

## Handbook for Students with Disabilities

This handbook has been developed to assist students with disabilities. It is designed to provide students with an overview of the services available to meet academic and physical needs. Every effort has been made to carefully address the varied needs of disabled students. However, if a specific need has not been addressed by this document, please contact the ADA Coordinator in the Office of Student Services.

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### How Do Students Access Services?

Students enrolled in post secondary education are required to self-identify if they would like to request services on the basis of disability. **Students with disabilities who wish to access services may initiate their request by contacting Student Disability Services which is located in the Student Services area.** Students can expect to meet with a staff member to discuss their special needs. During this intake process, students will have an opportunity to identify specific academic or physical accommodations. In addition, students must provide documentation concerning any disability for which they would like an accommodation.

### Student Eligibility

For Seminole State College to provide services to special needs students, eligibility must be established. Services are provided to 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 modifications to rule, 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. **(Public Law 101-336, Section 201)**

The federal definition of a disability includes a person who 1) has a physical or mental impairment which substantially limits one or more of such a person's major life activities; 2) has a record of such impairment; or 3) is regarded as having such impairment. **(Public Law 101-336, Section 201)**

Students are required to provide documentation of a disability prior to the provision of services. In the case of a physical disability, documentation from a physician is appropriate. In the case of a learning disability, documentation must be submitted from one of two sources:

- Students diagnosed with a learning disability prior to graduation from an accredited high school may submit the psycho-educational evaluation on file at the respective high school.
- Students diagnosed after completion of high school must submit a psycho-educational evaluation performed by a licensed psychologist. An annual directory of licensed psychologist. An annual directory of licensed psychologists is published by the Oklahoma State Board of Examiners of Psychologists. **(It is the policy of Seminole State College to base accommodations on the most recent psycho-educational evaluation.)**

## How Often Must A Student Request Services?

Planned services are provided based upon requests of the student. Ordinarily, students arrange services at the time of enrollment; therefore, **services must be requested at the beginning of each semester or at the time a need is identified. Students must also meet with each of their instructors at the beginning of every semester to sign the accommodation form.**

## What Services Are Available?

**Independence** is the primary goal. We do not wish for students to become dependent on services, but instead to use services as a support to accomplish their academic goals. Accommodations are meant to provide equal access and equal opportunity. **Access is no guarantee for success.** Reasonable accommodations are based on need, not desire. Seminole State College's Office of Disability Services provides services for students with disabilities including those with learning disabilities. There is no separate staffing for students with LD, i.e., no LD coordinator, tutors, or advisor. Our service level for these students is classified as immediate. This means some basic services are available to the student, but on-going daily comprehensive services are not provided.

Student Disability Services works with students to help remove architectural or attitudinal barriers encountered on campus. This could include moving classes to accessible buildings, facilitation of ramps or curb cuts, placement of adjustable tables in classrooms, and acting as a liaison with faculty and staff.

## Specific Services

Students are encouraged to experiment with services and develop a package which allows maximum independence. Students should be aware that services will be designed in a manner intended to remove barriers which hinder learning. **Services are not intended to give the student an unfair advantage over other students.**

*Specific services offered on an individualized basis at SSC include:*

- *Assistance in obtaining class notes;*
- *Alternative testing accommodations;*
- *Assistance in obtaining text in alternative formats;*
- *Priority enrollment;*
- *Building accommodations;*
- *Other accommodations based on individual disabilities when necessary.*

### **Note-taking Services:**

Instructors and faculty utilize Brightspace to upload the syllabus, course notes and handouts for students. If a student needs additional assistance, they may arrange for note-taking assistance by requesting a volunteer note-taker or by recording lectures. If the volunteer note-taker option is selected, students must be responsible for getting notes from the note-taker at the end of each class.

### **Alternative Testing Service:**

The testing proctoring service is designed as an appropriate academic accommodation for the student with a disability and to benefit faculty. Through alternative test administration the faculty member can evaluate the student with a disability on the same basis as students without disabilities. The service is designed to assist the student with a disability in demonstrating his/her skills or acquired knowledge. Specific testing accommodations will be determined following a faculty/ADA coordinator consultation.

### **Interpreter Services:**

Student Disabilities Services will work with other agencies and individuals providing interpreter services and help coordinate interpreter services on campus. Students using interpreter services must notify their interpreter at least 24 hours in advance if class will be missed.

### **Priority Enrollment:**

Students with disabilities are provided the option of enrolling prior to the time continuing students begin enrolling each semester. In order to enroll during priority enrollment, the student with a disability must visit with the Student Disability Services Coordinator. If changes in class scheduling (e.g. dropping or adding) are made by the student after initial enrollment, the student must notify the Disability Services Coordinator. This will ensure proper accommodations are made in each class.

### **Library Assistance:**

The staff at the Boren Library will be accessible for any special research assistance. This is to be arranged with the Director of Learning Resources.

