

TABLE OF CONTENTS

Policy of Non Discrimination	1
Introduction	1
Student Responsibilities	2
OSU-Okmulgee Responsibilities	2
Qualifying for Services	2
a. Self Identify/Documentation	2
b. Academic Accommodations	3
c. Record Maintenance and Correspondence	3
Other Services	4
Internships and Practicums	4
Documentation for Specific Disability	5
a. Attention Deficit Disorder	5
b. Deaf and Hard of Hearing	7
c. Learning Disability	10
d. Medical	13
e. Mobility	14
f. Psychological	14
g. Visual	15
Appendices	16
a. Test Anxiety	16
b. Time Management	17
c. ADD: Strategies for College Students	18
d. Sample List of Academic Accommodations	19
e. Interpreter Request Form	20
f. Reader Request Form	20
g. Websites Related to Disabilities	21

POLICY OF NONDISCRIMINATION

The **Americans with Disabilities Act (ADA)** gives individuals with disabilities civil rights protection that is similar to that provided to all individuals on the basis of race, sex, national origin, and religion. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications. In September 1973, Congress passed Section 504 of the Rehabilitation Act. Section 504 states: "No otherwise qualified handicapped individual in the United States shall, solely on the basis of his/her handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" Consistent with the ADA and Section 504, the policy of OSU-Okmulgee is that no qualified individual with a disability may be discriminated against on the basis of his or her disability. Qualified individuals with disabilities are encouraged to seek admission to the university, and applicants are actively recruited for employment. OSU-Okmulgee is making affirmative efforts to accommodate qualified individuals with disabilities. Such efforts include elimination of physical barriers and the provision of individual accommodation. Our goal is to promote institutional programs and employment practices that are accessible to all individuals with disabilities.

INTRODUCTION

Counseling and Access Services(C&AS) at OSU-Okmulgee seeks to meet individual needs by coordinating and implementing internal policy regarding programs, services, and activities for individuals with disabilities. The department functions as a source of information and advice and as a communication link among individuals with disabilities, faculty and staff members, state rehabilitation agencies, and the community at large. Accommodating individuals with disabilities in a mainstreamed environment is the overall objective of the Counseling and Access Services.

Preparation: Prior planning is critical to a smooth transition and adaptation to OSU-Okmulgee. Accommodation planning at least **one month** prior to your arrival on campus is recommended.

New Student Advisement Day sessions are offered during the summer months. These sessions provide an excellent opportunity for a student to initiate the accommodation process. To receive orientation information, contact the Office of Admissions at 918.293.4680. Particular areas of study may require placement testing. Accommodations are available for the placement assessments and can be arranged by calling Counseling and Access Services at 918. 293.5246 one month prior to assessment.

Learning Style assessment is recommended prior to the beginning of the semester. This information can be most helpful to students as well as the Counseling and Access Services staff in preparing accommodation requests. The Assessment Center offers learning style assessment, career profiling and other assessments. To obtain more information regarding assessments please contact the Assessment Center at 918.293.5254.

STUDENTS RESPONSIBILITY

1. Self identify or disclose their disability to the Counseling and Access Services Office
2. Provide verifying documentation to C&AS
3. Obtain assessment and test results and provide them to C&AS
4. Act as independent adults
5. Arrange their own weekly schedules
6. Contact their instructors to activate and adopt accommodations for each class.
7. Arrange for and obtain their own personal attendants, tutoring and individually fitted or designed assistive technologies

POST-SECONDARY INSTITUTIONS RESPONSIBILITY

1. Protect a student's right to privacy and confidentiality
2. Provide access to programs and services which are accessible to persons with disabilities
3. Inform students of office location and procedures for requesting accommodations
4. Accept and evaluate verifying documentation
5. Determine that a mental or physical impairment causes a substantial limitation of major life activity based on student-provided verifying documents
6. Determine whether students are otherwise qualified for participation in the program or service, with or without accommodations, and if so, whether a reasonable accommodation is possible
7. Make reasonable accommodations for students who meet the above qualifying criteria
8. Provide reasonable access to program and service choices equal to those available to the general public
9. Make reasonable adjustments in teacher methods which do not alter the essential content of course or program
10. Assure that off-campus and contracted program facilities also comply with Section 504 (subpart e) and ADA
11. Inform students of their rights/responsibilities

QUALIFYING FOR SERVICES

SELF IDENTIFY/DOCUMENTATION

POLICY

Students requesting disability accommodations from the COLLEGE must self identify to C&AS. Students are required to submit current documentation of their disability to the C&AS office prior to the implementation of services except in the case of readily apparent conditions (i.e., blindness, quadriplegia). Students requesting accommodations must have a disability as defined by section 504 of the Rehabilitation Act and the Americans with Disabilities Act. In cases where documentation is deemed insufficient, the student will need to contact the physician or psychologist to obtain more information or participate in additional evaluations.

