information **shall be borne by the student**. The Coordinator of DSS is available to consult with diagnosticians regarding these guidelines.

The documentation must be prepared by a *licensed professional* (e.g. psychologists, neuropsychologists, or other relevantly trained medical doctors) who has direct experience working with adolescents and adults with ADHD. Additional information may be necessary from other health care providers, such as but not limited to therapists, psychiatrists, physicians, etc.

The documentation should demonstrate the individual has a disability in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. It should also provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining accommodations, it is in a student's best interest to **provide appropriate documentation of adult level functioning** to serve as the basis for decision making about a student's need for accommodations in an academically competitive environment.

The following guidelines are provided in the interest of assuring that the evaluations and reports are appropriate for documenting eligibility and identifying and determining reasonable accommodations. The documentation should include:

- A diagnosis which is consistent with the diagnostic criteria found in the *American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition* (DSM- IV) or successive editions;
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
- A description of the type and severity of current symptoms;
- A summary of how the disability impacts the student in the postsecondary educational environment;
- A description of treatments, medications, assistive devices/services currently prescribed or in use;
- Information regarding existing side effects of medication on the student's ability to meet the demands of the postsecondary educational environment (e.g. physical, perceptual, behavioral, or cognitive);
- A description of the expected progression or stability of the disability over time.

Documentation should be on professional letterhead, signed by the professional and include the licensed professional's title, license number, address, and phone number.

Suggestions regarding academic adjustments, auxiliary aids and services may be included; however, the final determination rests with the Disability Support Services office.

Establishing Services

Students who wish to request accommodations based on a disability must meet with the Coordinator for DSS to provide documentation and do an intake. The purpose of the intake is:

- To meet the student
- To receive and review the documentation together to make sure all necessary information is provided, to identify any missing information, and to clarify any vague information or documentation
- To discuss previous accommodations the student received in other educational settings and discuss their effectiveness
- To allow the student to request accommodations
- To inform the student about University procedures for requesting and receiving approved accommodations

Students should fill out an intake form to be kept on file in the DSS office. They should be informed about issues of confidentiality. Once reasonable accommodations have been determined and approved, students should sign a form listing their accommodations. (See Appendix for forms.)

At the end of the intake interview (assuming proper and adequate documentation has been provided) the student should receive the following:

- A signed copy of their approved accommodations
- Procedure guidelines for each arranged accommodation with information on how to request and receive the accommodation

In some cases, additional documentation may be required before reasonable accommodations can be identified. Approved accommodations may change and may be adjusted based on the student's changing needs. For example, if accommodations are no longer required, the student shall not be entitled to those accommodations.

Letter of Verification to Faculty

Faculty should be notified about accommodations that will impact them. Before the beginning of every quarter letters should be sent out to the faculty regarding students in their courses who may need an accommodation. Students who change courses just before or after the quarter begins should check with the DSS office to make sure professors for the new courses have been sent the letter of verification. The letter identifies that the student has a documented disability and sets forth those classroom accommodations that have been approved for the student. Not every approved accommodation will be appropriate for a given course. For example, a lab course without lectures may not require tape recording. It is the student's responsibility to formally request accommodations for each course. There may also be situations where the course requires different accommodations than previously arranged. The student should request any special classroom accommodations as soon as possible by contacting the Coordinator for DSS. The Coordinator may work with the student and faculty to determine whether the request is appropriate. Documentation supporting the request may be required.

A sample of the Disability Verification Letter sent to faculty at the beginning of the quarter is included in the Appendix.

Requesting and Receiving Accommodations

This section is designed to help students, faculty and staff know the proper procedures for requesting and receiving specific, approved accommodations. Each student will have different accommodations based on their documentation, intake interview and other information that might be provided. Approved accommodations that impact the classroom or that faculty otherwise need to know about are included in the Disability Verification Letter (“DVL”) sent to the student’s professors each quarter. If the professor has not received a DVL and a student requests an accommodation, the professor should direct the student to the DSS office (see Faculty’s Responsibilities). It is the student’s responsibility to follow through with requesting accommodations **each quarter** through DSS. Most requests need to be made four weeks in advance to ensure time to facilitate accommodations.

