



Accessibility Resources Handbook

Accessibility Resources Office
Student Success Center
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Accessibility Resources Handbook

The *Accessibility Resources Handbook* has been prepared for general information purposes only. No statement appearing in this *Handbook* constitutes a contractual obligation by Oklahoma Christian University. If any official policy statements of the University are in contradiction to statements appearing in this *Handbook*, such official policy statements will be deemed to supersede the statements appearing in this document. The Board of Trustees and the University reserve the right to alter the terms of official policy statements and/or this *Handbook* at any time, without advance notice.

Introduction

The Accessibility Resources Handbook has been developed to provide students with an outline of the services provided by the Accessibility Resources Office. Please familiarize yourself with the information outlined in the *Handbook*. If you have additional needs that are not specifically addressed, please contact the Accessibility Resources Office (ARO) housed within the Student Success Center. (405.425.5922) The ARO is committed to providing assistance to students with disabilities that will facilitate their independence and academic progress.

How Do Students Access Services?

Students with disabilities who wish to access services should contact the ARO, housed within the Student Success Center (405.425.5922) or studentsuccess@oc.edu. Students may also complete an Initial Accommodations Inquiry form, [here](#). Provision of services includes an intake interview process during which the existence of a disability and any functional limitations are verified and appropriate strategies, reasonable accommodations, and resources are identified through an interactive process between the student and the ARO.

How do students qualify for services?

The ARO is committed to serving all students with disabilities as defined by federal regulations.

A qualified person with a disability means:

...an individual with a disability, who, with or without reasonable modification to rules, policies, or practices, the removal of architecture, 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.

(Public Law 101-336. Section 201)

The federal legal definition of a disabled person includes a person who:

- 1.) has a physical or mental impairment which substantially limits one or more major life activities: or
- 2.) has a record of such impairment: or
- 3.) is regarded as having such an impairment

(Public Law 101-336, Section 3)

What documentation is required?

Students must provide documentation of their disability and their need for accommodation before receiving services. 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 student's Individualized Educational Plan (IEP) or 504 Plan may not provide sufficient documentation, depending on where it was issued.

In general, students requesting accommodations on the basis of disabilities or other disabling medical conditions must provide documentation consisting of:

- **Description of the disability** from a medical or 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 should be recent** (within the past 18 months) in order to assess the current impact on academic functioning.
- **Documentation should be comprehensive** and establish clear evidence of a significant impact on academic functioning.
- **Recommendations** for reasonable accommodation. These recommendations should be supported by the diagnosis.
- **Credentials and license number** of the diagnosing professionals.

Please note that the ARO will make the final determination of eligibility for accommodations.

The information obtained is confidential and is used solely for the purpose of identifying appropriate support services. Information regarding a student's disability is only released with written permission from the student or as directed by a court of law.

How does a student obtain services?

Accommodations must be requested by the student in writing each semester.

Students must complete an Accommodation Inquiry Form, [here](#) to initiate their requests, which should be done prior to or at the beginning of the semester to help ensure timely provision of necessary and reasonable accommodations. Students may also identify themselves to their instructors to facilitate the implementation of the identified classroom accommodations.

Consultation among the student, his/her instructor(s) and the Director of Accessibility Resources may be necessary for some accommodations. Each student is authorized to act as his/her own advocate and has the major responsibility for securing assistance. Early and consistent contact with the ARO will help ensure timely identification and provision of services and accommodations through the interactive process.

Accommodations are not retroactive and begin only after documentation is received and a reasonable time for accommodation development has been allowed.

What Services Are Available?

Assistance is tailored to the needs of the individual student. Accommodation letters are designed in a manner intended to remove barriers that hinder learning and allow maximum independence, educational equity, and access. Reasonable accommodations are based on specific disability related needs and are granted on a case by case basis after an interactive process with the student has taken place. Academic support services offered, based on individual need, may include but are not limited to:

- Instructor notification
- Note-taking assistance
- Alternative testing accommodations
- Assistance in obtaining texts in alternative formats
- Interpreter services
- Classroom accessibility
- Additional accommodations as necessary

The Americans with Disabilities Act does not require colleges to provide personal assistants, individual personal tutors, or personal assistive technology. Whenever possible, the ARO will refer students to agencies which may provide personal assistance of that nature. Reasonable accommodations are not made which reduce academic expectations, standards, or which would eliminate essential components of any course or campus program.

Instructor Notification

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

Note-taking Assistance

Students may arrange for note taking assistance by securing a volunteer note taker or by tape recording lectures with the professor's consent, or working with the ARO to obtain copies of instructors' lecture notes, as available.

The Note-taking assistance accommodation is not intended to replace class attendance, and class attendance requirements will be enforced unless the student has attendance related accommodations that have been previously discussed with the course instructor. If the student receives the accommodation to record the class lecture, it is the student's responsibility to get the consent of the instructor and to be present to record the lecture. If the student does not have a recording device, the student with disabilities may check out an audio recorder from the ARO. The student is responsible for the return of the voice recorder at the conclusion of each semester, or he/she will be billed for the cost of the equipment.

Alternative Testing

Students with disabilities may request modifications in course examination requirements or formats. Authorized testing accommodations are designed to assist students in demonstrating their skills or acquired knowledge rather than the impact of their disabilities.