PROCEDURE

Once you have decided to attend OSU-Okmulgee, contact your diagnostician. In most cases, acceptable reports come from psychologists, psychiatrists, audiologists, speech therapists and physicians (documentation requirements vary, specific requirements are detailed under the sections detailing specific disability). Have your disability documentation forwarded to the C&AS office. Releases are available, should you choose to have the documentation mailed or faxed to this office. The department will evaluate the documents and inform you should there be a need for additional information. Taking care of this step ahead of time ensures that accommodations will be in place in a timely manner.

ACADEMIC ADJUSTMENTS/ACCOMMODATIONS

POLICY

With supporting documentation provided, academic accommodations will be made to ensure that academic requirements can be satisfied. It is generally considered non-discriminatory to adhere to academic standards that are essential to a course of study (i.e., setting a grade point average requirement for admission to a particular program). Requests for academic accommodations must be made in a timely manner. All requests for services should be made to C&AS office prior to the start of the semester. Although every effort will be made to fulfill late requests, untimely requests may result in a delay or substitution of accommodation. Academic accommodations must be supported by documentation. (see documentation information pertaining to specific disability).

PROCEDURE

A completed REQUEST FOR ACCOMMODATIONS form along with a copy of your class schedule needs to be brought to the C&AS office at the beginning of **each semester**. This form allows you to select which academic accommodations you would like to use in the classroom. Again, documentation must support these requests.

FACULTY NOTIFICATION

POLICY

The purpose of faculty notification is to make instructors aware that a student has been authorized to seek accommodations due to a disability. Notification does not imply that all accommodations will be in place; specific requests must be made on an as needed basis, i.e., reader. If a reader is needed, the **student is the make the request no less than 2 business days** prior to the requested date. In addition, instructors have been advised that they are not to provide accommodations to students prior to their registration with C&AS. C&AS does not notify instructors that there is a student with a disability in the classroom without student request. REMEMBER, the student is responsible for initiating the process.

PROCEDURE

To request letters to present to faculty, students are to stop by Counseling and Access Services at the **beginning of each semester** and request that accommodation letters be generated. Students must provide a schedule of classes for the semester and sign a release to have the letters sent to instructors. C&AS will then forward the accommodation letters to each instructor. Except in unusual circumstances, letters will be sent within 48 hours.

RECORD MAINTENANCE AND CORRESPONDENCE

POLICY

Records for students with disabilities are maintained in the C&AS office. Documents that relate to the student's disability are not a part of the academic record in the Registrar's Office. Except when deemed necessary, information regarding one's disability is not released without the consent of the student. Records pertaining to disability are maintained for ten years in the C&AS office. The department maintains a secure computer database that allows for the monitoring of academic progress.

PROCEDURE

The C&AS Office maintains a secure file cabinet to hold all disability documents, student information, releases and other information regarding Access Services.

OTHER SERVICES

REQUESTING A READER FOR ASSESSMENTS

Providing a reader for a student is the responsibility of Counseling and Access Services. To request a reader, **students** are to make the request no less than **48 hours or 2 business days** before the reader is needed. Requests are made by completing a Request for Reader Form (see Appendix F) in the C&AS office. Requests may be completed in advance for the entire semester.

TUTORING

Tutorial services are available to all students at OSU-Okmulgee through the Learning Resource Center. Personal or private content specific tutoring is considered the financial responsibility of the student. C&AS can assist the student in locating an individual for hire.

STUDY SKILL WORKSHOPS

Workshops covering a variety of topics are provided through the Student Success Center. Students can check with the C&AS office, website, or student calendar for current listings.

FUNDING

Counseling and Access Services does not provide funding for tuition, fees or books. While funding for academic accommodations to ensure equal access is provided by OSU-Okmulgee, funding for auxiliary aids is often available from state rehabilitation agencies such as Vocational Rehabilitation and the Division of Services for the Blind. Any student unsure about available resources should contact C&AS for referral.

