



NORTHERN
Oklahoma College

TONKAWA | ENID | STILLWATER

**Student Disability Services
Handbook**

2013 - 2015

Northern Oklahoma College

Mission Statement

Northern Oklahoma College, a multi-campus learning community, provides high quality, accessible, and affordable educational opportunities and services to allow citizens to develop to the full extent of their abilities, to succeed in a competitive global environment, and to be effective life-long learners.

Vision Statement

Northern Oklahoma College will be recognized as an exemplary learning community that advances student success. Northern will be a valued resource and leader in academic quality and cultural enrichment, characterized by continuous improvement, innovation, and community responsiveness.

Core Values

To successfully fulfill the mission and vision, Northern Oklahoma College is consciously committed to academic excellence, integrity, diversity, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among colleagues, students, and the community.

Goals

- To provide an academic agenda of associate degrees, certification programs, and other initiatives to ensure student learning and student success; to assist and encourage students to attend four-year institutions upon graduation; or to obtain employment commensurate with their knowledge base, educational experiences, and interest.
- To enhance student success by providing high-quality support services to students through an extensive counseling program, developmental education for individuals who need assistance, enrichment options for academically advanced students, and student assistance with academic financial obligations.
- To provide students opportunities that will inspire civic, cultural, and social responsibility.
- To provide multiple venues of learning opportunities for degree obtainment, continuing education, community enrichment, and lifelong learning.
- To provide accessible, inclusive, and caring learning environments that connect with the diversity of the communities we serve and their individual needs.
- To provide a learning environment for programs and courses that foster economic development within the framework of a global marketplace.
- To integrate processes of institutional research and assessment to continuously improve the institution's efficiency and effectiveness.

Approved October 20, 2005

Northern Oklahoma College does not discriminate on the basis of race, color, national origin, sex/gender, age or disability in admission to its programs, services or activities, in access to them, in treatment of individuals or in any aspect of their operations. Northern Oklahoma College also does not discriminate in its hiring or employment practices. This includes but is not limited to admissions, employment, financial aid, and educational services.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. Questions, complaints or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator: Mark Edwards, Vice President for Student Affairs, 1220 East Grand Avenue, PO Box 310, Tonkawa, OK 74653-0310; telephone 580.628.6232 8 a.m. to 5 p.m. Monday through Friday.

Northern Oklahoma College is an equal opportunity institution. This publication is issued by the Counseling Office, located within the Office of Student Affairs and printed by Northern's Printing Services. 150 copies have been prepared and distributed at a cost of \$89.50. Printed in November 2012.

Equal Opportunity Statement

In compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and other Federal Laws and Regulations, Northern Oklahoma College does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, disability or status as a veteran in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid and educational services.

This handbook has been prepared for general information purposes only. No statement in this handbook constitutes a contractual obligation by the Board of Regents of Northern Oklahoma College. If any policy statement of the college is in contradiction to statements appearing in this handbook, such official policy statements will be deemed to have control over the statements appearing in this document. The Board of Regents and the college reserve the right to alter the terms of official policy statements and/or this handbook at any time, without advance notice.

Northern Oklahoma College Student Disability Services

Northern Oklahoma College is committed to providing support services to eligible students with documented disabilities. The Handbook for Students with Disabilities has been developed to provide students with an outline of the services provided by Student Disability Services (SDS). If you have additional needs, which are not specifically addressed, please contact the Student Disability Services Office. The Northern Oklahoma College Student Disability Services is guided by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which prohibit discrimination against otherwise qualified individuals with disabilities and mandate that reasonable accommodations be made for such persons.

Specifically, Section 504 of the Rehabilitation Act states:

No otherwise qualified individual with a disability in the United States solely by reason of his (or her) disability shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal assistance, or under any program conducted by any executive agency or by the United States Postal Service (104.4).

The federal legal definition of a disability includes a person who: (i) has a physical or mental impairment, which substantially limits one or more major life activities, (ii) has a record of such impairment or (iii) is regarded as having such an impairment (104.3).

Americans with Disabilities Act of 1990

This act augments Section 504 legislation and extends it to the general public, not only educational institutions. In Title II, the ADA specifies that: a qualified individual with a disability means an individual with a disability who, with or without reasonable modifications to rules, policies or practices, the removal of architectural communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity. (ADA 42 U.S.C. Sec. 1211.) ADA committees on the Tonkawa, Enid, and Stillwater campuses are comprised of students and faculty. Their purpose is to assess provision of reasonable accommodations for the student with disabilities.