Examples of Academic Accommodations (Note: not all students are entitled all these accommodations)

- **Permission to record lecture or lab:** It is the student’s responsibility to provide their own tape recorder and tapes. In some classroom situations, such as nursing classes where specific patients may be discussed (although we understand patients should not be identified), the need for confidentiality may take precedence over this accommodation. When this occurs the Coordinator for DSS may work with the professor to find another accommodation that gives the student access to the material. If there is any concern about the need for confidentiality, the student and/or professor should contact the Coordinator for DSS to discuss the situation.
- **Notetaker:** Students should be 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 their professor for help. The professor can help the student by making an announcement at the beginning of class asking for a volunteer. To help keep the student’s disability confidential, the professor should not announce the student’s name to the entire class. Instead, the professor should encourage the student with a disability to contact the volunteer notetaker after class to arrange the exchange of notes. Volunteer notetakers can make copies of their notes or obtain NCR paper in the DSS office. If there is a problem with the accuracy of the notes, notetaking style, or inconsistent notes, the student should first contact the notetaker to explain the issue so they can come to a resolution. If the problem continues, the student can contact the professor or the Coordinator for DSS.
- **Assignments and handouts in alternative format:** Students may need printed materials in alternative format in order to access the material. Alternative format may include enlarged print, Braille or documents on disk. Students should contact their professors in the first two weeks of the quarter if they will need this accommodation. Whenever possible, the professor should put the information into the format requested. The DSS office can help transfer materials to other formats as needed. Materials should be brought to the DSS office at least three days in advance for a four to six page document (larger documents will require more advanced notice).
- **Study guide or lecture outline:** Students with this accommodation should notify their professor to request this accommodation. Whenever possible, the professor should give the student a study guide or lecture outline prior to the beginning of each class session. Not all professors use study guides or lecture outlines. When these are not available the student can request a notetaker instead.

- **Test-taking Accommodations:** For testing accommodations, professors may need to identify a location for the student to take the exam. The DSS office has limited space for students to take tests if no other location is available. Students taking tests in the DSS office should not be allowed to bring any personal items into the testing room, except as permitted by the professor or as otherwise permitted. If scratch paper is need for the exam, the DSS office proctor should provide it. Students are responsible for bringing their own blue book or scantron when needed. Any other materials allowed during the exam must be identified by the professor on the Exam Accommodation Form (see Appendix). Because students may not have the opportunity to ask clarifying questions of the professor, the student may write a brief explanation of how they understood the question so the professor may have a better understanding of the point of view of the answer. Tests should be delivered 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.

The DSS office has limited testing locations. It is the student's responsibility to let the professor and the DSS office know when they will be taking exams in the DSS office. Students should sign up with DSS for a test at least one week ahead of time to help ensure space is available and give the Exam Accommodation Form to their professor at least three days before the exam. Generally, the test should be taken during the normal class time. If the DSS office testing locations are full, then arrangements should be made with the professor's permission to give the student the exam during another time or at another location.

- **Extra time on exams:** Extra time does not mean unlimited time. For most students extra time may be one and a half times the normal allotted time.
- **Quiet Location:** Some students with disabilities need a quiet location for exams to reduce distractions.
- **Readers for exams:** The reader will read only what is written on the exam and are not to offer clarification. To request a reader during the exam, the DSS office must be notified at least one week in advance.
- **Scribes for exams:** Scribes are to write accurately what the student dictates and are not to offer clarification. To request a scribe during the exam, the DSS office must be notified at least one week in advance.
- **Computer for exams:** Some students may need to use a computer due to physical limitations impacting writing or other disabilities. The DSS office has computers available for testing purposes. To request the use of a computer for an exam, the DSS office must be notified at least one week in advance.
- **Exams in Alternative Format:** Alternative formats may include oral, multiple choice, or essay exams that differ from the exam given to the rest of the class. Documentation should be provided to support the need for an alternative testing format, and this should be discussed with the professor. If the professor can demonstrate that the alternative format considerably changes the nature of the course, then the professor has the right to refuse to provide such an accommodation. Students should contact DSS as soon as possible if they want to request an alternate format. Discussion of changes to alternative formats should begin as soon as possible, but in no event later than the second week of the quarter. Discussions should include the professor, student, and Coordinator for DSS.