INTERNSHIPS and PRACTICUMS

POLICY & PROCEDURE

If a student will require accommodation, it is the student's responsibility to request accommodation in advance. The department offering the academic program should inform students how much advance notice the unit requires to identify an appropriate internship/practicum placement and to make arrangements for accommodations (e.g., one semester, one year, etc. before the internship/practicum semester). Because the student may not fully realize the need for accommodation--they may not have a sense of what the internship setting will specifically demand--the department should initiate a meeting one semester prior to placement during which information about internship expectations might be shared and, once better informed, the student might then initiate a request for accommodative planning.

The student, the department, and C&AS need to begin early (at least one semester before placement) to plan for accommodations. Because it may be difficult to know what accommodations will be needed until the employer is involved and the nature of accommodations may vary across agencies, departments may prefer early agency involvement in identifying needed accommodations.

The student and department should seek a placement agency that (1) will provide an appropriate educational experience, (2) will make reasonable accommodations for the student, and (3) will negotiate with the student and the university to provide the services needed.

The student, the department, and C&AS should identify the accommodations needed, including resources and adaptive/assistive equipment, in advance of negotiations with the placement agency.

The student, the department, C&AS, and the employer/placement agency will develop a plan and negotiate accommodations satisfactory to all parties. University legal counsel will be consulted as needed. Employers are also subject to ADA requirements and may have a contact person who is familiar with the accommodations already being provided to agency employees. The agency ADA contact person may be able to provide assistance in making arrangements for student placements.

The student must be an active participant throughout the process of identifying an employer/ placement agency and identifying and negotiating accommodations.

DOCUMENTATION FOR SPECIFIC DISABILITY

ATTENTION DEFICIT DISORDER

Qualifications of the Evaluator

The name, title, and license or certification credentials of the evaluator should be stated in the report. The following professionals are considered qualified to evaluate ADHD: an appropriately licensed/certified psychologist (e.g. clinical or school psychologist) or a member of medical specialty who have expertise in evaluating the impact of ADHD on an individual's educational performance. A diagnosis of ADHD by someone whose training is not in these fields is not acceptable. All reports should be on letterhead, dated, and signed. Documentation prepared by providers other than those described herein will be considered on a case-by-case basis.

Current Documentation

An evaluation should be no more than three years old; exceptions to this guideline will be made on a case-by-case basis. Changes may have occurred in the student's performance since a previous diagnosis, or new medication may have been prescribed or discontinued since the initial diagnosis was made. Documentation should substantiate the need for service based on the student's current functioning in an educational setting.

Identification of ADHD

A comprehensive evaluation should include a clinical interview, assessment of attention difficulties, and a diagnosis of ADD or ADHD using DSM-IV criteria. A school plan such as an Individualized Education Plan (IEP) or a 504 Accommodation Plan is insufficient documentation to support a student's eligibility for accommodations but may be included as part of a more comprehensive report.

Clinical Interview

ADHD is by definition first exhibited in childhood and manifests itself in more than one setting; as such, relevant historical information is essential. A student's academic history should be included. A description of the individual's presenting attention symptoms should be provided, as well as any history of such symptoms. A family history of ADHD and the student's medication history also are important.

Assessment of Attention Difficulties

The evaluator should include any assessment data that supports or refutes a diagnosis of ADHD. Assessments such as checklists and rating scales are very important, but checklists, surveys, or subtest scores should not be used as the SOLE criterion for a diagnosis of ADHD. Most evaluators find it is valuable to administer, or examine the results of, intelligence tests such as the WISC-3, WAIS-R, or the Woodcock III-cognitive.

Diagnosis of ADHD using DSM-IV Criteria

Individuals who exhibit general problems with organization, test anxiety, memory, and concentration do not fit the diagnostic criteria for ADHD. Likewise, a positive response to medication by itself does not confirm a diagnosis of ADHD. The diagnostician should use direct language in the diagnosis of ADHD, avoiding the use of terms such as "suggests", "is indicative of", or "attention problems". **A specific statement that the student is diagnosed with ADD or ADHD and the accompanying DSM-IV criteria are required for services and accommodations.**

It is important to determine the current impact of the disorder on the individual's ability to function in multiple settings. As such, the evaluator must describe the substantial limitation(s) to academic learning, emotional and psychological functioning, interpersonal relationships and independent living skills. All data must logically reflect a substantial limitation to learning for which the individual is requesting accommodation.

