

# DISABILITY SUPPORT SERVICES HANDBOOK



This Handbook presents information relative to the University of Central Oklahoma's Disability Support Services. Information is organized in a practical, easy-to-read manner. Responsibilities and policies are outlined and defined to assist not only the disability department, but both faculty and staff along with prospective and current UCO students with disabilities. Please understand that this Handbook only highlights policies, practices, and best practices for your personal understanding and cannot, therefore, be construed as a legal document. Disability Support Services reserves the right to modify this Handbook, amend or terminate any policies, procedures, or programs whether or not described in this Handbook at any time.

TABLE OF CONTENTS

Accessibility Statements on Campus ..... 3

Physical Access on Campus..... 3

Conduct Standards..... 4

Emergency Procedures ..... 5

Registering with DSS Considerations ..... 5

Accommodation Information (permanent or temporary)..... 7

Academic Accommodation Examples..... 9

Housing Accommodations ..... 21

Pregnancy Related Accommodations ..... 22

Testing Centers for Students with Disabilities at UCO..... 22

Assistive Technology ..... 24

Independent Contractors (Sign Language Interpreters/CART Providers)..... 26

Faculty Teaching Considerations ..... 27

Trainings Offered by DSS ..... 27

Foreign Language - American Sign Language ..... 28

Helpful Resources ..... 28

Grievance Procedure ..... 29

Disability Policies at UCO ..... 29

Disclaimer ..... 29

## Accessibility Statements on Campus

[Campus Events Access Statement](#)

[Syllabus Statement](#)

### Campus Events Access Statement

All campus events opened to the public must be accessible to attendees with disabilities, in compliance with the Americans with Disabilities Act, and equivalent state and federal laws. Public events are events that are open to community members in addition to students or employees of the campus. Such events include, but are not limited to, theatre and music performances, athletic events and camps, gallery exhibits, seminars and colloquiums, and graduation ceremonies. Materials announcing public events should state that the event is accessible, and that special accommodations may be made for people with disabilities. Announcements of public events should include a statement similar to this:

Wording for public events:

Persons who, because of a special need or condition, would like to request an accommodation should contact (insert event sponsor name and contact number) as soon as possible, but no later than 72 hours before the event, so that appropriate arrangements can be made.

The sponsor of the event is responsible for receiving requests for access accommodations and for funding disability accommodations. Advice and assistance may be requested from the Disability Support Services Office at 405-974-2516, Office of the General Counsel at 405-974-3377, Facilities Management at 405-974-2247, and/or Parking at 405-974-2780.

[Back to Table of Contents](#)

### Syllabus Statement

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 ("Title IX"), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-5380 or TitleIX@uco.edu. The Title IX Office is located in the Nigh University Center, Room 323.

[Back to Table of Contents](#)

## Physical Access on Campus

Over the past several years, UCO has made numerous modifications and improvements to enhance campus accessibility. Some examples of our campus accessibility features: designated handicap parking and conveniently located sidewalks and curb cuts provide accessible passageways throughout the campus; accessible restrooms, water fountains, and telephones are available in UCO buildings; and, ADA computer workstations are located in various computer labs across campus that house assistive technology and specialized software for individuals with disabilities. DSS acts as a liaison in relaying

needs/complaints/concerns regarding campus access to appropriate personnel as needed.

For individuals with disabilities wanting to apply to UCO, participating in a campus tour provides the best time and method of determining the degree of campus accessibility and need for requesting certain modifications. [Register now for a campus tour.](#)

All concerns for physical access may be directed to the respective building captain and/or DSS directly (i.e. elevators, ADA compliant door openers, special furniture, etc.). If faculty determine a course is in a location that is not accessible to a student or been notified by way of an accommodation letter from a student about a specific physical access need that has not yet occurred, DSS invites you to collaborate with the respective [building captain](#) and/or DSS directly as needed.

University employees inquiring about campus access for themselves should notify their immediate supervisor.

[Back to Table of Contents](#)

## Conduct Standards

Although some individuals may be considered disabled and are protected under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, all are expected to meet the same standards of conduct. The University's Code of Student Conduct which prohibits disruptive or other inappropriate behaviors are enforced despite one's disability. Colleges and universities are not required to retain or readmit a student with a disability whose behavior poses a direct threat to the safety of others. "Direct threat" analysis must provide proof that the risks are real and not the product of stereotypical assumptions. Several administrative law decisions addressing this issue have held:

- If an individual's disability cannot be accommodated in a way that assures a safe environment when participating in a program, the program provider is justified in excluding them from participation;
- If a student is suspended because of observed behaviors and opinion of psychiatric professionals that the student could not abide by the student code of conduct, he/she can seek re-enrollment with appropriate medical documentation regarding emotional stability;
- A college's expulsion of a student was upheld when it was not based on perceived mental illness but rather on the student's actions of stalking and harassing a professor --the student posed a threat to the faculty and students; and
- A college suspension decision was not based on traumatic brain injury disability but that the student had threatened the professor after she told him he was ineligible to take the specific class as he had not taken a prerequisite course.

A fear of disruptive behavior may not be sufficient to deny readmission. For example, a college was found to have improperly denied readmission to a student after receiving medical documentation that the condition - bipolar disorder - had stabilized. However, a college may be able to set conditions for readmission.

All students regardless of disability are required to follow the [Code of Student Conduct](#) set forth by the University of Central Oklahoma's Office of Student Conduct.

DSS is available to collaborate with students, faculty, and staff regarding any behavior/misconduct concerns in an attempt to correct any questionable behavior. DSS makes appropriate referrals to UCO's [Behavioral Assessment Team](#) and the [Office of Student Conduct](#) as needed.

It is important for all university employees to establish standards for both classrooms and offices and enforce them for all, in conformance with the principles of academic freedom and freedom of speech.

University employees have the option to discuss a student's behavior with the following campus professionals:

1. DSS Staff at (405) 974-2516
2. [Center for Counseling and Well-Being](#) at (405) 974-2215
3. If you believe that a student is engaging in misconduct or exhibiting behaviors that are disruptive to the university community please contact a [Student Conduct Officer](#) at (405) 974-5380.
4. If you believe that a student, faculty, or staff may be experiencing personal crisis or demonstrating behaviors that may be early warning signs of possible disruptive or violent behavior to appropriate campus resources, please contact the [Behavioral Assessment Team](#).

[Back to Table of Contents](#)

## Emergency Procedures

The time to become familiar with UCO's emergency procedures is before an emergency occurs. For a more detailed list please review UCO's ["Emergency Preparedness Guide"](#).

### Medical incident in a classroom/building

Familiarize yourself with the [First Aid Overview](#) in the UCO Emergency Preparedness Guide.