- **Interpreting/Captioning Services:** The University has made a commitment to provide high quality interpreting/captioning in the classroom for its students whenever reasonably possible. When students are required to attend a lecture/program that is supplemental to the class and part of the grade, interpreters/captioners are provided by DSS. It is imperative that students adhere to the following procedures to assure the timeliness and quality of services:
 - ◆ **Student Responsibility**
 1. All students receiving interpreting/captioning services are required to have a documented hearing loss on file with DSS.
 2. The student's quarter course schedules need to be given to the DSS 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.
 3. Room/Time Changes: The DSS 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.
 4. Student cancellations must be called in or emailed by the student to the Coordinator for DSS (and interpreter/captioner if possible) as soon as the student is aware of the need to cancel.
 5. Instructor Cancellations: When a class has been cancelled by the instructor, students are responsible for notifying the Coordinator for DSS (and interpreter/captioner if possible) as soon as possible.
 6. No show: Students must notify the Coordinator for DSS as soon as possible as to the reason for the failure to cancel an interpreter/captioner when not attending class. 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 for the failure to provide the required notice.
 7. Tardiness: Students are expected to show up on time to class. Interpreters/captioners are required to wait 20 minutes for a 50-minute class and 30 minutes for all other classes.
 8. 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 DSS.
 9. Short notice: Requests made with short notice may impede the ability to provide services.
 - ◆ **Interpreter/Captioner Responsibility**
 1. Interpreters/captioners must adhere to the standards of their certification and their field.
 2. Tardiness: When the student(s) are late, the interpreters/captioners are required to wait 20 minutes for a 50-minute class and 30 minutes for all other classes.
 3. Interpreters/captioners will report the student's no-shows or consistent tardiness to the Coordinator for DSS.
 4. Interpreters/captioners will arrange for a substitute in the event of an inability to attend class.
 5. If a problem arises between the interpreter/captioner and any persons involved in an assignment (student, teacher or other students), the interpreter

should first discuss it with the persons involved. If no resolution can be reached, the Coordinator for DSS should be contacted.

6. The interpreter/captioner should contact the Coordinator for DSS as soon as possible if he/she desires a textbook. Textbooks can usually be borrowed from the bookstore at no cost for a limited time unless there is damage or loss.

Adapted from Hill, 2000, 7:4-5

- **Assistive Listening Devices:** An Assistive Listening Device works as a personal amplifier. Students who need an Assistive Listening Device can check one out from the DSS office for the needed amount of time. It is the student's responsibility to return the Assistive Listening Device in working condition. Professors or speakers will need to wear a lapel microphone that will transmit their voice to the student's headset. Information on how to use the Assistive Listening Device can be obtained from the DSS office.
- **Absences/Incompletes/Retroactive Withdrawals:** Excessive absences due to a disability may not necessarily be accommodated and requests for absences from class should be considered on an individual basis. The course syllabus should outline expectations and assignments with due dates so the student has notification of expected course work and can work on assignments well in advance. The student should be aware of the potential adverse impact absences may have on learning the material and on course completion. If a proportion of the grade is dependent on classroom participation or attendance, and the student has or may have too many absences, then the student should contact the professor to explore what accommodations (if any) might be possible. It is the student's responsibility to obtain any missed lecture or other information if not in class. The professor may want to work with the student to make reasonable due date adjustments for assignments with short turn around time, such as assignments given that day in class and due the following day. If at all possible, the student should plan ahead and attempt to address the issue of absences before any absences occurs.

The University's academic policy regarding withdrawals and incompletes should be followed. If a student has gained the major portion of the information disseminated to the class and has failed to complete a final exam, project or paper due to mitigating circumstances, the professor can choose to give that person an incomplete. The Coordinator for DSS may act as liaison as needed. If the condition is such that it may not be possible to complete the coursework in one year, the Coordinator may encourage the student to petition a withdrawal from the course so the student's GPA will not be penalized by an incomplete becoming an E. Dependent upon the student's financial aid, an incomplete could affect the financial aid for the upcoming quarter or year. Please refer to the satisfactory progress policy in the University catalog for information on financial aid.

Retroactive withdrawals are considered by a petition committee in Student Academic Services. If deemed appropriate, the Coordinator for DSS may provide a letter of support for the petition. Students may also petition for refund of tuition/fees. All petitions regarding tuition refunds are considered by the Student Financial Services Committee. Room and board refunds are handled by University Services. Again, if circumstances

warrant it, the Coordinator for DSS may recommend the refund; however, the committees make the final determination.

