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Students with Disabilities Handbook

2014-2015



**Office of Vice President
Institutional Advancement and Development**

**Student Disabilities Services
Room 311, Page Hall
P. O. Box 1500
Langston, Oklahoma 73050**

**Telephone: 405/466-2937
FAX: 405/466-6014**

Norman Hollingsworth, Compliance Officer

I. Affirmative Action Compliance Statement

“This institution is in compliance with Title IV of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, and other federal laws and regulations, and does not discriminate on the basis of race, color, national origin, sex, age, religion, qualified disability, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services.”

II. Langston University Statement of Purpose

Statement of Purpose

Langston University enhances the lives of diverse learners at all levels of society in a nurturing environment with dynamic teaching, relevant research, community service and opportunities which produce leaders and professional competent graduates. This handbook has been prepared for general purposes only. No statement appearing in this handbook constitutes a contractual obligation by the Board of Regents. 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 Langston University reserve the right to alter the terms of official policy statements and/or this handbook at any time without advance notice.

The University provides access to a population of culturally diverse learners from all levels of society who demonstrate a desire to pursue higher education in an environment where knowledge is extended to the global marketplace.

The University serves the State of Oklahoma, the nation and the world through its scholarly activities, student-centered campuses, community involvement and international scientific research. We emphasize the use of education to develop innovative solutions to improve the quality of life of underserved populations in urban and rural communities globally. As a state institution with a global impact, we strive not only to increase the supply of well-educated and skilled labor and to foster economic development in Oklahoma, but also throughout the world. Please familiarize yourself with the information outlined in this handbook. If you have additional needs, which are not specifically addressed, please contact the Office of ADA, Room 311, Page Hall, 405/466-2937. The Office of Disability Services is committed to providing a community that ensures full participation for students.

III. Langston University Core Values

- ❖ Strong work ethic and dedication – We are united in our dedication to working as hard and as long as necessary in order to realize our vision of developing creative solutions to the problems facing underserved populations in Oklahoma, the nation and the world.
- ❖ Passion for learning – Our zeal for knowledge, our quest to understand “why” and our desire to develop innovative answers, create a vibrant academic community.
- ❖ Courage to have exemplary character – We are building a community in which high ethical and moral standards are maintained and valued by our faculty, staff and students.
- ❖ Excellence – We value, treasure and reward excellence in scholarship, teaching and community service.
- ❖ Scholarly innovation and a commitment to scholarship – We are a community of pragmatic intellectuals, using our knowledge to better our state, nation and the world.
- ❖ Appreciation of difference – We believe firmly that everyone must be respected; and that there is always more than one way to consider any issue. We value diversity of opinions, ideas, ideals, cultures, and perspectives.
- ❖ Fiscal accountability – We believe that solid fiscal management is the foundation upon which a great university is built.
- ❖ Social responsibility – We believe that knowledge is a gift which must be used to create a better world.
- ❖ Commitment to fundamental human rights – Above all, we value the right of every human being to enjoy freedom, respect and the opportunity to realize his or her potential.

IV. Introduction

Langston University is committed to serving the needs of students with disabilities. Consistent with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, “qualified handicapped individuals” shall not be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any federally funded programs or activity solely by reason of disability. Qualified individuals with disabilities are specified by federal guidelines below.

The ADA Compliance Office is located in Room 311, Page Hall. You may contact this office by telephone at: 405/466-2937 or by email at dlrogers@langston.edu.

Langston University has adopted the Americans with Disabilities Act Accessibility Guidelines (ADAAG). Each year members of the Association for Disabled Students may submit a list of priorities for building improvements to the Facilities Office on the Campus of Langston University through the ADA Compliance Officer. These modifications may include, but are not limited to, ramps, curb cuts, automatic door openers, sidewalk repairs, restrooms, etc.

V. Federal Guideline for Documenting Disability

Documenting Learning Disability Conditions

Students must provide documentation of their disability as it relates to the accommodations they are requesting. This documentation can only be prepared by a person who is qualified by professional training and practice to diagnose and treat the impairment leading to the disability. All documentation is confidential and is on file with the ADA Compliance Office. Students applying for services and accommodations on the basis of ADD/ADHD must submit a comprehensive report of a psycho-educational assessment completed by a psychiatrist, licensed psychologist, or licensed medical doctor who has experience diagnosing and treating this condition and must address the following criteria:

Typically this means that the testing was conducted in the junior or senior year of high school or as an adult. All documentation is confidential and is on file with the ADA Compliance Officer. In accordance with the guidelines developed by the Association on Higher Education and Disability (AHEAD), the psycho-educational assessment should contain:

* Aptitude – a complete intellectual assessment with all subtests and standard scores reported. The Wechsler Adult Intelligence Scale (WAIS-3) with scaled scores and percentiles and/or the Woodcock-Johnson Psycho-Educational Battery-Revised (WJPEB-R): Part 1, Tests of Cognitive Ability with standard scores and percentiles) are the preferred instruments.

* Academic Achievement – a comprehensive academic achievement battery with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language. Acceptable instruments include the Wechsler Individual.

* Achievement Test (WIAT) -- or specific achievement tests like the Nelson-Denny Reading Test and the Woodcock Reading Mastery Tests Revised.

* Information Processing – specific areas of information processing (e.g., short and long term memory, sequential memory, auditory and visual processing, processing, speed, executive functioning, and motor ability). Use of subtests from the WAIS-3, and /or the cognitive portion of the Woodcock-Johnson Psycho-Educational Battery-Revised is acceptable. Additional testing such as the Wechsler Memory Scale (WMS-3) designed to assist in corroborating the existence of processing disorders as identified by the WAIS-3 or the WJPEBR Part 1 is recommended.