“Although neither the ADA nor the courts have defined the precise parameters of the test for reasonableness, it is clear that the determination of whether a particular modification is ‘reasonable’ involves a fact-specific, case-by-case inquiry that considers, among other factors, the effectiveness of the modification in light of the nature of the disability and the cost to the organization that would implement it.” (Disability and Higher Education: Guidance for Section 504 and ADA Compliance, 1998: 6:3.)

How to Access Services

Students with disabilities who desire to access services shall initiate their request by contacting Student Disability Services (SDS). The SDS office is located in the Tonkawa Counseling and Career Services located on the Tonkawa campus in Vineyard Library-Administration Building 101B and on the Enid campus in the Counseling and Career Services in the Everest Administration Building. Students on the Stillwater campus can request services at the Student Union Building, Room #315. Students can expect to meet with a counselor to discuss their disability-related or academic needs. During the process, students will have an opportunity to identify specific academic or disability-related accommodations they deem necessary.

Services must be requested by the student in writing each semester. Students should complete a Service Request Form (SRF) to initiate their requests prior to, or at the beginning of the semester to help ensure timely provision of the necessary accommodations. For best outcomes, students are highly encouraged to complete the SRF **early** in the institutional enrollment period. Students must also identify themselves to their instructors to facilitate the implementation of the identified classroom accommodations. Consultation among the student, their instructor(s), and the Coordinator of Student Disability Services may be necessary for some accommodations. Each student is encouraged to act as his/her own advocate and has the primary responsibility for securing assistance. Early and regular contact with Student Disability Services will help ensure the timely identification and provision of services and accommodations.

General Guidelines for Disability Documentation

Some disabilities can be verified simply by observation in the Student Disability Services Office. An example of this is the obvious use of a wheelchair as a result of mobility impairment. Other types of disabilities require more formal written documentation. This documentation can only be prepared by a person who is not a family member of the student and who is qualified by professional training and practice to diagnose and treat the impairment leading to the disability. Documentation must be typed or word-processed and printed on the letterhead of either the practitioner or the agency hosting the practice. Handwritten notes on prescription pads or handwritten treatment records will not be accepted. *A high school IEP or 504 plan is not sufficient documentation of disability.* Documentation must be current. In most cases, this means within the past three (3) years. For older documentation, it should be an adult evaluation. Documentation should meet the following criteria:

- A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and date of the original diagnosis.
- A description of the diagnostic criteria used.
- A description of the current functional impact of the disability.
- Treatments, medications, and assistive devices currently prescribed or in use.
- A description of the expected progression or stability of the impact of the disability over time.
- Recommendations for reasonable accommodations.
- The credentials of the diagnosing professional(s).

I. Learning Disability Documentation

Students applying for services and accommodations on the basis of a learning disability must submit a comprehensive report of a psychoeducational assessment performed by a qualified professional (e.g., licensed psychologist, school psychologist, neuropsychologist, learning disabilities specialist). The assessment should be reasonably current, that is, one that was completed in the junior or senior year of high school or as an adult. In accordance with the guidelines developed by the Association on Higher Education and Disability (AHEAD), the psychoeducational assessment should contain:

- Aptitude – a complete intellectual assessment with all subtests and standard scores reported. Examples of instruments include, The Wechsler Adult Intelligence Scale (WAIS-3) with scaled scores and percentiles and/or the Woodcock-Johnson Psycho-Educational Battery-Revised (WJPEB-R): Part 1, Tests of Cognitive Ability with standard scores and percentiles are the preferred instruments.
- Academic Achievement – a comprehensive academic achievement battery with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics and oral and written language. Acceptable instruments include the Wechsler Individual Achievement Test (WIAT) or specific achievement tests such as the Nelson-Denny Reading Test and the Woodcock Reading Mastery Tests Revised.

- Information Processing – specific areas of information processing (e.g., short and long term memory, sequential memory, auditory and visual processing, processing speed, executive functioning and motor ability). Use of subtests from the WAIS-3, and/or the cognitive portion of the Woodcock-Johnson Psychoeducational Battery-Revised is acceptable. Additional testing such as the Wechsler Memory Scale (WMS-3) designed to assist in corroborating the existence of processing disorders as identified by the WAIS-3 or the WJPEB-R Part 1 is recommended.
- Conclusions – the report should conclude with a clinical summary that brings the supported judgment of the person conducting the assessment to bear in stating a diagnosis and suggesting accommodations that would be appropriate to the relative learning deficits and strengths of the student.