Recommendations for Accommodations

The diagnostic report should include specific recommendations for academic accommodations. If accommodations are not specifically in the diagnostic report, the Counseling and Access Services Office may request this information before services can be provided. The final determination of appropriate and reasonable accommodation rests with the C&AS. A summary of diagnostic findings is a valuable component of the report. The summary might include an indication of how patterns of inattentiveness and/or hyperactivity validate the presence of ADHD, elimination of alternative explanations for academic problems (such as poor study habits, lack of motivation, psychosocial or medical problems), and a rationale for the academic accommodations requested.

In Summary, documentation for ADHD must be current, comprehensive, and include:

- The qualifications of the evaluator
- The findings from the clinical interview
- The results of the assessment instruments utilized
- A specific diagnostic statement
- The current impact of the disorder on the academic environment
- If applicable, the impact of pharmacological intervention on the symptoms
- Recommendations and rationale for accommodations

DEAF AND HARD OF HEARING

It is OSU-Okmulgee's intention to ensure that students continue to obtain the best service possible. Documentation for a deaf or hard of hearing student should include:

- A specific diagnosis
- The impact of the disorder on the individual with particular detail regarding the academic and/or residential setting
- Rationale when recommendations are made for specific accommodations

C&AS provides sign language interpretation for scheduled classes, labs, and other university events/activities. Please read the following guidelines regarding interpreting services carefully. If you have any questions, please make an appointment immediately for clarification.

Student Responsibilities in Requesting an Interpreter

It is the responsibility of the student requesting interpreting services to provide the office with their schedule immediately after enrollment. In the event of late enrollment, every effort will be made to secure accommodations as soon as possible. Any changes to a schedule prior to, or after the start of a semester, should be reported immediately to the C&AS office.

First Day of Class

You must notify C&AS if you will not attend class on the first day of the semester. If you do not notify the C&AS office, the Interpreter will be reassigned to another class.

If you arrive to class on the first day and the Interpreter is not there, wait 10 minutes for a 1-hour class or 15 minutes for a 1-½ hour class. If there still is no Interpreter, give your name to the instructor so you will not be dropped from the class, and go to the C&AS office.

Arriving Late

If you will be arriving late for class you should call the C&AS Office and leave a message. If you do not call, the Interpreter will wait 10 minutes for a 1-hour class or 15 minutes for a 1-½ hour class. After that, the Interpreter will leave and may be assigned to other duties for that day.

Planned Absences

If you have an appointment or meeting and will miss class you should advise the C&AS office or staff by phone, or in person as soon as you know you will not be attending class. The Interpreter will attend the first class and if you do not show up for class the interpreter will return to the office and will not be available for the next class until you call or come by the office to request interpreting services for that day.

Inside the Classroom

Questions and comments for the teacher should be addressed directly to the teacher, not to the Interpreter. The Interpreter will voice your questions, and then interpret the teacher's answers. The Interpreter will never answer the questions.

Outside the Classroom

You may need an Interpreter for class field trips, meetings, plays, movies, or other functions sponsored by the university. To request an Interpreter, you need to complete an **Interpreter Request Form (see Appendix D) and return the form to the C&AS office as** soon as possible, or at least one week prior to the event. Request forms are available in the C&AS office.

Requesting a Note Taker

Because it is difficult to watch the Interpreter while taking notes, you may ask your instructor to help you to identify a classmate willing to share their notes with you. Carbon note taking paper is available in the C&AS office.

At the beginning of the semester check your syllabus for dates when the instructor plans a video. Approach the instructor and inquire as to whether or not it is closed-captioned. If they have questions refer them to the C&AS.

Your interpreter is expected to follow the Code of Ethics under which they are classified, as well as to comply with all C&AS standards and policies. If conflict with an interpreter arises, make an appointment with the Director of Counseling and Access Services immediately.

When taking an examination, the student has the option to have the interpreter remain or to excuse them. Before you dismiss the interpreter make sure your instructor does not plan to lecture after the test.