### **Reader Service:**

Students are encouraged to obtain tape recorded textbooks from sources such as the Oklahoma Library for the Blind and Physically Handicapped or Recording for the Blind. Reader services are provided as required for exams.

### **Adaptive Computer Labs:**

Computer labs equipped with adaptive technology are located in the Boren Library. The equipment includes personal computers, word processing software with spell and grammar check, large print software (Magic), speech recognition software (Dragon Dictate), and speech synthesizers. Furthermore, each instructional computer lab in the computer science division has one computer with enlarged print software (Magic).

## **Grievance Procedure**

Students who believe they receive either inappropriate, inadequate or exceptional services from faculty or Student Disability Services are encouraged to and have the right to file a grievance report or a complementary report with the Student Disability Services Coordinator. Filling out a grievance report form will help identify weaknesses in services, procedures or policies of Student Disability Services or the campus community. The goals for implementing this procedure are two-fold: 1) to improve communication with students and 2) to use feedback from students to improve the delivery of services. Students must take the initiative to file a grievance report on their own behalf.

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### **Informal Grievance Procedure**

#### **Step One**

If a complainant feels that he/she has been discriminated against, the individual with a disability must first bring the problem to the attention of the ADA/504 Coordinator/Instructor within five (5) days of the knowledge or alleged cause of the grievance.

#### **Step Two**

The ADA/504 Coordinator will work informally to negotiate a solution within five (5) school days or a total of ten (10) school days from filing a grievance.

#### **Step Three**

If the grievance cannot be satisfactorily resolved working informally, the student may want to proceed to file a formal grievance within five (5) school days or a total of fifteen (15) school days from filing a grievance.

#### **Step Four**

A formal grievance may be filed within fifteen (15) days of starting the formal grievance process by completing the *Formal Grievance Process Form* which is available from the Student Services Disability Coordinator.

*This grievance procedure is not a prerequisite for the pursuing of other remedies.*

## **FORMAL GRIEVANCE PROCEDURE**

### **Step One**

The student will notify the ADA/504 Coordinator/Instructor in writing and within fifteen (15) days of the alleged discrimination or denial of service. The written notice should identify the nature of the violations, the dates the violations occurred, and be signed and dated by the person making the complaint. The ADA/504 Coordinator shall notify the complainant in writing within five (5) school days from the date of the formal complaint as to the action taken or within a total of twenty (20) school days from the initiation of the grievance process.

### **Step Two**

If the complainant is not satisfied with the action taken by the ADA/504 Coordinator, the complainant may appeal in writing by notifying the Coordinator within five (5) school days of the action taken in Step 1. This written notice must contain the nature and challenges of the grievance, and a description of action taken at the college level by the complainant and the Coordinator. Should the student be unable to receive the satisfaction desired from the ADA/504 Coordinator, the complaint may be taken by the ADA/504 Coordinator to the College Committee for Students with Disabilities that is appointed by the College President. The committee Chair-person will review the complaint with the committee members. The committee Chair-person will notify the complainant in writing five (5) school days from the date of the appeal as to the action taken or within a total of thirty (30) school days from the initiation of the grievance process.

### **Step Three**

If the complainant is not satisfied with the action taken in the second step, the complainant may notify in writing within five (5) school days the College President. The written notice must identify the grievance (or violations) and the dates they occurred and include a description of the action taken at the college level by the complainant, the ADA/504 Coordinator, and Chair-person of the College Committee for Students with Disabilities. The complainant must also provide copies of the notifications the complainant received from the various levels. The College President will notify the complainant in writing within twenty (20) school days of the date of the appeal as to action taken or within fifty-five (55) school days from the initiation of the grievance Process

### **Step Four**

In the event that the complainant is still not satisfied with the action taken, the complainant may write to the Director of the Office of Civil Rights, Region VI Office in Dallas, Texas.

*The grievance procedure is not a prerequisite for the pursuing of other remedies.*

## **Seminole State College Policy and Procedure For Dealing with Students Displaying Disruptive Emotional Behavior**

The intent of the following policy is to support an appropriate living and learning environment at Seminole State College for faculty, staff, and students. Incidents of disruptive emotional disturbances in behavior by the student will be assessed and treated with care for their effects upon the student displaying the behavior and the total college community.

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### **Behavioral Evaluation Requirements**

When a student's behavior is sufficiently disturbing to cause College staff members to question whether or not the student can benefit from the educational programs at Seminole State College, or if the student poses a potential danger to himself/herself or others, the College will require an evaluation. The evaluation may be conducted by the staff or an appropriate professional outside the College. When necessary, the cost of this required evaluation shall be the responsibility of the College. Should a student desire a second evaluation or an evaluation by a professional of his/her choice other than that provided by the College, then the student shall bear the cost. The student has the choice of obtaining the required evaluation or leaving the College. A student choosing to leave the College prior to receiving the evaluation will be withdrawn from the College under the College policy governing withdrawals. In accordance with administrative policy, the Vice-President of Student Services or the Coordinator for Student Disability Services may inform the family regarding concerns of safety.