II. ADD/ADHD Documentation

Students applying for services and accommodations on the basis of ADD/ADHD must submit a comprehensive report of a psychoeducational assessment completed by a psychiatrist or licensed psychologist who has experience diagnosing and treating this condition. This psychoeducational assessment must include measurements of aptitude, achievement, information processing (see detailed examples in learning disability section), and measures specifically assessing impact of ADHD. The assessment should be reasonably current, that is, one that was completed in the junior or senior year of high school or as an adult. In addition to the psychoeducational assessment, documentation must address the following criteria:

- DSM-IV diagnosis and a description of supporting past and present symptoms.
- Narrative summary of assessment procedures, including all scores used to make the diagnosis.
- Description of present symptoms, fluctuating conditions and prognosis.
- Medication needs and side effects of how the medication will affect the student's academic performance.
- Recommendations for reasonable accommodation.

III. Psychiatric Disability Documentation

Students applying for services and accommodations on the basis of psychiatric disabilities must submit documentation completed by a psychiatrist or licensed psychologist who has experience diagnosing and treating this condition and must address the following criteria:

- DSM-IV diagnosis.
- Psychological test used to make the diagnosis and all scores to support the diagnosis.
- Current medications, side effects and compliance with medication plan.
- Therapeutic interventions and compliance with such to ensure that accommodations do not jeopardize successful therapeutic interventions.
- Recommendations for reasonable accommodations.

IV. Low Vision or Blindness Documentation

Students requesting services and accommodations based on a visual impairment must provide documentation including:

- Ocular assessment from licensed ophthalmologist. Documentation must be current if visual impairment is progressive.
- Low vision evaluation of residual functioning, if appropriate.
- Functional impact of the visual disability and recommendations for accommodations.
- A narrative report from an ophthalmologist including diagnosis, progression, functional impact and recommendations for accommodation.

V. Hearing Impairment or Deafness Documentation

Students requesting services and accommodations based on a hearing loss or deafness must provide the following documentation to receive services:

- An audiological evaluation/exam and/or audiogram. Documentation must be current if impairment is progressive.
- An interpretation of the functional impact of the hearing impairment/deafness and hearing aid evaluation where appropriate.
- A narrative report from the audiologist including diagnosis, progression, functional impact and recommendations for accommodation.

VI. Physical, Neurological Conditions and Mobility Impairment Documentation

Students requesting services and accommodations based on a physical, neurological or mobility impairment must provide medical documentation of their disability as it relates to the accommodations they are requesting. Documentation must be typed or word-processed and printed on the letterhead of either the practitioner or the agency hosting the practice. Documentation should meet the following criteria:

- A diagnostic statement identifying the disability date of the current diagnostic evaluation, and the date of the original diagnosis.
- A description of the diagnostic criteria used.
- Treatments and medications, assistive devices currently prescribed or in use.
- A description of the expected progression or stability of the impact of the disability over time, and recommendations for accommodation.

VII. Nonspecific Disabilities, Injuries, Conditions

Students applying for services and accommodations on the basis of nonspecific disabilities or injuries must submit documentation completed by a practitioner who is qualified by professional training and practice to diagnose and treat the impairment leading to the disability.

Students requesting accommodations on the basis of other nonspecific disability injuries and conditions must provide documentation consisting of:

- Medical or other licensed professional describing the nature of the condition including information pertaining to the history, expected course of treatment, and limitations resulting from the condition or treatments.
- Documentation must be recent in order to assess the current impact on academic functioning. The recency of documentation needed is assessed on a case by case basis.
- Documentation must be comprehensive and establish clear evidence of significant impact on academic functioning.
- Documentation must be relevant to the requested accommodations. Recommended accommodations should be supported by the diagnosis.

VIII. Service Animals

The Americans with Disabilities Act (ADA) defines a service animal as any “guide dog, signal dog, or any animal individually trained to provide assistance to an individual with a disability.” A service animal is used by a person with a disability to facilitate access. There may be some restrictions imposed. For example, service animals may be prohibited in clinical practicums of nursing and health science programs, in food service programs, or in laboratories that can pose a safety risk. These exceptions are determined on an individual basis to determine whether the animal poses a possible danger, and if other reasonable accommodations can be provided. Overall, it is the student’s responsibility to ensure the safety of the animal. A student must show that the animal is certified as a service animal, is licensed and the animal must have a health statement, including vaccinations from a licensed veterinarian dated within the past year. The animal should wear some type of commonly recognized identification symbol at all times. A service animal may be excluded from campus when that animal’s behavior poses a direct threat to the health and safety of others. When an assistance animal is determined to be out of control as reported by students, staff or administration, the infraction will be treated on an individualized basis.