Changing Your Interpreter

If you are not satisfied with your Interpreter and wish to have another interpreter placed in the class, you must:

1. Tell the Director of Counseling and Access Services (in detail) why you are not satisfied with your Interpreter.
2. The Director will talk with the Interpreter to see how they can improve.
3. If no improvements have been made after the next few class meetings and you are still unsatisfied, the Supervisor will assign a new Interpreter to your class.

GUIDELINES FOR THE INTERPRETER

The Role of the Interpreter

The Interpreter will follow the R.I.D. Code of Ethics. The Interpreter will arrive on time and wait for you outside the classroom. The Interpreter is in the classroom to sign what is said and to speak what is signed during class time. The Interpreter is not a tutor or teacher's aide. If you are not paying attention in class or if you are late to class, the Interpreter will not explain to you what you've missed.

Sign Mode Preference

At the beginning of the semester, the Interpreter will discuss with you your preference of signing (for example: ASL, PSE, SEE...) The Interpreter will try to accommodate your preference.

Definition of Interpreter/Transliterater

The Interpreter interprets between American Sign Language (ASL) and spoken English in both sign-to-voice and voice-to-sign.

The Interpreter will interpret everything that the teacher, students, and you say during class time. The Interpreter will also interpret everything you say to the teacher.

The Transliterater transliterates between English-based sign language and spoken English in both sign-to-voice and voice-to-sign.

Confidentiality

Interpreters shall keep all assignment-related information strictly confidential.

RID Code of Ethics

1. Interpreter/Transliterater shall keep all assignment-related information strictly confidential. The Interpreter/Transliterater will not talk to others about you, your classes, or your work.
2. Interpreter/Transliterater shall render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve. The Interpreter/Transliterater will interpret everything clearly.)
3. Interpreter/Transliterater shall not counsel, advise, or interject personal opinions. The Interpreter/Transliterater will not give his/her opinion about your class.
4. Interpreter/Transliterater shall accept assignments using discretion with regard to skill, setting, and the consumers involved. The Interpreter/Transliterater will not interpret classes he/she is not ready for.
5. Interpreter/Transliterators shall function in a manner appropriate to the situation. The Interpreter/Transliterater will be professional.
6. Interpreter/Transliterators shall strive to further his/her knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field. The Interpreter/Transliterater will go to workshops to improve their skills.
7. Interpreter/Transliterater, by virtue of membership in or certification by the R.I.D., Inc. shall strive to maintain high professional standards in compliance with the code of ethics. The Interpreter/Transliterater will follow these rules.

Contact C&AS

Counseling & Access Services Telephone – 918.293.5246, **e-mail** – c&as@osu-okmulgee.edu

Public TTY/TDD Telephone – 918.293.4636. Located in the Office of Admissions, Administration Building, this phone is available for OSU-OKMULGEE d/Deaf students' use during office hours (7:30 a.m. to 4:30 p.m.).

Interpreter: TTY/TDD: 918.293.4632, **Voice** 918.293.4948

LEARNING DISABILITIES

Students with learning disabilities make up the largest group of students requesting support from C&AS. As with ADD/ADHD, testing accommodations are the most common academic adjustment requested by students with learning disabilities. Requests for a reader MUST be made 2 working days prior to the test.

The Career Counselor/Transitional Advisor is available to meet with students to provide support services. This office is located in the Assessment Center, phone 918.293.4687.

Documentation Guidelines for Learning Disabilities

Proper diagnosis and documentation of learning disabilities is critical to implementing effective support and accommodations. The following guidelines for documentation are adapted from the Association of Higher Education and Disability (AHEAD).

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with learning disabilities are guaranteed certain protections and rights of equal access to programs and services; thus the documentation should indicate that the disability substantially limits some major life activity. The following guidelines are provided in the interest of assuring that LD documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.

The appropriateness of documentation takes the following four areas into consideration:

- qualifications of the evaluator,
- recency of documentation,
- appropriate clinical documentation to substantiate a significant discrepancy between ability and achievement, and
- evidence to establish a rationale supporting the need for accommodations.

Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, and neuropsychologists. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed and otherwise legible.

Recency of Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment. Documentation should be no more than 3 years old; exceptions may apply. In such cases, it may be appropriate to update the evaluation report. Since the purpose of the update is to determine the student's current need for accommodations, the update, conducted by a qualified professional, should include a rationale for ongoing services and accommodations.

Substantiation of the Learning Disability

Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis.