- **Relocation of Classes:** Because not all classrooms are wheelchair accessible, the Coordinator for DSS 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 relocated. This should help ensure that the student has access to his/her program. Students who have temporary disabilities that make mobility difficult may also need classes relocated. If a student has special mobility needs, they should contact the Coordinator for DSS at least four weeks prior to the start of a quarter to make an accommodation request.
- **Books in Alternative Format:** It is the student's responsibility to notify the Coordinator for DSS when they will need books in alternative format. Requests should be made at least four weeks before a quarter begins to give the DSS office enough time to order materials or assign readings. Because reading assignments do not always follow the order in the book, readings of textbooks (except when ordered through Recordings for the Blind and Dyslexic (RFBD) or other talking book libraries) will not be started until the DSS office receives a syllabus or reading schedule from the student. Students must give the DSS office a copy of their syllabus in the first week of the quarter (or sooner if possible) to make sure readings are done in the correct sequence. Requests that are made after the quarter begins will start with the readings for the following week. Readings may be slightly behind until the reader/transcriber has time to catch up.
 - **Books on Tape:** Books on tape may be needed for a student to gain access to the reading material. Whenever possible, books may be ordered through RFBD or other talking book libraries. When books are not readily available through RFBD, the DSS office may hire and train students to record books on tape.
 - **Books in Braille:** Books in Braille may either be borrowed through Braille libraries or translated into Braille at the University. This may also be a needed accommodation for classroom handouts or exams. Students should discuss these needs with their professors. Professors should then send electronic (whenever possible) or hard copies of the materials to the Coordinator for DSS at least three days in advance for a four to six page document (larger documents will require more advance notice).
 - **Electronic Books:** With the increase in technology and reading software the option to receive books in electronic format may be explored based on the student's needs and available electronic books.
- **Technology Accommodations:** The University recognizes that having accessible computers for doing research, accessing the internet and writing papers may be crucial to a student's learning. There are three computers on campus that have adaptive technology. At present, 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 DSS office has Dragon Naturally Speaking (4.0) and Zoom Text (8.1). Another computer in the DSS office has Arkenstone Openbook (5.0), Kurzweil 3000 (6.0) and Zoom Text (8.1). Students are expected to have their own headphones when using this software. Use on all these computers is currently on a first come basis. If the need should arise, a sign up sheet may be used.
- **Priority Registration:** Students may receive priority registration so the DSS office has time to arrange accommodations, such as interpreters or books in alternative format. Priority registration is keyed into the Banner system by the Coordinator for DSS. Students should be notified of their registration times every quarter through an email

from the registration office. Students may also check their registration time on Banner. It is the student's responsibility to make sure no holds are in place that would keep them from registering and should register as early as possible. If a student does not register early, services and accommodations may be delayed.

- **Foreign Language Substitutions:** When a student has a disability that impacts the student's language acquisition, the possibility of a foreign language substitution may be explored. The substitution courses cannot count for another General Education category and must be taken from the approved list (see Appendix). The procedures for substitution course approvals are included on the Foreign Language Substitution Form (see Appendix).
- **Overseas Programs:** Unless required by law, accommodations may not be provided for overseas programs. However, a student with a disability may still apply to participate in overseas programs. Participation should be evaluated on a case-by-case basis. When a student with a disability cannot participate in an overseas program that is a part of his/her academic program or major requirement, the Coordinator for DSS may work with the faculty of the academic program or major to determine if alterations can be made to the program or major that do not substantially alter the program or major.

Full-time Status with a Reduced Course Load

Purpose:

The University recognizes that some qualified students with disabilities may not be able, by reason of that disability, to successfully manage a full time course load of a minimum of twelve credits per quarter. Reasons for this commonly include such considerations as the amount of time required by daily living activities, extra time needed for specialized study approaches or difficulty with studying for extended numbers of hours. In order that these students may continue to participate in and benefit from University programs and services, the University may make available an accommodation of full time equivalency with a reduced course load.

Policy:

Students who are full time with a reduced course load by reason of disability are entitled to all of the services, benefits, rights, privileges and responsibilities of full time status students. The intent of this accommodation is to offer equal opportunity; therefore services based on the number of credit hours (i.e. financial aid or scholarships) may be pro-rated. The student should contact Student Financial Services regarding the particular financial impact to the student. This accommodation need not be permitted to any program or activity in which the University demonstrates that the requirements are essential to the instruction being pursued by the student or that are directly related to licensing requirements.

Procedure:

1. Requests for reduced course loads are submitted to the Coordinator for DSS with supporting documentation. Supporting documentation must meet the documentation guidelines for the particular disability.
2. The Coordinator for DSS evaluates the documentation and the request in terms of the impact of the disability and the demands of the student's current or proposed schedule.
3. The potential consequences of the reduced course load on progress towards graduation, financial aid, etc. should be explained to the student by the Coordinator for DSS.
4. If the student chooses to make use of this accommodation, the Coordinator for DSS may send a letter to Financial Aid, Housing, and any other departments as directed by the student, notifying them of the specific number of hours at which the student is full time.
5. Based on the billing adjustments and reduced credit load, the student's financial aid will likely be adjusted. Within the limits of federal financial aid regulations, every effort should be made to ensure that the student does not incur additional costs.

