Student Disability Services Handbook

Office of Student Services

Last Updated: September 2026
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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, Eastern Oklahoma State 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 Eastern Oklahoma State College. If any policy statements of the College are 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.

Eastern Oklahoma State College Student Disability Services

Eastern Oklahoma State College is committed to providing support services to eligible students with documented disabilities. The Student Disability Services Handbook 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 SDS office. The Eastern Oklahoma State College SDS office 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.) The ADA Committee is comprised of students, faculty, and staff. 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 the SDS office. The SDS office is located on the Wilburton campus in the Enrollment Center (Library #156, 918.465.1810). Students can expect to meet with a trained professional 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 SDS coordinator 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 the SDS office 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 SDS 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 a 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:

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

Learning Disability Documentation

Students applying for services and accommodations on the basis of a learning disability must submit a comprehensive report of a psycho-educational 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 psycho-educational 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 & written language. Acceptable instruments include: the Wechsler Individual Achievement Test (WIAT) or specific achievement tests like 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 Psycho-educational Battery-Revised are 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.

ADD/ADHD Documentation

Students applying for services and accommodations on the basis of ADD/ADHD must submit a comprehensive report of a psycho-educational assessment completed by a psychiatrist or licensed psychologist who has experience diagnosing and treating this condition. This psycho-educational 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 psycho-educational assessment, documentation must address the following criteria:

- DSM-V 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.

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-V 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.

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.

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.

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. A diagnostic statement identifying the disability date of the current diagnostic evaluation, and the date of the original diagnosis should be included in the report.

- 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.

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.

Service Animals

The Americans with Disabilities Act (ADA) defines a service animal as "any dog that is individually trained to do work or perform tasks for an individual with a disability". Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. *Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.*

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 a service 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 SDS 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

EOSC 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:

Student Handbook

Under the heading "College Services" the Eastern Oklahoma State College Handbook states, "Students that have disability-related academic needs are encouraged to schedule an appointment with Student Disability Services located in the Enrollment Center." Students who identify themselves as requiring disability-related services are asked to provide current test information as documentation.

Course Syllabi

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

Accessibility Policy

The faculty, staff, and administration at Eastern Oklahoma State College will adhere to the policies as set in the Americans with disabilities Act (ADA) (http://www.eosc.edu/americans disabilities act.aspx) and are committed to making reasonable accommodations for all with disabilities who are qualified to be in an Associate degree program. Eastern's learning platform for online course delivery (Blackboard Learn) also meets accessibility standards.

Students are responsible for submitting all professional documentation outlining specific needs and requirements to the Student Disability Services Coordinator in the Enrollment Center (Library #156, 918.465.1810). This professional documentation must be established before any accommodations can be made by the instructor or by appropriate college personnel. Depending of the specific documented disability of the qualified student, course accommodations may include a wide variety of options. Any accommodations will be determined by campus personnel responsible for ADA accommodations in conjunction with the professionally documented disability of the student.

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, and not 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:

- ## 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. Ex: Hearing impaired or visually impaired students may request to sit in the front of the classroom.

- ## Extended Test Time
  The SDS coordinator will provide instructors with 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 SDS coordinator 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 SDS coordinator will secure a testing room for students who have documentation to support alternative testing. Exams may be scheduled during the regular office hours of 8 a.m. to 5 p.m. on weekdays, and requires tests begin no later than 3 p.m. and end no later than 5 p.m. Examinations are administered and timed according to the specifications of the student's instructor and the SDS office. Students must notify the SDS coordinator as soon as the test date has been assigned.

- ## Scribes for Tests
  Scribes are provided through SDS for test taking only. A staff member from SDS will be made available for the student as specified in their documentation. The scribe will not offer clarification. If clarification of the question is a problem for the student, they may write a brief explanation of how they 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
  SDS also performs the role of liaison 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 SDS coordinator will act as a liaison.

- **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.

- **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 advanced notice is expected. A "no show" or notice less than 48 hours in advance will be counted as a "miss," save extenuating circumstances. Three misses will result in suspension of services until the student meets with the SDS office.

- **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 SDS. A letter will be sent to the student's instructors requesting an in-class volunteer notetaker solicitation. "Volunteer Notetaker Packets" which include no carbon required (NCR) paper are available in SDS. The Volunteer Notetaker program is not intended to replace class attendance. If the student misses a class they are not eligible to receive notes for that day from the volunteer notetaker unless the Professor agrees.

- **Recorded Textbooks**
  Students may register with Recordings for the Blind and Dyslexic. SDS 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. If the student does not have a tape recorder the student may check out a tape recorder from the SDS office, as available. Students are required to sign a form in the SDS office stating they will return the tape recorder at the end of the semester, or there will be a hold placed on their records and they will be billed for the cost of the equipment.

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 begins.
- 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. "Equally effective" needs to be met as the criterion in the decision making process.

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).
- When the student desires to participate in class discussion or ask a question, raise your hand or call the instructor's name.

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, they may file a complaint with the Office for Civil Rights.

The OCR office for Oklahoma is located at:
Kansas City Office
Office for Civil Rights
U.S. Department of Education
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114-3302
Telephone: 816-268-0550
FAX: 816-823-1404; TDD: 877-521-2172
Email: OCR.KansasCity@ed.gov

The OCR National Headquarters is located at:
U.S. Department of Education
Office for Civil Rights
Customer Service Team
550 12th Street, SW
Washington, D.C. 20202-1100
Telephone: 1-800-421-3481
FAX: 202-245-6840; TDD: 877-521-2172
Email: OCR@ed.gov