- Render immediately whatever aid you can
- Notify UCO Department of Public Safety at (405) 974-2345
- Call 911.

NOTE: If you are an individual with a disability that may have an occasional medical incident, it is your responsibility to talk to those in which you come into contact with frequently on the first aid you would prefer be administered to you. Understand that your preference may not be observed to at times.

[Back to Table of Contents](#)

## Registering with DSS Considerations

[Qualifications](#)  
[Confidentiality](#)  
[Registration](#)

## Qualifications

UCO is committed to serving all students with disabilities as defined by federal regulations. A qualified person with a disability is an individual 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.

The federal definition of a disability includes a person who has a physical or mental impairment which substantially limits one or more of such person's major life activities; has a record of such impairment; or is regarded as having such impairment.

DSS also provides accommodations for those with temporary injuries/conditions when one's major life activities are substantially limited for educational purposes on a short-term basis.

[Back to Registering with DSS Considerations](#)

[Back to Table of Contents](#)

## Confidentiality

Student information related to disabilities is confidential and protected by law. At UCO, the DSS Office has been charged with collecting, storing, and controlling disability related information for registered students with disabilities. Disability related information may be shared with others on (1) a need-to-know basis where typically, disclosures are limited to the status of the student as "registered with a disability" and the accommodation(s) required for the student; or by completing a Confidentiality Agreement (a DSS internal form) that will allow the student the opportunity to identify friends, family, medical providers, DRS counselors, etc. for which DSS can speak with.

A student's file is maintained in DSS for five (5) years from the last date of contact. Afterwards, records are destroyed.

It is the student's right not to disclose specific information regarding their disability to university personnel. Although a difficult conversation to initiate, it is important for students to set a tone with instructors and staff regarding their status as a student with a disability and their desire to keep personal information confidential. The perfect time to do this is during the initial disclosure. For online courses and communicating with instructors, students can set the tone in their emails by focusing on their accommodations and not their disability diagnosis.

Disability related information disclosed to any faculty or staff should NOT be disclosed to any other individual without approval. The student's disability information is covered by FERPA, the student right to privacy act.

Occasionally, administrators may have a need to collect statistical data such as the number of students served, the types of disabilities, and/or the specific accommodations that were provided to qualifying students. Administrators must, however, take precautions to protect the identities of students with disabilities when compiling these figures. This may include sanitizing student records by purging

personally identifiable information from data sources that may circulate throughout the institutional community.

[Back to Registering with DSS Considerations](#)

[Back to Table of Contents](#)

## Registration

The Americans with Disabilities Act (ADA) and related legislation obligates public entities, including UCO, to provide individuals with disabilities access and opportunities equivalent to those granted to non-disabled persons. At UCO, DSS has been charged with the responsibility to determine reasonable accommodations. Accommodations are designed to remove disability related barriers and provide students with disabilities the same access to an education as their non-disabled peers.

DSS meets with students in an interactive process to determine accommodations. For students who qualify for services, DSS produces an individualized accommodation letter and provides this letter to the student and/or appropriate personnel. DSS is available for consultation with students and/or faculty and staff regarding accommodations.

If a student's disability creates a barrier to perform specific education-related tasks, reasonable accommodations may be provided to allow alternative methods of meeting requirements. The arrangement of reasonable accommodations is based on individual needs. UCO does not provide personal care attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature (i.e. tutoring).

Per the law, it is the student's responsibility to self-identify to DSS for determination of accommodations.

[Register Today](#)

To aid students in securing appropriate accommodations, the DSS office provides students with an Accommodation Letter, which is a written verification of registration of a disability as well as reasonable accommodations. The student is responsible for making sure that each professor receives a copy of the Accommodation Letter. Students must also identify themselves to their professor(s) for implementation of the required classroom accommodations. Upon receipt of an Accommodation Letter from a student, faculty or staff should discuss with the student how their specific accommodations will be made available. Please note that accommodations are not retroactive.

[Back to Registering with DSS Considerations](#)

[Back to Table of Contents](#)

## Accommodation Information (permanent or temporary)

The Office of Disability Support Services is charged with determining reasonable accommodations to be made by the university based on the individual needs of a student with a disability, temporary injury/condition or physical access. A student's success shall be measured in a way that will reflect the student's achievement rather than the student's disability. Accommodations are intended to remove barriers which hinder learning and which allow maximum independence. Accommodations are not intended to give the student an unfair advantage over other students. Please note, that neither UCO nor an individual faculty member is required to waive an essential or fundamental academic requirement of a course, regardless of the nature of the student's disability. All academic activities associated with a class

are the responsibility of the faculty member to whom the class is assigned. Consequently, decisions on what occurs in a class and the arrangement for the administration of accommodations for students with disabilities is also the responsibility of the faculty member in charge.

Students must self-identify and register with DSS each semester for accommodations. Accommodations are:

- determined by individual need
- on a case-by-case basis
- are not retroactive
- begins after an Accommodation Letter is presented to faculty and a reasonable time for accommodation(s) implementation has been allowed.

Faculty may use the example below ([Classroom Accommodation Agreement](#)), or one similar to this, but is not required in order for a student to begin receiving an accommodation(s) or the continuation of an accommodation(s). Any university personnel that disagrees with an accommodation(s) determined by DSS is required to provide the accommodation(s) until a resolution is agreed upon.

**Classroom Accommodation Agreement**

I understand that, as a student with a disability, enrolled at the University of Central Oklahoma, Disability Support Services has determined my accommodation need to either audio record, and/or receive copies of power points/handouts/overheads, and/or receive copies of professor’s notes, this semester, for use in my educational studies only. I realize these materials may not be shared with other people without the written consent of the instructor. I also understand they may not be used in any way against the instructor or students, especially when classroom comments are recorded as part of the class activity.

I will not release these materials, profit financially from these materials, or allow others to benefit from these materials. I agree to delete these materials in all formats after the completion of my degree/studies. I understand that some information shared in class may be of a sensitive nature and that I remain responsible for protecting the confidentiality of others. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy. Violation of this agreement may subject a student to judicial review as a code of conduct violation.

I agree to abide by this agreement with regard to my accommodations while enrolled as a student at the University of Central Oklahoma.