Minimally, the domains to be addressed must include the following:

- Aptitude
- Academic Achievement:

The following tests are considered appropriate in the substantiation of a learning disability:

Measurements of Aptitude

- Wechsler Adult Intelligence Scale - Revised (WAIS -R)
- Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test
- Stanford-Binet Intelligence Scale (4th ed.)

The Slosson Intelligence Test - Revised and the Kaufman Brief Intelligence Test are primarily screening devices, which are not comprehensive enough to provide the kinds of information necessary to make accommodation decisions.

Measures of Academic Achievement

- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)

Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The Wide Range Achievement Test - 3 (WRAT-3) is not a comprehensive measure of achievement and therefore is not useful if used as the sole measure of achievement.

Individual "learning styles," "learning differences," "academic problems," "test difficulty or anxiety," and "weaknesses" in and of themselves, do not constitute a learning disability. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as "suggests" or "is indicative of." If the data indicate that a learning disability is not present, the evaluator should state that conclusion in the report.

Standard scores and/or percentiles should be provided for all normed measures. Grade equivalents are not useful unless standard scores and/or percentiles are also included. The data should logically reflect a substantial limitation to learning for which the student is requesting the accommodation. The particular profile of the student's strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations. The tests used should be reliable, valid and standardized for use with an adolescent/adult population. The test findings should document both the nature and severity of the learning disability. Informal inventories, surveys and direct observation by a qualified professional may be used in tandem with formal tests in order to further develop a clinical hypothesis.

Evidence and Rationale Supporting the Need for Accommodations

It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodation does not, in and of itself, warrant the provision of a similar accommodation.

The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluators should describe the impact the diagnosed learning disability has on a specific major life activity as well as the degree of significance of this impact on the individual. The evaluator should support recommendations with specific test results or clinical observations.

The final determination for providing appropriate and reasonable accommodations rests with the university.

In summary, documentation of a Learning Disability must be current, comprehensive and include:

- The qualifications of the evaluator
- A current Psychoeducational evaluation
- A specific diagnostic statement
- The current impact of the disorder on the academic environment
- Recommendations and rationale for accommodations

MEDICAL DISABILITIES

The Americans with Disabilities Act recognizes that certain medical conditions result in impairment for which accommodation may be necessary. Diabetes, Lupus, Hemophilia, Cancer and Acquired Brain Injury are examples of medical conditions for which accommodation may be available. Students requesting accommodation should meet with the Director of Counseling and Access Services to determine their eligibility for services.

Documentation for Medical Disabilities should be completed by the attending physician and include:

- A specific diagnosis
- The treatment history and treatment plan
- The impact of the disorder on the individual with particular detail regarding the academic and/or residential setting
- Rationale when recommendations are made for specific accommodations
- In cases of head trauma, a neuropsychological battery is helpful in determining accommodation.

Documentation prepared by providers other than the attending physician will be considered on a case-by-case basis.

ORTHOPEDIC/MOBILITY IMPAIRMENT

Students with mobility issues should begin the planning process early in their academic career. As soon as you have made the decision to enroll, contact C&AS. For mobility impairments that are not readily apparent, documentation may be necessary and should include:

- A specific diagnosis
- The treatment history and treatment plan
- The impact of the disorder on the individual with particular detail regarding the academic and/or residential setting
- Rationale when recommendations are made for specific accommodations

Issues to consider when planning to attend OSU-Okmulgee:

Housing: C&AS works closely with University Housing to accommodate students. It is critical that housing requests involving accommodation be made to the housing office prior to the May 1st deadline.

Parking: All students parking on campus must register their vehicles with the university. The university does not determine eligibility for handicapped parking. When registering your vehicle, have your state issued handicapped placard with you.

Note taking and adapted seating are examples of classroom accommodations. Be prepared to discuss your needs with the Director of C&AS.

PSYCHOLOGICAL DISABILITIES

Otherwise qualified students may not be excluded from the programs and services of the university due to a psychological disorder. Some students with psychological/ psychiatric disabilities benefit from the availability of C&AS to act as a liaison between the student and the faculty. To implement accommodations, make an appointment with a C&AS counselor as early in the semester as possible. C&AS will require documentation that includes the following:

- A specific diagnosis
- The treatment history and treatment plan
- The impact of the disorder on the individual with particular detail regarding the academic setting
- Rationale when recommendations are made for specific accommodations

Documentation prepared by providers other than clinical psychologists or psychiatrists will be considered on a case-by-case basis.