Confidentiality

All documentation of disability submitted to Student Disability Services is used solely for the purpose of identifying appropriate support services. Disability documentation provided by a physician, psychiatrist, psychologist or other recognized professional is not subject to free access under the Family Educational Rights and Privacy Act of 1974 (FERPA). The information regarding a student’s disability will be shared by SDS on a limited basis, and then only when there is a compelling reason for such disclosure. This means that a faculty member generally does not have a need to know what the disability of a student is, only that it has been appropriately verified by SDS.

How Faculty and Administration Notify Students of Services

NOC is required to disseminate sufficient information to students informing them of their rights offered by ADA. The methods of providing this information are listed below:

1. Student Rights and Responsibilities Handbook

The Student Rights and Responsibilities Handbook includes the statement, “Students with disabilities that anticipate needing academic assistance or accommodations are encouraged to schedule an appointment with Student Disability Services as soon as possible. Students who identify themselves as requiring disability-related services are asked to provide current testing information or other relevant documentation. Student Disability Services can be found in the Counseling and Career Services Office.”

2. Class Schedules

The Northern Oklahoma College class schedule each semester contains this statement in the General Information Section:

Adaptive Needs

Students who have special requirements for some of their educational and physical needs while at Northern Oklahoma College should contact Counseling and Career Services for assistance. Accommodations for students with disabilities are based upon individual needs of the student. For assistance at the Tonkawa campus contact Counseling and Career Services, Vineyard Library-Administration Building 101B, or call 580.628.6651. For assistance at the Enid campus contact Counseling and Career Services, Everest Administration Building, at 580.548.2309. For assistance at the Stillwater campus, contact Debbie Quirey, Vice President, Cowboy Mall, at 405.744.2212.

3. Course Syllabi

NOC faculty include the following statement in their course syllabi each semester:

If you believe you have a disability of any type, please let me know within the first two weeks of class so I can work cooperatively with you and the Counseling Office to provide reasonable and fair opportunities for you to be a productive and successful learner in this course. It is your responsibility as a student to notify the Counseling Office of your disability. Faculty have an obligation to respond when they receive official notice of a disability from the Counseling Office but are under no obligation to provide retroactive accommodations. To receive services, you must submit appropriate documentation and complete an intake process during which the existence of a qualified disability is verified and reasonable accommodations are identified. The Counseling Office numbers are as follows: Tonkawa campus 580.628.6651, Enid campus 580.548.2309, Stillwater campus 405.744.7116, University Center-Ponca City 580.716.5600. For more information on the ADA Policy, you may also contact Northern’s Compliance Coordinator, Dr. Mark Edwards, at 580.628.6282; for the University Center in Ponca City, contact Ellan Edwards at 580.718.5607.

Services Available

Student Disability Services is committed to providing assistance to students that will facilitate their independence and academic progress. Students should utilize these services to support their academic goals. Reasonable accommodations are based on appropriate documentation and disability-related need, not on desire.

Students should be aware that services will be designed in a manner to remove barriers in the classroom that could hinder a student’s ability to learn. Services are not intended to give the student an unfair advantage over other students in the class. Each case will be viewed individually and determinations made upon the documentation submitted and discussion with the student.

When providing accommodation for disabilities, institutions of higher education are not required to lower academic standards or compromise the integrity of the school or program.

Services on an Individual Basis May Include:

Instructor Notification

To aid students in securing appropriate services, the office provides instructors with written verification of a student's disability and recommendations for academic accommodations. Students are encouraged to identify themselves to their instructor(s) for implementation of the identified classroom accommodations.

Extended Test Time

The coordinator of Student Disability Services will provide instructors written notification of the student's disability and the necessary accommodations at the beginning of each semester. Requests for extended time and/or a minimally-distracting environment are general requests for many disabilities. The student should talk personally with their instructor as soon as possible, preferably during the first two weeks of class to explain the need for alternative testing. Instructors may contact the Student Disability Services Office if there are questions about the request or procedures. The instructor and the student should agree on an acceptable time and place for alternative testing. In the event the instructor is unable to facilitate the testing needs of the student, the Testing Center has areas available for students who have documentation to support alternative testing. Exams may be scheduled during the regular office hours of 8:00 am to 5:00 pm weekdays, and tests must begin no later than 3:00 pm and end no later than 5:00 pm. Examinations are administered and timed according to the specifications of the student's instructor and Student Disability Services. Students must notify the Testing Center as soon as the test date has been assigned.

Campus Orientation

The office will provide students with a detailed campus map that highlights accessible entrances to buildings and handicapped parking spaces and will provide a personal campus orientation upon request.

Classroom Accessibility

If a student with a disability enrolls in a course that is scheduled in an inaccessible location, the student should notify Student Disability Services to obtain a change in classroom location.