---

Signature of Student	Date
----------------------	------

---

Signature of Instructor	Date
-------------------------	------

---



## Academic Accommodation Examples

[Ability to take exams/quizzes within 48 business hours](#)

[Ability to use a computer](#)

[Ability to use a screen reader, screen magnifier, text-to-speech software, speech-to-text software](#)

[Accessible Furniture](#)

[Alternative Textbooks](#)

[Auxiliary Aids](#)

[Closed Captioning](#)

[Extended Time on Exams](#)

[Flexibility in Attendance](#)

[Note-taker](#)

[Priority Enrollment](#)

[Reader and/or scribe](#)

[Reduced Distraction](#)

[Scantron filled out by proctor](#)

[Sign Language/CART interpreter](#)

[Use of a calculator](#)

[Use of a spell checker](#)

Ability to take exams/quizzes within 48 business hours of original exam date/time when the student's absence is due to disability

Occasionally, a student's disability will interfere with their ability to take an exam/quiz as scheduled. If this situation occurs, the student with this accommodation has an additional 48 business hours from the original scheduled time/date to take the exam.

*DSS will:*

- Assist the student and/or instructor on when and how to implement this accommodation.

*The student will:*

- Contact the instructor, indicating they missed or will miss the exam due to their disability.
- Schedule a date/time to take the exam within 48 hours of the original exam date and time.
- With the instructor, determine a plan of action to use this accommodation, before the need arises.
- Notify DSS with any questions or concerns as soon as possible.

*Faculty will:*

- With the student, determine a plan of action to use this accommodation, before the need arises.
- Work with the student when the exam needs to be rescheduled due to disability.
- Notify DSS with any questions or concerns as soon as possible.
- For any online quizzes/exams, contact the Training Resource Center or CeCE for instructions on how to adjust one's available time.

Exam Accommodation Note: Students CANNOT miss any class time (this class or any other) to use their accommodation(s). Academic Affairs expects the exam to be scheduled in a block that is as close to the time other students take the exam as possible, but that is also reasonable for the student.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

### Ability to use a computer for exams

A student with this accommodation would be able to use a computer to complete their exams, even paper/pencil exams.

*DSS will:*

- Assist the student and/or instructor on implementation of this accommodation.
- If proctoring the exam, send the typed answers, as well as any other necessary exam items, to the instructor in a timely manner.

*The student will:*

- Type their answers in a word processing program, such as Microsoft Word.
- Use a logical format that follows the outline of the exam.
- Do not use any other computer functions (internet, calculator, etc.) unless given express permission by the instructor/proctor.
- Notify DSS with any questions or concerns as soon as possible.

*Faculty will:*

- Notify DSS with any questions or concerns as soon as possible.

Exam Accommodation Note: Students CANNOT miss any class time (this class or any other) to use their accommodation(s). Academic Affairs expects the exam to be scheduled in a block that is as close to the time other students take the exam as possible, but that is also reasonable for the student.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

## Ability to use a screen reader, screen magnifier, text-to-speech software, speech-to-text software

A student with this accommodation would be able to use a computer with assistive technology software (Jaws, NVDA, ZoomText, Wynn, Adobe ReadOutLoud, etc.) to complete their exams, even paper/pencil exams.

### *DSS will:*

- Make needed assistive technology available to the student
- Work with student and/or instructor to solve accessibility issues

### *The student will:*

- Notify instructor of the specific type/name of the assistive technology they will need.
- Notify DSS with any questions or concerns as soon as possible

### *Faculty will:*

- Verify that their exam/quiz will work with the specific assistive tech needed by the student.
- If using a publisher's test bank, contact the vendor directly to check accessibility.
- Make a "test run" to verify compatibility
- Make modification and/or corrections to formatting as needed, preferably well in advance of the exam day, as some corrections can be time consuming.
- Ensure that the appropriate assistive technology is available at the proctoring location.
- Notify DSS with any questions or concerns as soon as possible.

Exam Accommodation Note: Students CANNOT miss any class time (this class or any other) to use their accommodation(s). Academic Affairs expects the exam to be scheduled in a block that is as close to the time other students take the exam as possible, but that is also reasonable for the student.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

## Accessible Furniture

Any special arrangements (i.e. desk, chair, stool, etc.) for the classroom/event can be discussed with DSS and determined as an accommodation based on individual need. DSS collaborates with Building Captains, instructors, or event coordinators to ensure access.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

## Alternative Textbooks/Class Materials

Textbooks/class materials should be available in a variety of formats such as paper, PDF, audio and Braille. DSS or CeCE for online courses can assist faculty and students in locating and/or creating alternative formats. The process of locating/creating text in alternative format can be lengthy (a minimum of two weeks), so early identification of required/recommended materials is crucial.

## Resources for Alternative Materials

- [American Printing House for the Blind](#)
- [Barnes and Noble at UCO](#)
- [Bookshare](#)
- [Learning Ally](#)
- [Oklahoma Library for the Blind and Physically Handicapped](#)

### *DSS will:*

- Assist students and faculty in locating/creating materials in alternative formats.
- Provide alternative formatted materials within 6 weeks of original request, unless otherwise noted.

### *The student will:*

- Search for textbooks/course materials in alternative format. Many publishers are now offering their materials in an electronic format.
- Fill out the request for alternative format in DSS if assistance in obtaining is needed (receipt must be provided).
- Notify DSS with any questions or concerns as soon as possible.

NOTE: Electronic materials are delivered through a shared folder, unless otherwise noted. This shared folder will be emptied at the end of every semester. Request for alternative text should be submitted at least six (6) weeks in advance of the needed date. DSS will make every attempt to meet requests submitted outside this timeframe, but cannot guarantee that the items will be completed by the date requested.

### *Faculty will:*

- Identify and post the required text/materials for your course as soon as possible. NOTE: It can take approximately 6 weeks to format the material.
- Select materials in accessible formats.
- If requested, provide a copy of the materials to DSS for conversion.
- Refer to the Accessibility Checklist for Digital Media when producing materials.
- Notify DSS with any questions or concerns as soon as possible.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

## Auxiliary Aids

Technological advances in electronics have improved participation of students with disabilities in educational activities. Colleges are not required to provide the most sophisticated auxiliary aids available or one's preference; however, the aids provided must effectively meet the needs of the student with a disability. To ensure effectiveness in providing the proper auxiliary aids, DSS, the student, and/or

instructor or event coordinator will collaborate and explore options as needed prior to the selection of an assistive device.

Various types of auxiliary aids and services may include alternative formatted materials, note takers, interpreters/CART providers, magnifiers, electronic readers, captioning, assistive technology software, adaptive calculators/keyboards, assistive listening devices, telecommunication devices, etc.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

### Closed Captioning

UCO is required to develop, procure and maintain electronic and information technology that is accessible to individuals with disabilities. This legislative mandate occurred in 2004 with the passage of HB 2197, an Electronic and Information Technology Accessibility (EITA) Law that models Section 508 of the Rehabilitation Act, a federal law.

Specifically, [Section 4.5 \(c\) of the Oklahoma EITA standards](#) mandates, “All training and informational video and multimedia productions, excluding television broadcasts, live Webcasts and live video conferencing, which contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned.”.