BLINDNESS/VISUAL IMPAIRMENTS

Accommodations for students who are visually impaired are determined relative to the impact of the disability on program accessibility. Three 21-inch computer monitors are available to visually impaired students. Students requesting this accommodation need to contact the C&AS office to assure the monitors are in place. Documentation for visual impairments should be prepared by an ophthalmologist and include:

- A specific diagnosis
- The treatment history and treatment plan
- The impact of the disorder on the individual with particular detail regarding the academic setting
- Rationale when recommendations are made for specific accommodations

It is very important that students requiring taped texts notify C&AS of their need no less than one month prior to the start of the semester. Documentation prepared by providers other than ophthalmologists will be considered on a case-by-case basis.

SUMMARY

Counseling and Access Services' goal is to provide OSU-Okmulgee students with information and appropriate accommodations to make their educational experience a success. We trust this handbook can be of assistance in providing the information necessary to obtain academic accommodations. Please feel free to contact our office at 293.5246 or 293.4988, e-mail c&as@osu-okmulgee.edu.

APPENDIX A

TEST ANXIETY

Symptoms:

1. **Physical:** headache, increased heart rate, muscle tension, upset stomach
2. **Psychological:** fear, feeling overwhelmed, negative self-statements (“I can’t do it”, “What’s wrong with me” or “I’ll never get through it”), persistent worry, inability to focus/concentrate, going “blank” on questions

Study Skills:

1. Be sure to **study adequately** to increase probability that you will be able to recall the material; study in an **environment without noise** or interruptions
2. **Manage time** wisely and study throughout the semester to avoid “cramming”; this will increase confidence
3. Develop study habits that best **meet your learning style needs**; for example, if you are a visual learner, outline chapters and develop charts or graphs as study aids. If you are more auditory, see if it is possible to tape lectures to listen to when studying
4. **Take study breaks**; for example, study one chapter then practice some relaxation techniques, get up and stretch or get a drink of water
5. **Practice taking tests in classroom setting.**

Coping with Anxiety:

1. **Deep breathing:** take slow, deep breaths when you begin to feel fearful or overwhelmed
2. **Focus on the present** to distract from unnecessary worry, describe your surroundings—what do you see? Hear?
3. **Progressive muscle relaxation:** work from top to bottom of your body, tensing and releasing each muscle while closing your eyes and sitting in a relaxed position; combine with relaxing music
4. **Visualization:** Imagine yourself in a calm, safe, relaxing place, possibly a beach or other ideal vacation spot
5. **Use reinforcing self-statements** tell yourself “I can do this”, “It’s not as bad as I thought”, “I am calm and relaxed”, “I can control my fear”; use these statements with #1 and #3 above
6. **Avoid assumptions** do not assume others are doing better than you or that you will not complete the test in time—change these thoughts into positive reinforcing self-statements (i.e. “I am doing the best I can, just like everyone else in the class”)
7. **Avoid using “never” or “always”:** saying “I always fail” will lead you to self-defeating behaviors and is not a realistic statement; say “I can pass this test” and remember times in your life when you have succeeded at a task
8. **Set measurable, attainable goals** if your average test grade is 50, work on increasing this by 10-20 points and do not expect to achieve an “A” grade immediately; talk with your instructor or advisor to determine what goals are appropriate for you

APPENDIX B

TIME MANAGEMENT

Goal/Benefit

1. Meet deadlines
2. Achieve more
3. Have more free time
4. Lead a balanced life

Steps to Managing your Time

1. Keep a Time Log: notebook, day planner
(review weekly to see if you are completing tasks, etc.)
2. Make a "To Do" List: divide into "must do at certain time" and "can do during flex time"
3. Identify **peak times**: when do you have your most energy; Use this time to study & complete assignments
4. Schedule **time** for **breaks**: be sure to break for meals and rest/stretching
5. Use an Assignment Notebook: write down assignment; prioritize and break big assignments into manageable components with deadlines for completing each step

Pitfalls

1. Interruptions: do not take calls or visitors during planned study time
2. Procrastinating: promise yourself a reward for completing a task; making big projects manageable using #5 above will assist
3. Distractions: do not study with TV on or in high traffic areas; find a quiet space like the library