The following steps have been established for students and instructors to initiate alternative testing. The student must contact the ARO to complete an intake interview and request academic accommodations that include specific testing accommodations. An accommodations letter will be sent to the student's instructors, notifying them of the student's academic accommodations. Students will be given the testing link for the Testing Center via email that allows them to schedule their test. The Director of Accessibility Resources will notify the student's instructor(s) of recommended testing procedures in the student's accommodation letter. Consultation among the student, his/her instructor(s), and the Director of Accessibility Resources may be necessary before some testing accommodations are authorized.

Alternative Format Test Materials

The ARO provides assistance to students in obtaining required texts in alternative (i.e., audio, large print, or braille) formats. If a student is eligible to obtain recorded textbooks and equipment, the Accessibility Resources Office will assist the student in processing the application(s) to Recordings for the Blind and Dyslexic (RFB&D) and/or Oklahoma Library for the Blind, if necessary. ARO will work with students to order books on tape through the student's own membership. Students need to identify the required texts as soon as possible to begin this process. Early identification and requests are important in order to ensure timely receipt of materials. Students with disabilities may request assistance in obtaining text materials in large print or braille format if this is determined to be the most effective reasonable accommodation.

Interpreter Services

Freelance interpreters are utilized to provide interpreter services. Students using interpreters must notify ARO (405.425.5922) as soon as possible of their interpreter needs. If a class will be missed, at least 24-hour advance notice is expected. A “no show” or notice of less than 24 hours will be counted as a “miss.” Three missed assignments will result in the suspension of services until the student meets with the ARO.

Classroom Accessibility

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

Emergency Evacuation Procedures

To ensure personal safety in emergency situations, the following guidelines should be observed by students with disabilities. In advance of emergency situations, be aware of at least two exit possibilities for each location. Notify instructors and/or classmates of the type of assistance you need during an emergency situation. In the event of a fire, immediate and complete evacuations are preferred if it can be accomplished in a safe manner. If immediate and complete evacuation is not possible, ask someone to assist you to a “safe area,” such as an enclosed stairwell, until emergency personnel arrive and complete evacuation. The assisting individual should stay with you until emergency personnel arrive. In addition, you should ask a second person to immediately notify emergency personnel of your location and the type of assistance required. In the event of a tornado warning, you should utilize elevators and proceed to the lowest floor of the building. Request assistance from instructors or classmates if assistance is needed. If elevator use is not possible, then the fire evacuation procedures (above) should be followed. Once you have reached the lowest possible floor, remain in the corridors, away from windows and exterior doors.

Complaints: Incident Report Form and Request for Review of Provision of Accommodations

Students may register complaints regarding physical, programmatic, or attitudinal barriers they encounter at Oklahoma Christian University using the “**Incident Report Form**” available upon request. This procedure has been implemented to:

1) identify physical access problems on the campus; and 2) use feedback from students to improve the delivery of services.

Students who wish to contest a decision of the ARO regarding requested accommodations or curricular modifications or a decision of a faculty member to not provide recommended accommodations can initiate a “**Request for Review of Provision of Accommodations.**” The ARO will advise students and provide the appropriate form upon request.

Students who are not satisfied with the response they receive may file a complaint with any of the following agencies:

Office of Disability Concerns
2400 N. Lincoln Blvd., Room 112
Oklahoma City, OK 73125
Mailing: P.O. Box 25352, Oklahoma City,
OK 73125
odc@odc.ok.gov
Local: (405)521-3756

Kansas City Office
Office for Civil Rights
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, 3rd floor, Suite 320
Kansas City, MO 64106
Telephone: 816-268-0550

FAX: 816-268-0599; TDD: 800-877-8339
Email: OCR.KansasCity@ed.gov

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of
Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-245-8392; TDD: 800-877-8339
Email: OCR@ed.gov

Differences Between High School & Postsecondary Services

High School

Postsecondary

LAWS:

- *IDEA (Individuals w/Disabilities Act)
- *504 (Section 504, Rehab Act, 1973)
- *ADA (Americans with Disabilities Act, 1990)

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RESPONSIBILITY:

School districts are responsible for identifying Evaluating, and planning educational Interventions.

Students are responsible for self- identification and for obtaining disability services.

INTENT:

- *Legal Mandate
- *Foster Success

- * Civil Rights, non-discrimination
- * Equal access

IDEA is to provide for a free and appropriate public education (FAPE) in the least restrictive environment to eligible students with disabilities, Including special education and related services, 504/ADA are to ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any public institution or entity.

504/ADA ensures that no otherwise qualified person with a disability will be denied access to, the benefits of or be subjected to discrimination by any program or activity provided by any public institution or entity.

All infants, children and youth requiring special education services until age 21 or graduation from high school are covered. A list of disabilities is provided in IDEA and includes specific learning Disabilities.

All qualified persons with disabilities who meet the entry age level criteria or particular program entry criteria of the college and who can document the existence of a disability as defined by the ADA are covered.

DISABILITY is defined as “any physical or mental impairment that substantially limits one or more major life activities; having a record of such an impairment; or being regarded as having an impairment.” Students must be “otherwise qualified” which requires meeting established criteria (e.g. admissions, course expectations, graduation).