#### *DSS will:*

- Notify university employees of their legal obligation to caption materials.
- When possible notify the instructor of record and the dean/chair of the department, when a student in their class will need captioning when provided appropriate notification from the student, via a Pre-Letter for Accommodation.
- Assist students and faculty as needed to implement this accommodation.

NOTE: Captioned videos are a requirement per the federal and state laws regardless if you have a student with a disability in attendance.

#### *The student will:*

- Notify DSS of the need for captioning ASAP, usually as soon as enrolled in the class.
- Notify DSS with any questions or concerns as soon as possible.
- Once accepted and enrolled for courses, request for captioning should be made immediately to DSS. Further responsibility is outlined in DSS’ internal form Utilizing Interpreters/CART & Captioning as an Accommodation Guidelines.

#### *Faculty will...*

- Notify DSS with any questions or concerns as soon as possible.
- Determine whether the videos you plan to show are either closed captioned or have subtitles. This applies to all formats of videos (recorded from TV, DVDs, You Tube, TED Talks, etc.). An emblem like CC should be on the video. Be aware that if a program or video is captioned, a recorded copy may not retain the captioning. Seek funding from within your department for the cost of adapting these curricular materials. To be in accordance with EITA requirements, make sure new videos your department purchases or produces are captioned.
- *If the video is captioned, then*

Check whether or not the TV/computer you plan to use has captioning capabilities. Contact your College Audio Visual Representative for technical assistance or use of captioning equipment.

Remember: Auto-captioning may not be accurate. Accuracy of complete content must be verified prior to sharing with the class.

- *If the video is not captioned, then*

Check whether the video has a captioned version at the UCO or public library or online. If still unavailable consider contacting one of the following:

- For a traditional course, contact the [IT Service Desk](#).
- For online courses, contact the [Digital Access Consultant](#).
- Outsource:
  - [Automatic Sync Technologies](#);
  - [20/20 Captioning & Steno CART](#);
  - [3Play Media](#)

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

### Extended time on exams/quizzes

Exam time shall be extended as per the student's accommodation letter.

This calculation only incorporates actual exam time, not a time frame to start and complete the exam. For example, if the professor allows the class to have a week to do the exam (usually online or take-home), then this student will also have a week to complete the exam.

#### *DSS will...*

- Assist students and faculty as needed to implement this accommodation.
- Proctor an exam in the event that the instructor cannot give the student the full extended time.

#### *The student will ...*

- Notify DSS with any questions or concerns as soon as possible.
- Start exams early enough to complete before the established end time.
- Discuss exam options with the instructor to determine the best method to have extended time on exams/quizzes.
- Not miss any class time (this class or any other) to use any accommodations.

#### *Faculty will...*

- Notify DSS with any questions or concerns as soon as possible.
- Contact the Training Resource Center or [CeCE](#) for instructions on how to adjust one student's time, if needed.
- Discuss exam option with the student to determine the best method to allow the extended time on exams/quizzes.
- Ensure time is extended (as designated in the accommodation letter) for all exams/quizzes for this student.

- If the student needs to test in the DSS Testing Center, send the exam and all necessary information to DSS at least 24 hours in advance of the scheduled time.

Academic Affairs expects the exam to be scheduled in a block that is as close to the time other students take the exam as possible, but that is also reasonable for the student.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

### Disability Related Excused Absences (DREA)

#### *DSS will...*

- Instruct students who qualify for DREA of their rights and responsibilities outlined on our internal Disability Related Excused Absences Acknowledgement form.
- Collaborate with faculty, when requested, to determine if attendance is an essential element of their course.

#### *The student will...*

- Read, sign and agree to the Disability Related Excused Absence Acknowledgment Form provided by DSS.
- Notify the instructor and DSS of any absences related to disability.
- Notify DSS with any questions or concerns as soon as possible

#### *Faculty will...*

- Work with student to limit the impact of any disability related absences.
- Respond in a timely manner to requests from DSS for information about your attendance policy.
- Notify DSS with any questions or concerns as soon as possible.

UCO recognizes that modifications to attendance policy are required to prevent an unjust grading method when a qualified student with a disability cannot attend class because of disability-related reasons. As with all disability accommodations, exceptions to the attendance policy will be determined on an individual, case-by-case basis depending on:

1. The extent to which the supporting medical or psychological documentation from a licensed professional qualified to diagnose and treat the disability in question supports the need for an exception to an attendance policy; and
2. The rationale of this accommodation in each requested class as determined by discussions between the Disability Support Services Office and the course professor based upon the above criteria. In questionable cases, the academic department head and/or another appropriate academic administrator will be included in these discussions.

The Department of Education's Office for Civil rights has put forth the following questions that DSS may ask of instructors to determine if an attendance policy may apply to a student with a disability who presents appropriate documentation.

1. Is there classroom interaction between the instructor and the students, and among students?
2. Do student contributions constitute a significant component of the learning process?

3. Does the fundamental nature of the course rely upon student participation as an essential element for learning?
4. To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
5. What does the course description and syllabus say?
6. What is the method by which the final course grade is calculated?
7. What are classroom practices and policies regarding attendance?

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

### Note-Taker during Class Lectures

#### *DSS will...*

- Provide free note-taking paper to students with disabilities with this particular accommodation when needed.
- Assist instructors with requesting a classmate to become a note-taker if the instructors repeated request is denied.

#### *The student will...*

- Talk to your instructor about assisting you in finding a note-taker or independently request and work with a peer in your class to obtain copies of their notes.
- Communicate with your note-taker frequently (directly or through the instructor if you prefer to remain anonymous) about any note-taking concerns.
- Attend class in order to receive notes. If you miss a class, you may not be eligible to receive notes for that day from the regular note-taker unless the instructor agrees.
- If at any time you do not receive notes after arrangements have been setup, speak with your instructor.
- Notify DSS with any questions or concerns as soon as possible

#### *Faculty will...*

- Assist the student, as needed, in recruiting a peer note-taker.
- Request NCR paper from DSS, if needed.
- Consult with student needing notetaker regarding what information can be disclosed to the class
- Monitor the volunteer's notes to ensure they are legible and accurate.
- Establish a backup notetaker in case the assigned notetaker is absent.
- Notify DSS with any questions or concerns as soon as possible

Please use the below statement when requesting a volunteer note-taker in your class:

“The University has requested a volunteer in this class to share their notes with a student that needs assistance. If anyone would like to volunteer, please contact me after class.”



REMINDER: Never identify the student with a disability to the class in any way. This breaches confidentiality and can be very embarrassing for the student.