Should the student choose not to meet for an evaluation, a conference of appropriate staff shall be convened to determine which action should be taken. First, the student will be informed by the professional staff member that he/she could be withdrawn from the College. If a dependent student still refuses an evaluation, his/her parents or immediate family may be informed, when appropriate, of the refusal to meet with the evaluating professional.

When appropriate, and on a "need to know basis", the Vice President for Student Services and other professional staff will be notified of the concern about the student's refusal to withdraw or to be evaluated by an appropriate person. In the final analysis, the College has the authority to withdraw a student who is disturbed even though an evaluation interview with the student has not been held because of the student's unwillingness to be evaluated.

In the event that the student complies with the request for evaluation, then one of four actions will follow based upon the results of the evaluation:

1. The student may be allowed to remain enrolled at the College with no treatment;
2. The student may be allowed to remain enrolled at the College with treatment (the student may or may not be allowed to live in the dormitory);
3. The student may withdraw from the College voluntarily; or

4. The student may be withdrawn from the College involuntarily.  
For a complete copy of the Grievance Policy and the Policy for Dealing with Students Displaying Disruptive Emotional Behavior, please contact the SSC Office of Student Disabilities Services.

Address: Regional Manager  
Office of Civil Rights, Region VI  
U.S. Department of Health and Human Services  
1301 Young Street, Suite 1169  
Dallas, Texas 75202  
Phone: (214) 767-4056  
FAX: (214) 767-0432  
TDD: (214) 767-8940

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## **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, and notify your instructor and/or a classmate of the type of assistance you will need during an emergency evacuation.

### **Fire Alarm:**

In the event of a fire, immediate and complete evacuation is preferred if it can be accomplished in a safe manner. If immediate and complete evacuation is not possible, ask someone to assist you to the nearest “safe” exit until emergency personnel can arrive and complete the 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 type of assistance required.

### **Tornado Warning:**

In the event of a tornado warning, request assistance from classmates or other nearby persons if assistance is desired or required. In campus buildings, seek immediate shelter inside an interior corridor or office. Stay away from windows and exterior doors.

**Seminole State College  
Student Disability Services**

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**Architectural Barrier Identification Form**

**Briefly describe barrier (curb-cut, unavailability of ramp, classroom, etc.):**

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**Location (building or street):**

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**Recommendation (if appropriate):**

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**Submitted by:**

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

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**Phone:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Seminole State College  
Student Disabilities Services**

*P.O. Box 351 \* 2701 Boren Boulevard \* Seminole, OK 74818-0351 \* Phone:405-382-9950, ext. 719 \* FAX 405-382-9524*

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**Authorization for Release of Confidential Information**

I hereby authorize \_\_\_\_\_ to  release  obtain  
Name of Person and/or Agency

from \_\_\_\_\_  
Name and address of Person and/or Agency

the following information:       Verbal case information               Written case information

Specific information to be released, including specific test results: \_\_\_\_\_

\_\_\_\_\_

This information is requested for the following purpose(s): \_\_\_\_\_

\_\_\_\_\_

About your confidential records:

- You understand that your records are protected under a number of federal and state confidentiality regulations and cannot be disclosed without your written consent unless otherwise provided for in state and federal regulations. You also understand that you may revoke this consent by writing a request at any time except to the extent that action has been taken in reliance on it (e.g, information has been sent or received prior to your revocation, etc.) and that in any event this consent expires automatically six months from the date of signature.
  
- You do not authorize further release to any other party. You further understand that the Student Disabilities Services Office and its staff, employees, coordinators and directors cannot be responsible for confidentiality of information disclosed after said information has been released pursuant to this authorization, and you hereby release College Counseling Services (Student Disabilities Services) from any liability arising from such disclosure.

**Authorized by:**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Name printed or typed

\_\_\_\_\_  
Date

**Seminole State College  
Student Disabilities Services**

*P.O. Box 351 \* 2701 Boren Boulevard \* Seminole, OK 74818-0351 \* Phone:405-382-9950, ext. 719 \* FAX 405-382-9524*

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**RECEIPT OF STUDENT HANDBOOK**

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I have received a copy of the Student Handbook for Students with Disabilities and agreed to review its contents. I will use this handbook to assist me in understanding my responsibilities as a student with a disability at Seminole State College. If I am unclear about any policy, it is my responsibility to seek the advice of the ADA/504 Coordinator. If changes occur regarding new policies or revisions, I understand that the College will make every effort to inform me of the new requirements.

**The Seminole State College Handbook for Students with Disabilities is revised on an annual basis. Any questions regarding policies and procedures should be directed to:**

*Carmen Hutchins, ADA Specialist  
For Student Disabilities Services  
Office of Student Services  
Walkingstick Building, Rm. 137  
Phone: (405) 382-9950, Ext. 719*

After reading carefully, please sign and return to the ADA Coordinator.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone Number: \_\_\_\_\_

\_\_\_\_\_  
ADA Specialist's Signature

\_\_\_\_\_  
Date