

Disabilities Services

Loyola 100 (206) 296-5740

DETAILED PROCEDURES FOR SPECIFIC ACADEMIC ADJUSTMENTS AND/OR AUXILIARY AIDS

In addition to general student responsibilities there are detailed procedures for specific academic adjustments. Listed below are procedures for the most common academic adjustments. Other procedures will be worked out on an individual basis between the student and the Disabilities Services Staff.

If a student does not believe that s/he is receiving requested academic adjustment and/or auxiliary aid, the student **must** meet with the Director of Disabilities Services **immediately**.

Alternative Test Accommodations

This academic adjustment must be coordinated with the instructor, the student, and Disabilities Services. NOTE: Some instructors arrange testing accommodations directly with students who have disability documentation on file with Disabilities Services.

The following apply to tests taken in Disabilities Services:

1. As soon as a test date is established (announced in class or in the course syllabus) the student makes an alternative testing appointment with Disabilities Services. Exams are scheduled to begin at the same time as the class unless alternative plans are approved by the instructor.
2. The student schedules the day and time for the test and receives a "Testing Appointment Slip" from Disabilities Services.
3. It is the student's responsibility to check that his/her test accommodations (a word processor, scribe, extra time, low distraction environment or other aids) are noted correctly on the appointment slip.
4. The student obtains the instructor's signature on the "Testing Appointment Slip." This is considered an official request for accommodation. The slip **MUST** be signed to complete the request.
5. It is the responsibility of the instructor to deliver a copy of the test to Disabilities Services.
6. The student brings the signed "Testing Appointment Slip" to Disabilities Services. This documents your request and assists our staff in responding to the instructor's proctoring instructions.
7. The student begins the test at the scheduled time. Arriving late can compromise the amount of time the student has to take the test. If classes occur after or before regular Disabilities Services hours, please arrange to take the exam at a time when Disabilities Services is open.
8. The student is permitted to take the same items into the testing area as students taking the test in the classroom setting. Students with disabilities may also take approved auxiliary aides into the testing area.

Procedures for Emergency Cancellation of Testing in Disabilities Services:

1. If no staff member is available and Disabilities Services must be temporarily closed due to an emergency, a staff member will record a message on the voice mail (206-296-5740) explaining the situation. The message will be updated as necessary during the day.
2. In case of inclement weather or other emergency, call Disabilities Services to see if the office will be open at the regular times. Professors will be informed if Disabilities Services is not available, students will be asked to return to class. The professor can then decide whether to have the student take the test in an alternate location or postpone the test until Disabilities Services is reopened.

Text in Alternative Formats

Books and other required reading materials are provided in alternative formats to students who have documented visual or learning disabilities that affect the reading of printed materials.

1. The student will register for classes during the early registration period and work with the Director of Disabilities Services to obtain a reading schedule/list as soon as possible.
2. Once the student has registered for courses, the student should look up the required texts for each class from the SU bookstore website.
3. The student should then use the information provided from the bookstore textbook lookup page to fill out the Electronic Book Request form, which can be submitted in person to the Disabilities Services office or online from the Disabilities Services webpage. **Students should submit this information as early as possible. Requests are filled within two weeks of submitting requests.**
4. Students will be notified by email when their texts are ready. Students must provide proof of purchase for the books they've requested before Disabilities Services will release the books to them. Students are allowed to submit their receipts via email to the Alternative Media Coordinator by sending them to parkerki@seattleu.edu.
5. Students who use electronic books will likely need a "text-to-speech" software program in order to listen to their textbooks. We have handouts regarding different ones to choose. The cheapest ones can be downloaded from the internet for free. Students may need to meet with the Alternative Media Coordinator to become familiar with how to use the software
6. The student will inform the Alternative Media Coordinator of any changes in course materials.
7. Issues might arise if assignment changes or additions are made with short notice. The student will discuss such issues with professors and convey updated information to Disabilities Services.
8. The student will work with the instructor to ensure materials such as instructor class handouts are forwarded to Disabilities Services to be converted into alternative format as soon as they are available.
9. If there is a problem with this process, the student should notify the Alternative Media Coordinator immediately.

Assistive Devices

Disabilities Services can loan FM listening systems to students who have a documented need for them on a short term emergency basis until the student obtains his/her own equipment.

1. Before borrowing equipment, the student will meet with the Disabilities Specialist to determine the type of equipment needed and to discuss its use and care.

2. The student will sign the "Items on Loan" form.
3. Borrowed equipment must be turned in at the end of the quarter. In some situations equipment can be borrowed for additional quarters.
4. Borrowed items must be returned in working order. Students are responsible for any damage due to improper use of the equipment.

Early Registration

Students with a disability may qualify for early registration based on the criteria listed below:

- The student has a documented disability that requires room changes and/or physical accommodations.
 - The student will be using tape recorded and/or other materials that will require extra time to prepare.
 - The student will be using a sign language interpreter.
1. All students registering early will receive appropriate appointment times and dates from the registrar.
 2. If this does not occur, please inform the Disabilities Specialist immediately so that a new registration appointment may be scheduled.