*Note-taker will...*

- Provide notes that are accurate and legible.
- Notify your instructor and the student (if known) as soon as possible if you will be absent.
- If you need NCR paper, please speak to the instructor, DSS or student (if known)
- You are NOT required to be a tutor or study partner for the student you are assisting.
- Time spent taking notes and preparing them for the other student can qualify as volunteer hours.

**Tips in making your notes useful:**

1. Label each set of notes with the lecture title and date, and number the pages.
2. Listen intently from the beginning of the lecture; the instructor may outline the lecture in the first few minutes and often will make sure the important details that have not been explained are covered in the last 5-10 minutes.
3. Write as many meaningful facts and details as you can.
4. Notate everything the instructor puts on the board.
5. Record all technical facts, names, dates, equations, diagrams and examples.
6. Note clues the instructor gives indicating that something is important, such as the repetition of a definition or point of information, change of voice, body language, verbal cues, etc.
7. Circle or star (\*) assignments and announcements, such as test dates.
8. Read the text before class to improve your understanding of the lecture.
9. Recommended [note-taking styles](#).
10. Make the notes easier to read and more effective as a study aid by:
  - Using one side of the paper only;
  - Using a dark colored pen versus pencil;
  - Writing legibly;
  - Leaving blanks when you are unsure (get clarification from the instructor after class);
  - Using correct spelling (if unsure of a word, write "sp?" above it and correct it later);
  - Using white space effectively (separate main ideas/topics with a line or two);
  - Marking points of emphasis (change the print, circle, underline, use stars, etc.);
  - Underlining definitions and including them verbatim; and
  - Using abbreviations carefully (make a list at the beginning or end of the notes as to any unusual abbreviations you used and what they represent).

You may find that the student has asked for notes from one or more others in the class as well. This allows the student to synthesize several sets of notes to make sure they are getting all the information in the most organized fashion. If you and the others whose notes are being used have followed the

guidelines including here, the combining of your notes will impose a structure on the information presented that the student with a disability might not be able to develop independently.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

### Priority Enrollment

The status of being allowed priority enrollment is on a case-by-case basis and will be determined during an interactive-process between the student and the DSS provider. New or transfer students to UCO are not permitted priority enrollment their first semester at UCO. For current students, determination of eligibility must occur at least four weeks before priority enrollment opens. Once determined reasonable, the continuation of priority enrollment during one's academia is based on their registration with Disability Support Services each semester, current semester enrollment status, and functional limitations. Please note, that not all students with disabilities registered with DSS are extended priority enrollment as an accommodation. This particular accommodation ensures that students with disabilities will have adequate time to get to and from class, the classroom is accessible, and that auxiliary aids and services (i.e. interpreters, closed captioning, alternative textbooks, etc.) can be arranged as examples.

#### *DSS will...*

- Add priority enrollment, as needed, to the student's accommodation letter.
- Ensure that the student will have access to priority enrollment.

#### *The student will...*

- Request the accommodation each semester.
- Enroll on established University priority registration day.

#### *Faculty will...*

- None

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

### Reader and/or Scribe for Exams

A student with this accommodation may need another individual to serve as their live reader and/or scribe during exams.

The faculty member may choose to administer an exam/quiz personally, allow a graduate assistant to administer the exam/quiz, or choose another viable option within their department to ensure a reader and/or scribe is available. In the event the faculty member has difficulty in finding an appropriate place or person to proctor an examination, the [Disability Support Services Testing Center](#) is an option.

#### Guidelines for Readers:

- Briefly discuss the testing process before beginning.
- Read everything exactly as is written on the exam. No more. No less. No exceptions.
- Speak in a clear voice throughout the test.
- Facial expressions and voice tone should remain neutral.
- If you encounter a word unfamiliar to you, spell the word to the student. If the student pronounces the word, then re-read the statement pronouncing the word as the student indicated.
- Spell a word to clarify the meaning, such as “to”, “two”, and “too”.
- Give special emphasis to words printed in boldface, italics, or capitals and tell the test taker they are printed that way.
- When reading the answers be sure to read the A, B, C, D.
- If the student chooses an answer before all choices are read, ask if they want to hear the other response options.
- Reread any part of the exam at any time the student requests.
- Mathematical expressions must be read precisely and with care to avoid misrepresentation.
- Use technically correct yet simple terms, and be consistent.

#### Guidelines for Scribes:

- Briefly discuss the testing process before beginning.
- Write everything exactly as it is said by the student. No more. No less. No exceptions.
- You should ask for the spelling of unknown words, commonly misspelled words and homonyms, such as “to”, “two”, and “too”.
- Mathematical expressions must be written precisely and with care to avoid misrepresentation.
- If the student is not going to answer a question, write “no answer given” to that question.
- Have the student check for accuracy, if possible.
- Make any changes the student deems necessary.

Exam Accommodation Note: An instructor does not have the authority to request that a registered DSS student with exam accommodation(s) miss another class to complete the exam or specify the exam time. Academic Affairs expects the exam to be scheduled in a block that is as close to the time other students take the exam as possible, but that is also reasonable for the student.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

#### Reduced distraction environment for testing

A reduced distraction environment is an area the student can test with minimal distractions. The environment should be well-lit, no flickering lights, adequately ventilated, quiet, extremely low traffic area, small group, and shielded from outside noises such as telephone calls, street traffic, maintenance activities, people walking through or knocking on doors, etc. Examples of inappropriate testing environments include a lounge area, an open or freely accessible office area, a classroom located next door to or across the hall from a busy office, or ground floor offices or classrooms near a busy parking lot.

The faculty member may choose to administer an exam/quiz personally, allow a graduate assistant to administer the exam/quiz, or choose another viable option within their department to ensure a reduced

distraction environment. In the event the faculty member has difficulty in finding an appropriate place or person to proctor an examination, please consider the [Disability Support Services Testing Center](#) as an option.

Exam Accommodation Note: An instructor does not have the authority to request that a registered DSS student with exam accommodation(s) miss another class to complete the exam or specify the exam time. Academic Affairs expects the exam to be scheduled in a block that is as close to the time other students take the exam as possible, but that is also reasonable for the student.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

### Scantron may be filled out by a proctor

A student with this accommodation may need another individual to fill in their answers on the scantron. The student will answer all exam questions on the paper exam. The proctor will then fill out the scantron.

If possible, have the student check for accuracy. If not possible, have a 2<sup>nd</sup> individual check for accuracy.

The faculty member may choose to administer an exam/quiz personally, allow a graduate assistant to administer the exam/quiz, or choose another viable option within their department to ensure this accommodation is available. In the event the faculty member has difficulty in finding an appropriate place or person to proctor an examination, please consider the [Disability Support Services Testing Center](#) as an option.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

### Sign Language/CART interpreters

#### *DSS will...*

- Coordinate ASL/CART services for academic courses and student services.
- Arrange for payment of services
- Consult with faculty/staff who are hosting an event where an interpreter/CART services has been requested.
- Maintain service agreements/contracts with providers.