On-campus housing

The following is the process for determining housing accommodations for students with disabilities. This process should be used with all students requesting special housing accommodations due to a documented disability. A wide range of documented disabilities may require accommodations to the University's housing process and/or residential units. These disabilities may include mobility impairments, medical disabilities, or psychological conditions.

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

Residence Life, Housing or other University offices should refer students requesting housing accommodations to the DSS office. Students who indicate on their Housing Application they have a disability requiring accommodation should also be referred to the DSS office.

Step Two—*Students provide supporting documentation that meets the documentation guidelines for the particular disability and should participate in an intake interview with the Coordinator for DSS.* The Coordinator for DSS should serve as the primary point of contact for students regarding these issues. The Coordinator for DSS should also inform students of other resources available to them.

The following deadlines should be included in the Campus Living Booklet and the Undergraduate Catalog. 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.

The University should diligently attempt to reasonably accommodate the needs of students with disabilities who desire to live on campus beyond the time required by the Campus Living Policy. However, residential units may not be available at the same level that they are for students who are required to live on campus by the policy.

Step Three—*The Coordinator for DSS reviews individual situations to determine the University's responsibility for accommodations under Section 504 and/or ADA.* The Coordinator for DSS then gathers information from Residence Life, Housing Services, Plant Services and Safety & Security as appropriate. Once all necessary information is gathered, the Coordinator for DSS may recommend suitable housing options (if appropriate) to the Housing Accommodation Committee (currently consisting of the Assistant Director of Residence Life, Housing Manager, Manager of Building Maintenance, and Coordinator of DSS).

Step Four—*The Housing Accommodations Committee should review recommendations and make a final decision.* The Coordinator for DSS should document the decisions and forward a copy to the Assistant Director of Residence Life, Manager of Building Maintenance, Housing Manager, and Director of Safety and Security (as necessary) who should then act on the

information as appropriate. These departmental representatives should communicate relevant information to their staff as appropriate. Decisions should be made in a timely manner so as to promptly communicate with students and staff.

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.*

Special Notes:

The following are the wheelchair accessible rooms on campus (room type is in parenthesis):

- Hill 306 (double, male)
- Hill 368 (double, female)
- Emerson 205 (single with private bath, female)
- Emerson 273 (triple with private bath, female)
- Emerson 274 (double with private bath, female)
- Emerson 374 (double with private bath, male)
- Emerson 421 (double with private bath, female)
- Emerson 423 (double with private bath, female)
- Emerson 474 (triple with private bath, female)
- Emerson 573 (double with private bath, female).

Typically all of the ADA double rooms and the ADA single rooms are reserved for students with mobility impairments who need this kind of adaptive room. This means that these rooms will not be given to returning students in the spring Housing Sign-up process unless they are returning students who have these kinds of special needs. The ADA triple rooms are added to the list of reserved rooms if deemed necessary. A certain number of non-ADA single rooms are also reserved for students whose disabilities require private accommodations. In addition to the ADA single in Emerson (205- female), typically the Hill single (172- female) and four Emerson singles (all with shared baths) are also reserved; more may be reserved if needed. The Housing Manager should keep a waitlist for students who may want these rooms if they are not needed for students with disabilities who need those rooms. Changes may be made to the above list as buildings are renovated and new buildings are developed.

Service Animals

Definitions:

- **Partner/handler:** A person with a service or therapy animal. A person with a disability is called a partner; a person without a disability is called a handler.
- **Service Animal:** Any animal individually trained to do work or perform tasks for the benefit of a person with a disability. Service animals are usually dogs but other animals have been used as service animals.
- **Team:** A person with a disability, or a handler, and his or her service animal. The two work as a cohesive team in accomplishing the tasks of everyday living.
- **Therapy or Companion Animal:** Therapy or companion animals do not assist an individual with a disability in the activities of daily living, and therefore are not specifically covered by this policy.

Types of Service Dogs (Animals):

- **Guide dog** is a trained dog that serves as a travel tool by persons who are blind or have severe visual impairments.
- **Hearing dog** is a dog who has been trained to alert a person with significant hearing loss or who is deaf when a sound (e.g., when a knock on the door) occurs.
- **Service dog** is a dog that has been trained to assist a person who has a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after the person falls, etc. Service dogs are sometimes referred to as assistance dogs.
- **Sig dog** is a dog trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the movement (e.g. hand flapping). A person with autism may have problems with sensory input and need the same support services from a dog that a dog might give to a person who is blind or deaf.
- **Seizure response dog** is a dog trained to assist a person with a seizure disorder; how the dog serves the person depends on the person's needs. The dog may stand guard over the person during a seizure or the dog may go for help. A few dogs have somehow learned to predict a seizure and warn the person in advance.

