***ORU OFFICE OF STUDENT SUPPORT SERVICES***

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**Our Mission:**

To ensure that ***qualified students***with disabilities have **equal access** to educational opportunities at ORU by eliminating physical and educational barriers. Each student will then be able to participate freely and actively in all facets of University life under the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

**Who is protected by the ADA:**

* Anyone with a disability that substantially limits one or more major life activity
  + As a rule of thumb, a major life activity is something that contributes to the proper functioning of the human body (seeing, sleeping, hearing, talking, moving) or the proper functioning of internal organs. *The ADA does not specifically name all the impairments that are covered.*
  + The 2008 amendments to the ADA expanded major life activities to include self-care, the ability to perform manual tasks, learning, thinking, and working, among others.
* People who have a record or history of having a substantially limiting impairment
* People perceived by others as having such an impairment
* Those who associate with people who have disabilities

**Section 504 of the Rehabilitation Act of 1973:**

* “No otherwise qualified individual with a disability in the United States, shall, solely by reason of his or her disability, be excluded from the participating in, be denied the benefits of, or be subjected to discrimination under any program or activity ***receiving Federal financial assistance*…”**
* It goes on to explicitly say that **this applies to *“a college, university, or other postsecondary institution, or a public system of higher education.”*** Essentially, if an agency, institution, or entity accepts federal financial assistance, or accepts students who receive federal financial aid, it is prohibited from discriminating against anyone based on their disability.

**Student Support Services’ Responsibilities:**

* If students request instructional and testing accommodations in a class, they must disclose the need for the accommodations to the instructor and give the instructor any documentation provided by the Office of Student Support Services, typically a letter from that office validating the need for the specified accommodations. Students do not have to disclose their disabilities to their instructor, only the need for accommodations.
* To assess students’ requests for accommodations using the current disability documentation provided by the students
* To provide information regarding policies, procedures, rights, and responsibilities to students with disabilities, faculty, and staff
* To assist students in communicating with faculty about their disabilities and required accommodations, if needed
* To provide a letter of accommodation to faculty and students at the beginning of each semester (via email)
* To recommend appropriate learning tools on the post-secondary level
* To provide testing facilities and accommodations
* To ensure confidentiality of all information about students’ disabilities



**Academic accommodations may include but are not limited to:**

1. Extended time ( x 1 1/2 ) on exams
2. Extended time on assignments and deadlines for disability-related delays (Discussion with the professor to occur before the initial deadline)
3. Exams taken in a distraction-reduced environment
4. Computer use for exams
5. Ability to use scratch paper
6. Ability to use a calculator
7. Ability to use Spell check/Grammarly
8. Course information and reading lists in advance of classes
9. Copies of Instructor’s notes and presentations
10. Permission to tape-record classes
11. Flexibility in the attendance requirements in case of disability-related absences (Documentation of ongoing medical absences required)
12. Alternative formats (Bookshare)
13. Customized physical education class activities that allow the student to participate based on the parameters set forth by the student’s physician
14. Oral Proctor for Exams and Quizzes
15. Seating arrangements in classes
16. Elevator access
17. On-Campus shuttle service
18. Service Animals (dog or miniature horse)
19. Emotional Support Animals
20. Dietary accommodations
21. ADA Housing (Lower floor/Single room)

*\*The goal is to give the student with a disability equal access to the learning environment. Individualized accommodations are not designed to give the student an advantage over other students, to alter a fundamental aspect of the course, nor to weaken academic rigor.*

**STUDENTS WITH DISABILITIES RIGHTS - HIGH SCHOOL vs. POSTSECONDARY**

* K–12 public schools are legally responsible for their students’ education by working with a student and their parents to identify and evaluate a student’s disabilities and then follow up with the relevant medical, educational, and auxiliary support.
* In college, the process is more of a call and response between the student, who makes the request, and the school, who answers the request.

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|  | Individuals with Disabilities Education Act  (IEP or 504 Plans) | ADA and Section 504 (qualifying postsecondary schools) |
| Who is affected? | All children with a disability until they graduate from high school or turn 22 (whichever comes first) | Everyone with a disability, provided they are “otherwise qualified” to attend school |
| What happens if a school violates a student’s rights? | Appeals process with school or legal action | Appeals process with school or legal action |
| How is a disability assessed? | School is legally responsible for identification and evaluation of students’ disabilities | Student must provide documentation of the disability to the college (e.g., medical records, IEP/504 from high school) |
| How are accommodations made? | School develops and follows an IEP/504; may offer extra testing time or special education courses | Student must request “reasonable accommodations” on their own; school must respond to the request to provide equal access to education for all students |
| Who is responsible for the provision of specialized equipment such as wheelchairs? | School distributes necessary devices and aids | School does not distribute necessary devices and aids; students secure their own |
| Are parents involved in the process? | Yes; parents are actively involved | No; students over 18 are adults in the eyes of the law |