#### *Student will...*

- Abide by DSS' guidelines to utilize these services/accommodations.
- [Notify DSS at least 48 hours in advance](#) of any absence/cancellation.

#### *Faculty/Staff will...*

- Notify DSS of any concerns/issues in a timely manner.

Please note, some students maybe utilizing this service remotely; meaning, an interpreter is listening to the class session via the internet and simultaneously producing live communication to the student by way

of an electronic device. In this instance, the instructor may need to wear a microphone for direct feed to the interpreter.

Below are some suggested guidelines when working with interpreters/CART providers.

- Interact with the student who is deaf or hard-of-hearing as you would with any other student, not the interpreter/CART provider.
- Provide the interpreter with copies of handouts, overheads, lecture notes, and other related materials used in class.
- Allow the interpreter and student to position themselves appropriately in the classroom.
- Speak directly to the student, for example, instead of saying to the interpreter “tell her” or “ask him,” address the student personally.
- Discuss accommodation needs and course progress with the student and not the interpreter, who should serve as a conduit for those interactions and should not be asked to interject personal thoughts or opinions. The interpreter should not change the dynamics of the professor/student relationship.
- Speak clearly and in a normal tone. The interpreter or the student may ask the speaker to slow down, pause more frequently, or repeat a word or sentence for clarification.
- Ask students to speak in turn, with only one person talking at a time.
- Allow opportunities for all students to interject questions and comments as interpreting requires processing time and can make it difficult for the student to participate immediately.
- Notify DSS at least 48 hours in advance of a cancelled class session or changes in a regularly scheduled assignment. Interpreters are an expense. A 48-hour notice allows DSS to cancel the interpreter at no cost to the university in most instances.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

#### Use of a calculator

The student shall have access to a basic calculator during exams.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

#### Use of a spell checker

The student shall have access to a spell checker during exams.

[Back to Academic Accommodation Examples](#)

[Back to Table of Contents](#)

## Housing Accommodations

Housing accommodations can be a variety of things based on one’s individualized needs. These can range from an ADA accessible room, private bedroom, private bathroom, semi-private bathroom, first floor, ability to have a service/emotional support animal, etc. Remember, housing is first-come, first-serve, so early identification to DSS is crucial. [Request Accommodations Today!](#)

[Back to Table of Contents](#)

## Pregnancy Related Accommodations

Disability Support Services can assist pregnant students with physical access (i.e. chair/table, food/drink, etc.) needs for their on-campus classrooms. Complete the [classroom accommodation request](#) form.

All other inquiries related to pregnancy (i.e. time off after delivery, pre-delivery complications, bed rest, etc.) should refer to [Faculty Handbook 3.1](#) or contact UCO's [Title IX office](#) directly.

[Back to Table of Contents](#)

## Testing Centers for Students with Disabilities at UCO

1. [Disability Support Services Testing Center](#), NUC 305, (405) 974-2525
  - a. Traditional academic quizzes/exams for students with disabilities and accommodations when the instructor is unable to meet the student's accommodation(s) in the classroom.
2. Testing Services, THH 319, (405) 974-2388
  - a. Placement Testing, Residual ACT, Specialized Exams
3. College of Business Testing Center, BUS 122, (405) 974-2695
  - a. Online Business Courses
4. eLearning Testing Center, THH 315, (405) 974-2347
  - a. Online Course Exams

### Testing Center in Disability Support Services NUC 305

For a student to schedule an exam with DSS, the below factors must exist:

- Students are required to take the exam on campus in which the instructor is proctoring;
- Students are required to take the exam at the same time/date/location;
- Student has a current DSS accommodation letter outlining exam accommodations; and,
- The instructor is unable to provide the accommodation(s) in their respective area.

The DSS Testing Center is open Monday to Friday, 8am to 5pm. However, exam appointments are available starting at 9:00 a.m. (10:00 a.m. on Wednesdays) on the hour and must be finished by 4:45pm. The testing center is closed on the weekends and any day the university campus is closed.

Questions/concerns regarding the DSS Testing Center: contact the Coordinator at (405) 974-2525.

### DSS Responsibilities

DSS will proctor all exams that meet the four outlined factors above, by surveillance cameras, in person and/or computer monitoring software. DSS notifies instructors via email of a student's scheduled date/time. DSS will provide all requested and approved accommodations and any allowances by the instructor that all students have access to and are notated on the Exam Administration Form. DSS keeps exams confidential and secure at all times while in our possession and returns exams within 48 hours of completion when hand-delivered has been requested by the instructor.

## Student Responsibilities

It is the professor and student's responsibility to discuss a plan of action for the student receiving exam accommodations in advance. If, the DSS Testing Center is to be used for implementation of one's accommodations, the student is required to [schedule each exam](#) at least 2 business days in advance. For example:

If today is Monday, the next available exam day is Thursday.

If today is Tuesday, the next available exam day is Friday.

If today is Wednesday, the next available exam day is Monday.

If today is Thursday, the next available exam day is Tuesday.

If today is Friday, the next available exam day is Wednesday.

Note the [exceptions to the two business day notice rule below](#).

Schedule one exam per submission. If you add several exams to your CART and checkout, the system will not recognize them and may be lost in transaction. Remember to request all approved accommodations that you will need on the individual exam. Allow yourself enough time to complete the exam as taking an exam is not an excuse for missing or being late to another class. Once scheduled, verify all information on the confirmation email is correct or make changes as needed.

On test day: Student ID is required. Bring any materials required and/or allowed as needed for your exam. For regular exams, all personal items must be left at home or stored in a locker. DSS staff are not responsible for lost, stolen or damaged personal items. Backpacks, purses or other items must NOT be left unattended in the DSS offices. During Finals Week, lockers are not available and students are encouraged to only bring what is allowed in the testing room with them. It is the student's responsibility to notify DSS if the testing environment is unacceptable. Student is responsible for following all exam instructions. Any misconduct within DSS will be reported to the instructor of record and/or student conduct.

Tardy/Late Rule: All students must be seated in the testing room before 15 minutes after the hour. Starting late also means forfeiting a portion of one's allotted exam time. Starting 15 minutes after the hour or later options:

- reschedule the exam for another date/time as agreed upon by the professor; or,
- wait for the next seating time, if one is open and is approved by the professor.

Final Exams: are to be scheduled as close to the regular class date/time as possible. During Finals, DSS starts exams at 8:30 a.m., 11:00 a.m., and 1:00 p.m. only. Same Tardy/Late Rule (see above) applies.