Foreign Language Substitution:

Students whose disabilities have a documented, significant effect on learning a foreign language may request approval for an alternative option that satisfies the foreign language requirement (for School of Arts and Sciences). Substitution of history and culture classes for the usual language sequence is the most common alternate approved.

1. The Disabilities Specialist will send a letter to the student's academic advisor, explaining the language substitution accommodation.
2. The student must meet with his/her academic advisor and complete a "Petition for Exception to Policy" form in reference to the substitution. After consulting the list, include proposed classes in the petition.
3. The Disabilities Specialist will send out quarterly a copy of the list of approved courses for substitution. The student with their advisor will select appropriate courses.
4. Student is responsible for informing the appropriate Registrar Evaluator regarding which classes will be used for the substitution.

Note taker/Permission to Tape Record

Disabilities Services staff can arrange peer note takers, permission to record, and/or other accommodations for students who have a documented need. Students may also choose to find their own peer note takers.

1. Students will mark the appropriate space in the note sharing section of the "Accommodation Request" form and bring it to Disabilities Services as soon as possible. Switching sections or making other schedule changes may present delays in providing services.
2. If you marked "arrange own," your note taker can have their SU student ID card activated for use on campus copy machines in order to make copies at no expense to him/her.

3. If you mark “staff arrange”, a Disabilities Services staff member will locate a note taker. Once a note taker has been assigned, the student and his/her note taker will be given each other’s contact information. Discuss specific needs and expectations, and arrange a schedule for delivery of the notes.
4. Students receiving note taking services are encouraged to take a recording device to class in case the note taker is absent.
5. After three absences by a student during the quarter, Disabilities Services will assume that the student has dropped the class and services will be discontinued. To discuss the reinstatement of services, the student meets with the Disabilities Specialist.

Physical Accessibility and Room Accommodations

Disabilities Services can arrange with the Registrar’s Office to change the location of a class and/or provide special furniture for students who have a documented need.

1. The student will identify this need during the initial interview with Disabilities Services Director so that his or her name can be added to the accessibility list which Disabilities Services submits to the Registrar two weeks prior to early registration.
2. The student participates in early registration and submits the “Request for Accommodations” form as soon as registration is complete, a minimum of three weeks prior to the start of classes.

Reduced Course Load with Full Time Equivalency

Students who have a documented need can arrange to take fewer than 12 credits per quarter (normally considered a part-time credit load), while maintaining their full-time status for financial aid purposes (FTE).

1. After the accommodation is established, the Disabilities Specialist will notify the Financial Aid and Registrar’s Offices of the need and specify the length of time of the reduction.
2. The student needs to understand the amount of some kinds of financial aid varies in proportion to the credit load of the student. Therefore, since 10 credit hours is considered to be 3/4 of a full load (or 1/4 less than a full load), some portions of the aid package may be reduced by 1/4. For details on the specific financial aid effects of reducing course load, the student needs to consult with a financial aid counselor. The Disabilities Specialist can assist the student with that meeting.

Sign Language Interpreting Services (TTY: 206-296-5743)/Real-time Captioners

Interpreters/Captioners are provided for students with disabilities who require them in order to have effective access to classes. Technological alternatives may also be used when they provide effective access.

1. Students will participate in early registration and provide a completed “Accommodations Request” form to Disabilities Services as soon as possible. Switching sections or making other schedule changes may present delays in providing services.
2. Disabilities Services makes the decisions regarding the employment of interpreters/captioners. This decision incorporates the student’s needs and preferences. It

is important that the students give immediate feedback to the Disabilities Specialist as the interpreter's continued employment is contingent on satisfaction among all parties.

3. All requests for additional interpreter service (e.g. events outside of normal class times) require at least a week's notification to allow time for finding an interpreter.
4. The student should discuss specific expectations and needs with the interpreter/captioner.
5. Any concerns or problems students have with an interpreter should be brought to the attention of the Disabilities Specialist. Every reasonable effort will be made to resolve the situation fairly.
6. Students must provide the interpreter as much advanced notice as possible of any expected absence. If an illness or emergency prohibits the student from giving the interpreter timely notice, the student will notify Disabilities Services (206-296-5740, TTY 296-5743, or email LC@seattleu.edu).
7. If the student has not arrived by ten minutes after a class session or event is scheduled to begin, the interpreter will leave and the student will be considered absent.
8. After three absences by a student during the quarter, Disabilities Services will assume that the student has dropped the class and services will be discontinued. To discuss the reinstatement of services, the student meets with the Disabilities Specialist.
9. Interpreters are professionals working under a code of ethics. Students must respect this professional position.
10. Students are encouraged to seek community resources to fund interpreter services when appropriate.