Classroom Accommodations

Special seating arrangements will be available for students with documentation on their specific disability. Example: Hearing impaired or visually impaired student may request to sit in the front of the classroom.

Readers or Scribes for Tests

Readers and scribes are provided in the Counseling and Career Services Office for test taking only. A counselor from the Counseling and Career Services Office will be made available for the student as specified in their documentation. The reader will not offer clarification. If clarification of the question is a problem for the student, he/she may write a brief explanation of how he/she understood the question so the instructor will understand the point of view of the answer. The disability law considers typing of papers a personal service and is not available at this time.

Faculty Liaison

The role of the liaison or coordinator is to assess individual students' needs and help to develop and implement plans to accomplish their needs. The goal is to raise awareness of learning differences and explain accommodations. Students are encouraged to be self-advocates and are provided guidance when necessary. Most faculty-student issues can be resolved between the two parties. In the event there is a communication problem or no resolution, the coordinator of Student Disability Services will act as a liaison.

Deaf/Hard of Hearing Services

A local agency, contract personnel, or real time captionist may be utilized to provide these services. Students requesting these services should notify SDS as soon as possible. If a class will be missed, at least 48 hours advance notice is expected. A "no show" or notice less than 48 hours in advance will be counted as a "miss," save in extenuating circumstances. Three misses will result in suspension of services until the student meets with the SDS office.

Tutoring

Tutoring is available to all students through each academic division. Students are encouraged to locate these services for their individual class subjects early in the semester to ensure easy access when they wish to utilize the tutoring services.

Notetaking Assistance

Students may arrange for assistance in note taking by asking for a volunteer notetaker. To request volunteer notetaking, the student is responsible to contact Student Disability Services. A letter will be sent to the student's instructors requesting an in-class volunteer notetaker solicitation. "Volunteer Notetaker Packets" which include NCR paper (no carbon required) are available in SDS. The Volunteer Notetaker Program is not intended to replace class attendance. If the student misses a class, he/she is not eligible to receive notes for that day from the regular notetaker unless the instructor agrees.

Recorded Textbooks

Students may register with Recordings for the Blind and Dyslexic. Student Disability Services will supply the application for the student to submit to the Recording for the Blind and Dyslexic.

Tape Recorder

When documentation warrants, students are encouraged to tape lectures. Students are responsible for providing their own recording device.

Student's Responsibilities:

- The student must complete a Service Request Form (SRF) each semester to request services (e.g. instructor notification, notetaking assistance, alternative testing, etc.).
- SDS will respond to requests when made. To help ensure timely provision of appropriate accommodations early notification is essential. Students are expected to make Deaf/Hard of Hearing request for services immediately after enrollment.
- Students should arrive early the first day of class in order to introduce themselves to the instructor and position themselves for the best view of any visual information displayed.
- When multiple accommodation options exist, a determination will be made as to the most reasonably appropriate accommodation. Individual preference will be considered in the decision-making process, and accommodations that are equally effective to the requested accommodation will be considered.

Students that are provided Deaf/Hard of Hearing services are required to:

- Be on time.
- Inform the SDS of any changes in scheduled class (es) or meeting(s), (e.g. cancelled class, dropped course, or a change in class location).
- Raise his/her hand or call the instructor's name when he/she desires to participate in class discussion.

Northern Oklahoma College
Tonkawa Enid Stillwater

INCIDENT REPORT PROCEDURES

Students who believe they have received inappropriate or inadequate services from the Student Disability Services Office are encouraged to and have the right to file an incident report with the Vice President for Student Affairs. Students must take the initiative to file a form on their own behalf. Students will receive a written response in a timely manner. Students are encouraged to recommend options to help rectify the issue.

ALL DECISIONS MAY BE APPEALED TO THE COLLEGE PRESIDENT

If a student is not satisfied with the response, he/she may file a complaint with the Office for Civil Rights.

The OCR office for Oklahoma is located at:

Sequoyah Memorial Office Building
2400 N. Lincoln Blvd.
Oklahoma City, OK 73105
Telephone: 405.521.3529
FAX: 405.522.3197
Email: civil.rights@okdhs.org

The OCR National Headquarters is located at:

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson
Dept. of Education Building
400 Maryland Ave.
Washington, DC 20202-1100
Telephone: 1.800.421.3481
FAX: 202.453.6012; TDD: 877.521.2172
Email: OCR@ed.gov

Northern Oklahoma College
Tonkawa Enid Stillwater

INCIDENT REPORT FORM

Name _____ Time _____

Date _____ Class _____

Problem (Please be specific) _____

Recommended Solution _____

Student Signature _____ Date Filed _____

For Office Use Only

Response _____

Staff Signature _____ Date Filed _____