Any questions, contact DSS at (405) 974-2525.

## Faculty/Staff Responsibilities

Students are required to schedule regular exams online two business days in advance (Note the [exceptions to the 2 business day notice rule](#).) As a result of the student scheduling an exam for your

class, you will receive an email regarding their scheduled quiz/exam. Verify all information. Contact the student and/or DSS to make changes as needed. DSS asks that you deliver the quiz/exam to the DSS office (NUC 305) at least 24 hours prior to the scheduled exam time. In addition to delivering the quiz/exam, please include an [Exam Administration Form](#) for each student/exam. If items are not specified on this form, DSS will use their own discretion. Exams and the Exam Administration Form may be delivered via email to [dsslab@uco.edu](mailto:dsslab@uco.edu) or hand-deliver to NUC, room 305.

Understandably, an instructor does not have the authority to request that a registered DSS student with exam accommodation(s) miss another class to complete the exam or specify the exam time. Academic Affairs expects the exam to be scheduled in a block that is as close to the time other students take the exam as possible, but that is also reasonable for the student and Disability Support Services Testing Center. When a student cannot take the exam at the same time as the class because of their disability or class schedule conflicts, this does not constitute a make-up exam.

#### Exceptions to the two-business day rule:

1. Fall and Spring Finals: all finals must be scheduled by noon the Monday before Finals Week begins.
2. Intersession and Summer Finals: require a 12-hour notice.
3. Students with the accommodation "Take exam within 48 hours of date/time of exam": Call 405-974-2525 and indicate you missed an exam due to your disability and need to schedule a time within the next 48 hours as per your accommodation. Additionally, notify your professor.
4. Pop quizzes: The instructor must contact the DSS Testing Center by phone (405-974-2525), stating the time/date of the pop quiz and deliver a copy to the DSS Testing Center. Student(s) are notified by the instructor at the appropriate time.
5. Walk-ins are allowed if DSS has the exam and a seat available. Remember, that accommodations may not be available without advance notice.

[Back to Table of Contents](#)

## Assistive Technology

[Equipment](#)

[Software/Hardware](#)

[AT Software Downloads](#)

### Equipment

Disability Support Services has various assistive technology equipment available for loan free of charge to students on a semester basis. This includes hearing devices, visual aid devices, and specialized equipment for specific services. DSS maintains the equipment, loans to registered DSS students and is available to train students on use and care as needed. For students to use the equipment, they must be registered with DSS. Equipment may be picked up and returned in the DSS, NUC, room 305.

Wheelchairs are available for loan free of charge to the university community, regardless of registration with DSS. Equipment may be picked up and returned in the DSS, NUC, room 305.



For questions or issues regarding Assistive Technology Equipment, please contact DSS at (405) 974-2516 or [dssl@uco.edu](mailto:dssl@uco.edu).

[Back to Table of Contents](#)

## Software/Hardware

Disability Support Services maintains the following ADA Workstations across campus:

- Business Building, Room 122
- Howell Hall, Room 319
- Liberal Arts Building, 2<sup>nd</sup> floor (southeast corner)
- Math/Science Building, 1<sup>st</sup> floor computer lab
- Max Chambers Library 1<sup>st</sup> floor
- Nigh University Center, Digital Den, room 152
- Nigh University Center, DSS Lab, room 305

Assistive technology available at ADA Workstations:

- Dragon Naturally Speaking: accurate, easy-to-use, powerful speech recognition software. In addition to assisting users to operate a computer hands-free, it turns your voice into text allowing the user to dictate continuously and naturally up to 160 words per minute;
- Zoom Text Magnifier/Reader: fully integrated magnification and screen reading program that enlarges, enhances and reads aloud everything on the computer screen;
- WYNN Wizard: scanning and reading software. It includes optical character recognition (OCR), the ability to scan printed pages and convert them into electronic text. Speech synthesis enables this scanned text to be read aloud. Additionally, WYNN Wizard can read word processing documents, Adobe Acrobat PDF files, text files, and the Internet;
- JAWS: screen reader that provides access to software applications and the internet;
- NVDA: free screen reader that provides access to software applications and the internet;
- Adobe ReadOutloud: free text-to-speech software (part of Adobe Acrobat Reader) that reads PDF documents;
- ClaroReader: scanning and reading software. It includes optical character recognition (OCR), the ability to scan printed pages and convert them into electronic text. Speech synthesis enables this scanned text to be read aloud (located only in DSS, NUC 305);
- Trackball: reduces hand movement and strain and allows for comfortable and precise navigation with a slow, small movement of the hand (not available at all ADA workstations);
- Adjustable table: height of the table can be adjusted electronically (not available at all ADA workstations);
- Ergonomic Keyboard (located only in DSS, NUC 305);
- Keyboard Stickers in large print, yellow, white, or braille that provide a visual enhancement for identification of keys (available as needed); and,
- Braille Printer: capable of printing documents in Braille (located only in DSS, NUC 305).

## AT Software Downloads

Students, staff and faculty with a valid active @uco.edu ID are entitled to receive free home annual licenses specifically for personally owned computer equipment.

- Jaws – Text to speech screen reader that provides access to software applications and the internet. [Download the software from Freedom Scientific portal](#)
- ZoomText - Magnification and screen reading program that enlarges, enhances and reads aloud everything on the computer screen. [Download the software from Freedom Scientific portal](#)
- Fusion - provides the best of both worlds ZoomText with its screen magnification and visual enhancements for screen viewing ease, coupled with the power and speed of JAWS for screen reading functionality. [Download the software from Freedom Scientific portal](#)
- NVDA – Text to speech screen reader software can be downloaded free of charge by anyone anywhere. [Download the software from NV Access](#)

Need help getting started? An AT Quick Start Guide can be found attached to each ADA workstation. There is also an [Assistive Technology Software Operating Procedure](#) on every ADA computer hard drive. For questions or issues regarding assistive technology software/hardware available on ADA Workstations or training in the use of such technology, please contact DSS at (405) 974-2516 or [dssl@uco.edu](mailto:dssl@uco.edu).

[Back to Table of Contents](#)

## Independent Contractors (Sign Language Interpreters/CART Providers)

Independent Contractors wanting to serve as sign language or CART provider are required to have on file with the University's Disability Support Services the below documents before providing services. These documents are in effect from July 1<sup>st</sup> to June 30<sup>th</sup>. Each fiscal year, new contracts are required. Contracts can be submitted throughout the fiscal year at any point for consideration of providing sign language or CART services. Before completing the required documents, please review the University's [Independent Contractor Hiring and Processing Procedures](#).