Documentation Requirements:

Generally, animals are not permitted in University buildings. There is an exception for service animals. The partner of the service animal may be asked by DSS to show proof that the animal has met the following regulations:

- **Licensing:** The animal must meet the licensing requirements of the city and wear the tags designated by the city. (For nonresidents, home state tags may be accepted in lieu of the city tags as long as the requirements are met.)
- **Health Records:** The Seattle Municipal Code requires dogs and cats to be vaccinated against rabies annually, and the University may require proof of vaccination. For all other animals, the University may require a statement from a licensed veterinarian dated within the past year regarding the animal's good health. If health records are not available or cannot be provided, then the partner should contact DSS about possible alternatives to determine the health of the service animal. Partners must comply with all applicable laws and regulations regarding the health of the service animal.

- **Training:** Verification that the animal meets those minimum training requirements as prescribed by Assistance Dogs International (or any other recognized service animal training organization), or such other adequate evidence that the service animal has been trained to provide the disability related service required by its partner.
- **Identification:** The animal should wear some type of identification tag (such as a license tag or owner identification tag) so that its owner can be contacted, if necessary.

Control Requirements:

- **Control:** The partner must be in full control of the animal at all times, whether by leash or otherwise. The partner must be sure to comply with all applicable laws and regulations regarding control of the service animal. Without limiting the foregoing, the partner should insure that the service animal does not pose a danger to the health or safety of others. If the service animal disrupts the educational environment, the partner may be asked to control the animal (or remove the animal) to prevent further disruptions (just as other disruptions might be handled in similar situations), or may be asked to consult with DSS or others about ways to reduce the chance of future disruptions. The appropriate immediate response at the time of the disruption will depend on the circumstances (for example whether it is in a classroom setting or not), the nature and extent of the disruption, the number of prior disruptions, and the effect the disruption has on the education environment. For example, an isolated bark will be handled differently than constant barking or an attack on a student or faculty member.
- **Exclusion for behavior:** A service animal may be excluded from the campus when that animal's behavior poses a direct threat to the health and safety of others, or if the service animal's behavior disrupts the educational environment to such an extent that the disruption fundamentally alters the educational environment. Although the campus may exclude any service animal that is out of control, it should generally give the individual with a disability who uses the service animal the option of staying without having the service animal on the premises.
- **Consequences for behavior:** When an assistance animal is determined out of control as reported by students, staff or administration, the infraction should be treated on an individual basis. If the animal poses a threat to the health or safety of others or the animal's disruptions fundamentally alters the educational environment, complaints should be investigated by Safety and Security. A report of findings should be issued by Safety and Security to determine appropriate consequences. The Judicial Officer (or designee) should make a determination of the consequences based on the provided information. Consequences may include but not be limited to muzzling a barking animal, requiring completion of approved refresher training for both the animal and the partner, or exclusion from University facilities. An outline of standard procedures for judicial process can be found in the Community Standards and Policies in the Student Life section of the Undergraduate Catalogue.

Public Etiquette by Students and Employees:

- Do not pet a service animal. It distracts them from the task at hand and service animals may be very protective.
- Do not feed a service animal.
- Do not deliberately startle a service animal.
- Do not separate or attempt to separate a partner/handler from his/her service animal.
- Do not hesitate to ask a student if he/she would like assistance if the team seems confused about a direction to turn, an accessible entrance, entrance to an elevator, etc.

Relief Areas:

Relief area(s) should be designated throughout the campus and the handler or partner should clean up after the animal. Locations of relief areas should be included in the orientation of new students, as necessary.

It is the partner's responsibility to be aware of the service animal's needs to relieve itself and act accordingly. In the event that the student does not get the animal to the designated relief area, it is the student's responsibility to remove the waste and properly dispose of feces. Partners who require reasonable accommodations regarding the performance of these responsibilities should contact DSS regarding such accommodations.

Bathing and Bedding (when the team is living on campus):

- **Bathing:** The partner will be expected to take preventative measures for flea and odor control. The team should be sensitive to the residential community where other people may be impacted by the presence of a service animal. The partner will be expected to have the service animal bathed on a regular basis. If residence hall bathrooms are used for bathing, then the Peer Advisor of that floor should notify cleaning services on days the service animal has been washed to ensure that any remaining dirt or animal hair gets cleaned up in a timely manner.
- **Bedding:** The partner will be responsible for providing appropriate bedding for the service animal. This will allow the service animal to have a comfortable place of its own when not on duty.