**Student’s Responsibilities:**

* To self-identify as a person with a disability to the Office of Student Support Services
* To provide up-to-date documentation from a qualifying medical professional that explains the disability
* To request academic accommodations that will ensure access to information and testing on an equal level with students who do not have disabilities

**https://oru.edu/current-students/my-services/disability-services/test-proctoring-procedure.php**

* To remind faculty one week in advance of academic accommodations required for test and assignments
* To coordinate with faculty on extended time due dates for assignments
* To ultimately accept responsibility for his or her successful education
* Renew accommodations with Student Support Services at the beginning of each semester

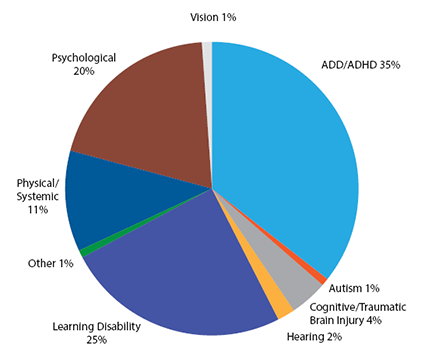
**Faculty’s Responsibilities:**

* To acknowledge the rights of students with dignity and respect
* To maintain the integrity of academic standards
* To maintain student confidentiality at all times
* To provide reasonable instructional and testing accommodations
  + - **https://oru.edu/current-students/my-services/disability-services/test-proctoring-procedure.php**
* To allow students to disclose their disabilities in an appropriate and confidential place
* The accommodations should not compromise the academic quality of the course
* Consider adding an accessibility or disability inclusion statement to your course syllabus
* The statement not only provides vital information to your students, but it also reminds them of your commitment to access throughout the semester. Below are two examples for your consideration:

1. ORU is committed to providing equitable access to learning opportunities for all students. If you experience educational barriers and have, or think you may have, a disability that qualifies under the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, visit Student Support Services in LRC 510, call 918-495-6689, or email disabilityservices@oru.edu for special accommodations and information on appropriate policies and procedures.

Disabilities may include but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Student Support Services and their instructors as soon as possible. Students must renew accommodations with Student Support Services each semester and all information is strictly confidential.

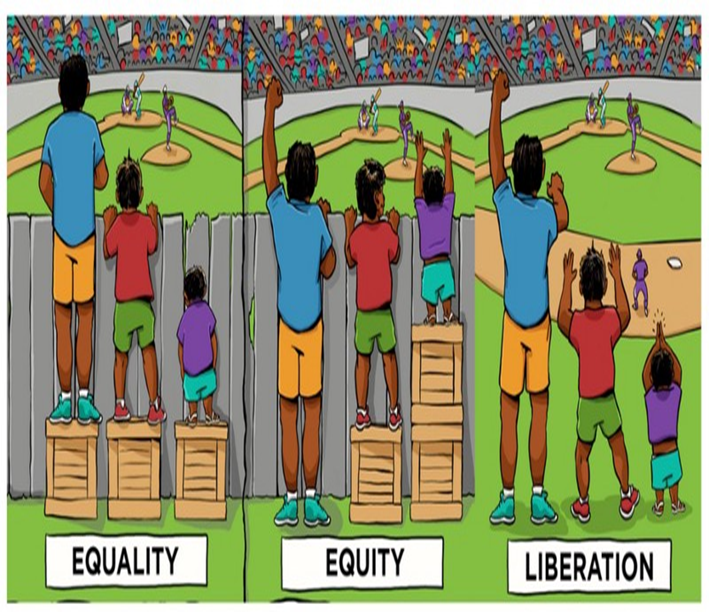
1. Usability, disability, and design: I am committed to creating a course that is inclusive in its design. If you encounter educational barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions if they do not compromise the intent of the assessment or learning activity. You are also welcome to visit the Office of Student Support Services in LRC 510, call 918-495-6689, or email disabilityservices@oru.edu to begin this conversation or to establish accommodations for this or other courses.



National Center for Education Statistics 2018

**ORU RESOURCES**

* + Student Support Services - https://oru.edu/current-students/my-services/disability-services/index.php
  + Dr. Evie Lindberg – https://oru.edu/faculty/evie-lindberg.php
  + Counseling Center - https://oru.edu/current-students/my-services/counseling-services/
  + Writing Center - https://oru.edu/current-students/my-services/writing-center/
  + Sharla Roach – Tutoring – x 6036 or tutors@oru.edu

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