Required Documents:

1. [UCO Services Agreement](#)
2. [ASL/CART Interpreter Service Contract](#)
3. [OMES FORM](#) with copies of two forms of identification
4. Copies of current sign language/CART certifications

For Your Information Documents:

1. Utilizing Interpreters/CART & Captioning as an Accommodation Guidelines – this document outlines the student's responsibility given the accommodation of a sign language/CART interpreter or closed captioning. This is a departmental internal form, but if you would like a copy, please submit a request by emailing [DSSinterpreter@uco.edu](mailto:DSSinterpreter@uco.edu).
2. [UCO Policy on Service Animals](#)

3. [Accessibility Checklist for Digital Media](#) – this document outlines the university’s responsibility for closed captioning (#4).

If you have any questions regarding interpreting for individuals that are Deaf or Hard of Hearing at UCO, please contact DSS at (405) 974-2516 or by email at [DSSinterpreter@uco.edu](mailto:DSSinterpreter@uco.edu). Upon completion of the above required documents, submit to Disability Support Services either by email ([DSSinterpreter@uco.edu](mailto:DSSinterpreter@uco.edu)) or mail (UCO Disability Support Services, 100 N. University Drive, Box 144, Edmond, OK 73034).

[Back to Table of Contents](#)

## Faculty Teaching Considerations

[Behavior/Conduct of Students with Disabilities](#)

[Confidentiality of Students with Disabilities](#)

[Emergency Procedures](#)

### Universal Design

The Center for Universal Design (CUD) at North Carolina State University states universal design "is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design". DSS supports and promotes the use of universal design principles for all products and environments on campus. Read more at [Universal Design: Process, Principles, and Applications](#).

### Creating Accessible Documents

- [Accessibility Checklist for Digital Media](#)
- [Accessibility Tutorial for Microsoft Word](#)
- [Cheatsheets from the National Center on Disability and Access to Education](#)
- [Create Accessible Products \(Documents\) from the GSA](#)
- [20 Tips for Teaching an Accessible Online Course from DO-IT](#)
- [Tutorial for Making Online Learning Accessible from DO-IT](#)

[Back to Table of Contents](#)

## Trainings Offered by DSS

DSS representatives can come to any class and provide hands-on disability awareness training. To inquire, please email the Director at [DSSdirector@uco.edu](mailto:DSSdirector@uco.edu).

DSS provides the below one-on-one training opportunities for registered students:

- Time Management Skills
- [Notetaking Methods](#)
- [Tips in Exam Taking](#)
- Text-to-speech software
  - [Adobe](#)

- [Read OutLoud Tips](#)
  - Microsoft
    - [Read out load Tutorial](#)
- Screen magnifier
  - [ZoomText](#)
    - [ZoomText Tutorial](#)
- Speech-to-text software
  - [Dragon Naturally Speaking](#)
    - [Dragon Tutorial](#)
- Screen reader
  - [Jaws](#)
    - [JAWS Tutorial](#)
  - [NVDA](#)
    - [NVDA Guide Book](#)

All trainings are held in the DSS office located in the Nigh University Center, room 305. Call the office at 405-974-2516 or stop by to schedule an individual time that works best for you.

[Back to Table of Contents](#)

## Foreign Language - American Sign Language

### Oklahoma State Law

§70-3208.1 Oklahoma Attorney General’s Office: It is the intent of the Legislature that American Sign Language be recognized as a foreign language. Any institution in the Oklahoma State System of Higher Education may, in accordance with Section 3208 of Title 70 of the Oklahoma Statutes, offer courses in American Sign Language and grant credit for such courses in the same manner as provided for other foreign language courses. Course credit earned by a student for American Sign Language classes taken in the public schools may be credited by an institution for purposes of meeting elective course entrance or graduation requirements or both entrance and graduation requirements.

Oklahoma Commission for Teacher Preparation (OCTP), 16 December 1998 “Foreign Language Fact Sheet”: The foreign language competency encompasses a broad spectrum of languages including French, German, Spanish, Russian, Latin, Native American languages, and American Sign Language. Students from a variety of cultural backgrounds may meet this competency without any coursework. Others may achieve a novice-high level before entering college through previous exposure to a language or culture.

[Back to Table of Contents](#)

## Helpful Resources

- a. [ABLE Tech – Oklahoma’s Assistive Technology Act Program](#)
- b. [Adaptive and Inclusive Recreation at UCO](#)
- c. [Association on Higher Education and Disability \(AHEAD\)](#)
- d. [Campus Maps](#)

- e. [D2L Quiz Exam – Add Restrictions](#)
- f. Diagnostic Testing for determination of a disability
  - 1. [UCO Learning and Behavior Clinic](#), 974-2758
  - 2. [Psychology Specialists of Oklahoma](#), 405-242-6460
  - 3. [Psychological Services Center at OU](#), 405-325-2914
  - 4. [Psychological Services Center at OSU](#), 405-744-5975
  - 5. [Vocational Rehabilitation](#), if Oklahoma resident, 1-800-845-8476
  - 6. [Moore Counseling Center, 405-735-6333](#)
- g. [Learning Disabilities Association of America](#)
- h. [National Alliance on Mental Illness](#)
- i. [National Center for Education Statistics](#)
- j. [National Center for Learning Disabilities](#)
- k. [National Deaf Center](#)
- l. [National Federation of the Blind](#)
- m. [NewView Oklahoma](#)
- n. [Oklahoma’s Association on Higher Education and Disability \(OK-AHEAD\)](#)
- o. [Oklahoma Department of Rehabilitation Services](#)
- p. [Oklahoma Epilepsy Foundation](#)
- q. [Oklahoma Library for the Blind and Physically Handicapped](#)
- r. [Safety and Transportation Services at UCO](#)
  - [Alternative Transportation](#)
  - [Physical Disability Parking and Medical Permits](#)
  - [Safe Walk](#)
- s. [Speech and Hearing Clinic at UCO](#)
- t. [Scholarships at UCO](#)

[Back to Table of Contents](#)

## Grievance Procedure

Any student who believes that he or she has been harassed or discriminated against as a result of a disability by any UCO department or organization, or faculty or staff member working in and for the university, may register a complaint and follow the complaint procedures set forth in [Section 1.5](#) of UCO policies by submitting an [Incident Report Form](#) to the Disability Support Services Department (DSS).

## [Disability Policies at UCO](#)

## Disclaimer

This Handbook has been prepared for general information purposes only. No statement appearing in this Handbook constitutes a contractual obligation by the Board of Regents or the University of Central Oklahoma. If any official policy statements of the Board of Regents or of the University 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 University reserve the right to alter the terms of official policy statements and /or this Handbook at any time, without advance notice.

[Back to Table of Contents](#)