Areas of Safety:

There are certain instances when it may be considered unsafe for animals, such as medical facilities, laboratories, mechanical rooms or any other place where the safety of the animal or partner may be threatened. Each place should be assessed for its safety potential by a team of individuals, such as the laboratory director, faculty, and the director of Safety and Security.

If an area is determined unsafe for the team, reasonable accommodations should be provided to assure the student equal access to the activity.

Emergency Situations:

In the event of an emergency, the Emergency Responders (e.g., Security Officers) that respond should be trained to recognize service animals and to be aware that the animal may be trying to communicate the need for help. During emergencies the animal may become disoriented from the smell or smoke in a fire, from sirens or wind noise, or from shaking and moving ground. The partner and/or animal may be confused by the stressful situation. The ER should be aware that the animal is trying to be protective. The ER should make every reasonable effort to keep the animal with its partner. However, the ER's first effort should be toward the partner; this may necessitate leaving an animal behind in certain emergency evacuation situations.

Conflicting Disabilities or Health Issues:

It is common for persons to have an allergic reaction to animals. Persons making an asthmatic/allergy/medical complaint should be directed to file a complaint with Safety and Security or DSS. The person making the complaint should show medical documentation to support the complaint. Actions should be taken to consider the needs of both persons and to resolve the problem as efficiently and expeditiously as possible.

Housing:

The guidelines herein also apply to students with animals who reside in on-campus housing. If there is an allergy/animal conflict within the housing unit that cannot be resolved agreeably, the Fair Housing Act (1988), which prohibits housing discrimination on the basis of a disability, must be considered.

First-person rights: If the first person allowed in the housing unit uses a service animal and another person comes along with serious allergies, whenever possible, the first person should not be moved to accommodate the second person.

Safety and Security:

A service animal is used by individuals with disabilities to facilitate access. DSS will usually inform the Office of Safety and Security when a student has a service animal so that office is aware of the animal's status as a service animal and its presence on campus.

- Safety and Security should report any incidents involving service animals to DSS.
- If there is any valid complaint regarding the animal and its behavior, Safety and Security or the Judicial Officer should contact the partner and, in collaboration with the Coordinator for DSS, inform the student of the policies regarding service animals.
- If a student fails to act in accordance with these policies, then student conduct actions may be taken.
- Visitors to the campus are not required to register their service animals with the Office of Safety and Security.

Emergency Plan

The University recognizes that some students with disabilities may need assistance during an emergency. The University's Emergency and Crisis Management Plan includes a section on evacuation of persons with disabilities and can be found at <http://www.spu.edu/info/emergency/index.asp>.

Building Accessibility

The University is committed to making programs accessible to students. If a building where the program, class or event is located is not accessible, meeting locations may be moved (if possible) to provide access. If a faculty office is not accessible, the faculty member is expected to make arrangements to meet with the student elsewhere on campus. If a University event is scheduled in a non-accessible building, the student should notify the sponsoring department or the DSS office at least two weeks prior to the event so the event can be moved or other accommodations can be made. If notification is given in less than two weeks, the sponsoring department or the DSS office should still try to move the location (or make other accommodations) as time and room availability will allow.

Non-academic programs

For non-academic programs, such as New Student Orientation and Graduation, the Coordinator for DSS should work with the sponsoring department to provide access. Students with disabilities should contact the sponsoring department or the DSS office by the date designated in event publications or at least two weeks (whichever comes first) in advance to request accommodations for any non-academic program.

Rights and Responsibilities Summarized

The following rights and responsibilities for students, faculty and the institution/ Disability Support Services are adapted from Hill (2000), sections 8-10.

Student's General Rights and Responsibilities:

Rights:

- To not be denied access due to a disability, according to the law.
- To receive reasonable accommodations that provide equal opportunity.
- To have access to auxiliary aids/assistive technology as available to other students.
- To not be counseled toward "more restrictive career objectives."
- To receive assistance from the DSS office in removing physical, academic and attitudinal barriers.
- To not be discriminated against due to a disability or receive any retaliatory discrimination, as protected by law.

Responsibilities:

- To identify themselves to the DSS office.
- To provide documentation of disability.
- To participate in an intake interview with the Coordinator for DSS to initiate services.
- To initiate specific accommodations by following the procedures outlined in this handbook and the accommodation agreement.
- To provide the notice within the time deadlines set forth in this handbook.
- To provide for his/her personal independent living needs or other personal disability-related needs.
- To assume personal responsibility for meeting with faculty and requesting additional assistance.

