



# Nondiscrimination Policy

Office of Human Resources, Payroll & Records  
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## EOSC Nondiscrimination Policies

Eastern Oklahoma State College, in compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, and Title IX of the Education Amendments of 1972 (Higher Education Act), the Americans with Disabilities Act of 1990, and other federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, genetic information, sex, age, sexual orientation, gender identity, religion, disability, or status as a veteran, in any of its policies, practices or procedures. This provision includes, but is not limited to admissions, employment, financial aid, and educational services.

Eastern employs a person designated to handle inquiries regarding accessibility and non-discrimination policies:

Carl Perkins Advisor/VA & ADA Coordinator  
Enrollment Center, Library 156  
918.465.1810

IDEA VS Section 504/ADA outlined on next page.

If you should have any additional questions, contact Eastern at:

Main Campus: 918.465.2361  
Toll Free: 855-534-3672  
Relay Oklahoma number: 800-522-8506 TDD

## IDEA vs. Section 504/ADA

Section 504 and the ADA, which apply to postsecondary education, are very different from the Individuals with Disabilities Education Act (IDEA), which covers grades K-12. This means that some adjustment of the perspectives of students, parents, and instructors is necessary when making the transition from high school to college.

<b>IDEA</b>	<b>Section 504/ADA</b>
<p><b>Every Child</b> is entitled to a <u>Free and Appropriate Public Education</u> (FAPE) in the "least restrictive environment" possible.</p>	<p>Students compete for admission and must be "otherwise qualified" to enter college, <b>without consideration of disability</b>.</p> <p>Students participate in the general curriculum of the college. No continuum of placement exists.</p>
<p>Focused on creation of an Individualized Education Plan (IEP) that will help the student participate in the general curriculum as much as possible</p>	<p>Few colleges have "plans" for students with disabilities. Most outline accommodations without regard to goals or progress.</p>
<p>Requires yearly meeting of general education teachers, special education teachers, and auxiliary service personnel to discuss progress and set goals.</p>	<p>The student is responsible for meeting with disability services and with instructors to discuss needs and concerns.</p>
<p>Often involves significant modification of the curriculum and of assessments (e.g., students may learn only the major concepts of a unit, may be able to take shortened tests, or be exempt from certain assignments.)</p>	<p>Instructors are NOT required nor encouraged to fundamentally alter the content or goals of their courses or the types of tests that are given, though they may be required to make changes that do not affect essential content or goals.</p>
<p>Classroom teachers receive copy of the IEP and should have a thorough understanding of the disability and the plan.</p>	<p>Instructors receive a brief summary of the disability in an accommodation letter, but are not given access to specific diagnostic data unless provided by the student.</p>
<p>There is often pressure on special education and general education teachers to do whatever is necessary to help students move on to the next level.</p>	<p>Students with disabilities should be graded by the same standard as other students., regardless of the means through which their responses are provided (on tape, orally, typed rather than handwritten).</p>
<p><u>Law of Entitlement</u> Guarantees SUCCESS</p>	<p><u>Civil Rights Law</u> Guarantees ACCESS</p>