APPENDIX C

ATTENTION DEFICIT DISORDER: STRATEGIES FOR COLLEGE STUDENTS

1. Continue to **educate** yourself regarding ADD, strategies, accommodations that might be useful, legal rights and advocacy techniques.
2. **Sit** toward the **front** of the class to help you focus.
3. Use **note takers** or a **tape recorder** in classes.
4. Take time to get to know faculty and Counseling and Access Services staff and seek them out to request any assistance you need. **Seek help as soon as you experience difficulties.** Consider working with a counselor or advisor to help you learn coping strategies.
5. **Keep a planner** (assignment book or electronic scheduler) in which you record your assignments, dues dates for papers and projects, your plans for completion, your personal deadlines for steps to completion, dates of quizzes, mid terms and finals exams, and your plans for study periods.
6. Pick a quiet and comfortable study place (e.g. your room, library or an available classroom), **schedule study periods** and take frequent breaks to get physical movement and refresh yourself.
7. Set aside **15 minutes** at the end of your study time to review where you are on your various projects and to **plan the next day.**
8. Select courses that are high interest and a good fit for your **learning style.** Consider taking a reduced course load. If possible, request course substitution to fulfill requirements that pose great difficulty for you because of your disability. If you must take a difficult course, consider taking it during the summer or during a semester in which you have a light load.
9. **Request** needed accommodations in **advance** in courses, examinations and activities.
10. **Ask questions** if you do not understand an assignment or an exam question and if you remain unsure, you may note in writing your question and then proceed to complete the task to the best of your ability and understanding.

APPENDIX D

SAMPLE LIST OF ACADEMIC ACCOMMODATIONS

- Notetakers, interpreters, readers
- Permission to tape record lectures
- A proctor to read exam questions
- Additional time on exams
- Permission to use a calculator or spell checker
- Adaptive equipment such as a print enlarger or augmentative communication devices
- Scheduling classes (location, appropriate course load, etc.)
- Appropriate dietary alternatives in a school owned food service

APPENDIX E

OSU-OKMULGEE Interpreter Request Form

Last Name _____ First Name _____ M.I. _____

has requested to have an interpreter to be appointed for the following OSU-OKMULGEE event:

Event _____ Day _____ Date _____

Location/Address _____ City _____

Start/Departure Time _____ am _____ pm _____

End/Arrival Time _____ am _____ pm _____

Instructor(s) Name _____

APPENDIX F

OSU-Okmulgee Access Services Request for Reader

Name _____ ID _____

Date of request ____/____/____ Current time ____:____ a.m./p.m.

Reader requested for:

Day _____ Date ____/____/____ Time ____:____ a.m./p.m.

Class: _____

Instructor: _____

Building & Room _____

APPENDIX G DISABILITIES WEBSITES

<http://www.state.ok.us/~ohc/>

The **Office of Handicapped Concerns (OHC)** is an independent state agency whose purpose is to help state government develop policies and services that meet the needs of Oklahomans with disabilities. OHC serves as a resource, to people with disabilities, who want to present their views and recommendations to the Governor, the State Legislature and State agencies.

<http://www.captions.org/back.cfm>

Hundreds of links for deaf and hard of hearing, as well as other disability sites.

<http://www.okahead.org/>

For individuals with disabilities in **Oklahoma post-secondary education**, through collaboration and information dissemination, advocacy, professional and policy development, and research.



<http://www.ahead.org/>

The **Association on Higher Education and Disability (AHEAD)** is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities. The Association is a vital resource, promoting excellence through education, communication and training.

http://www.ldonline.org/finding_help/help.html

LD/ADD/ADHD national, federal, state, international links



<http://www.access-board.gov/about/ADA.htm>

Americans with Disabilities Act

<http://www.loc.gov/nls/>

National Library for Blind and Physically Handicapped: Braille and audio materials circulated to eligible borrowers through postage-free mail.



<http://www.ncil.org/>

The **National Council on Independent Living** is a membership organization that advances the independent living philosophy and advocates for the human rights of, and services for, people with disabilities to further their full integration and participation in society.

<http://www.usdoj.gov/crt/ada/janmar01.htm>

U. S. Department of Justice – ADA enforcement information

<http://www.readingandwriting.ab.ca/judypool/irlen.htm#Irlen>

Irlen's Syndrome – treatment suggestions