Faculty's General Responsibilities:

Rights:

- Classroom Behavior: All University students must adhere to the University code of conduct regardless of whether they have a disability. Infractions of this code should be directed to the Dean of Student Life, the Chief Judicial Officer or their designees. If the student has been identified as a student with a disability, DSS should also be notified of the incident.
- Challenge Accommodations: Reasonable accommodations are based on documentation provided by the student and on file in DSS. In some situations the requested accommodations may not be appropriate for the course. A faculty member has the right to challenge an accommodation request if he/she believes the student is not qualified, the accommodation would result in a fundamental alteration of the program, or the accommodation would impose an undue financial or administrative burden or is otherwise not required by law or applicable regulations.

Responsibilities:

- Shared Responsibility: As employees of the University who have compliance obligations under federal laws, it is the responsibility of faculty members to assume a shared responsibility in providing reasonable accommodations for students with disabilities. The University is responsible for implementation and, as employees, faculty members are required to adhere to the policies and procedures.

- **Referral**: If a faculty member is notified by a student that he/she has a disability or if the student brings a medical statement to the instructor, it is the faculty member's responsibility to refer that student to DSS. If an instructor notices that a student is not performing up to standards and suspects there might be a disability impacting their learning, he/she may also refer the student. However, the instructor should not make assumptions about whether a disability exists, and should not discriminate against the student on the basis of any perceived disability.
- **Disability Verification Letter**: Faculty should receive a disability verification letter by the second week of the quarter. Faculty are not to provide academic adjustments unless there is a letter from DSS certifying the student is qualified to receive services and the nature of the accommodations. Faculty may make additional recommendations for adjustments if they believe the student will benefit.
- **Syllabus Statement**: Each course syllabus should contain a Reasonable Accommodation statement. Please include one of the below-listed sample statements or a similar one in each course syllabus.
 - If you have a specific disability that qualifies you for academic accommodations, please contact Disability Support Services to make your accommodations request. Once your eligibility has been determined, DSS should send a Disability Verification Letter to your professors indicating what accommodations have been approved.
 - Students with disabilities must contact Disability Support Services to request reasonable academic accommodations, if necessary. DSS should send Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your disability.
- **Confidentiality Caution:**
 - Students with disabilities are protected under FERPA and the civil rights laws. At no time should faculty make any statements or implications that the student is any different from the general student population.
 - Examples of behaviors to be avoided:
 - Do not ask the student to come to the classroom and then leave with the test in hand.
 - Do not place the student in the hall or any other public place to take an exam because you want to be close to them in case they have a question.
 - Do not ask the student for documentation other than the Disability Verification Letter from DSS.
 - Do not discuss the student's needs or accommodations other than in a private place.
 - Do not use a grading standard that is any different from the rest of the class.
 - Do not give students with disabilities an advantage or disadvantage over the rest of the class; the idea of the law is to give equal access or equal opportunity provided through reasonable accommodations.

Institutional/Disability Support Services Responsibilities:

- To work to prevent discrimination against qualified individuals with disabilities.
- To work to reduce or eliminate physical, academic and attitudinal barriers.
- To identify reasonable accommodations.

- To serve as liaison with faculty.
- To assist in the development of a shared responsibility and community for individuals with disabilities.
- To assist the student in self-advocacy.
- To assist the student in problem solving.
- To guide the student to possible resources that might assist him or her, whether it is on campus or networking in the community.

Discrimination Grievance Procedures

Internal Complaints:

Students who feel they have been discriminated against because of a disability or perceived disability should refer to the SPU nondiscrimination policy at <http://www.spu.edu/depts/studentlife/grievanceprocedures.asp>. This policy outlines the University's nondiscrimination policy as well as internal grievance procedures if a student suspects discrimination.

External (OCR) Complaints:

Students are encouraged to follow the internal grievance procedure in an attempt to resolve complaints. However, students can file a grievance with the Office of Civil Rights (OCR) at any time. Ordinarily, the time limit for filing a complaint with OCR is 180 days from the time the incident occurred. Information on how to contact OCR is on the resource list in the appendix.

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.*

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

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

«Name» is a student with a disability who is enrolled in your «Crсно» «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.

CONFIDENTIAL

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

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

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

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
Olympia, WA 98504-5345
Voice/TTY: (360) 438-8000 or 1-800-637-6527
www1.dshs.wa.gov/dvr/index.htm

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.hsd.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

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 9th 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