* Conclusions – the report should conclude with a clinical summary which brings the supported judgment of the person conducting the assessment to bear in stating a diagnosis. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis. Please note that Disability Support Services will make the final determination of eligibility for accommodations and the type of accommodations required.

Note: The ADA Compliance Office reserves the right to deny services or reasonable accommodations while the receipt of appropriate documentation is pending. Students must complete the application process, submit disability documentation and bring a current detailed schedule before they can receive accommodations and services.

Note: A student's Individualized Educational Plan (IEP) is not sufficient documentation. An IEP is the plan that the student's high school team developed to promote his or her academic success.

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dlrogers@langston.edu**

Documenting Attention-Deficit/Hyperactivity Conditions

Students must provide documentation of their disability as it relates to the accommodations they are requesting. This documentation can only be prepared by a person who is not a family member of the student and who is qualified by professional training and practice to diagnose and treat the impairment leading to the disability. All documentation is confidential and is on file with the ADA Compliance Office. Students applying for services and accommodations on the basis of ADD/ADHD must submit a comprehensive report of a psycho-educational assessment completed by a psychiatrist, licensed psychologist, or licensed medical doctor who has experience diagnosing and treating this condition and must address the following criteria:

- * DSM-IV diagnosis and a description of supporting past and present symptoms.
- * Narrative Summary of assessment procedures, including all scores used to make the diagnosis.
- * Description of present symptoms, fluctuating conditions, and prognosis.
- * Medication Needs and side effects of how the medication will affect the student's academic performance.
- * Suggestions of reasonable accommodations that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis. Please note that the ADA Compliance Office will make the final determination of eligibility for accommodations.

Note: The ADA Compliance Office reserves the right to deny services or reasonable accommodations while the receipt of appropriate documentation is pending. Students must complete the application process, submit disability documentation and bring a current detailed schedule before they can receive accommodations and services.

Note: A student's Individualized Educational Plan (IEP) is not sufficient documentation. An IEP is the plan that the student's high school team developed to promote his or her academic success.

Documenting Psychiatric Disabilities

Students must provide documentation of their disability as it relates to the accommodations they are requesting. This documentation can only be prepared by a person who is not a family member of the student and who is qualified by professional training and practice to diagnose and treat the impairment leading to the disability. All documentation is confidential and is on file with the ADA Compliance Office. Students applying for services and accommodations on the basis of psychiatric disabilities must submit documentation completed by a psychiatrist or licensed psychologist who has experience diagnosing and treating this condition and must address the following criteria:

DSM-IV Diagnosis

- * Psychological Test used to make the diagnosis and all scores to support the diagnosis.
- * Medications – Current medications, side effects, and compliance with medication plan.
- * Therapeutic Interventions and compliance with such to ensure that accommodations do not jeopardize successful therapeutic interventions
- * Suggestions of reasonable accommodations that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis. Please note that the ADA Compliance Officer will make the final determination of eligibility for accommodations.

Note: The ADA Compliance Office reserves the right to deny services or reasonable accommodations while the receipt of appropriate documentation is pending. Students must complete the application process, submit disability documentation and bring a current detailed schedule before they can receive accommodations and services.

Note: A student's Individualized Educational Plan (IEP) is not sufficient documentation. An IEP is the plan that the student's high school team developed to promote his or her academic success.

Documenting Head Injury/Traumatic Brain Injury

Students must provide documentation of their disability as it relates to the accommodations they are requesting. This documentation can only be prepared by a person who is not a family member of the student and who is qualified by professional training and practice to diagnose and treat the impairment leading to the disability. Head injury and traumatic brain injury are considered medical or clinical diagnoses. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of head injury or traumatic brain injury. Recommended practitioners may include physicians; neurologists; licensed clinical, rehabilitation, and school psychologists; neuro-psychologists; and psychiatrists.

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Documentation for eligibility should be current (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's request for accommodations). All documentation is confidential and is on file with the ADA Compliance Office. The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

- * A clear statement of the head injury or traumatic brain injury. In clear, direct language, the report must identify the substantial limitation of a major life activity presented by the injury;
- * A summary of cognitive and achievement measures used and evaluation results, including all scores, used to make the diagnosis;
- * A summary of present residual symptoms which meet the criteria for diagnosis;
- * Medical information relating to the student's needs including the impact of medication on the student's ability to meet the demands of the postsecondary environment;

Suggestions of reasonable accommodations that might be appropriate at the postsecondary level. These recommendations should be based on significant functional limitations and should be supported by the diagnosis.

Name, address, phone number and title and/or credentials of the specialist.

Note: The ADA Compliance Office reserves the right to deny services or reasonable accommodations while the receipt of appropriate documentation is pending. Students must complete the application process, submit disability documentation and bring a current detailed schedule before they can receive accommodations and services.

Note: A student's Individualized Educational Plan (IEP) is not sufficient documentation. An IEP is the plan that the student's high school team developed to promote his or her academic success.

Documenting Deaf/Hard of Hearing Conditions

Students must provide medical documentation of their disability as it relates to the accommodations they are requesting. This documentation can only be prepared by a person who is not a family member of the student and who is qualified by professional training and practice to diagnose and treat the impairment leading to the disability. Your documentation needs to be current (in order to reflect present functioning) and from a qualified professional.(e.g. medical doctor). The medical report should be specific about your diagnosis and functional limitations, and signed by the professional who is making the diagnosis. All documentation is confidential and is on file with the ADA Compliance Officer. If your disability is progressive, or if you experience any change in the severity that would affect your accommodations, you must provide updated documentation that reflects the change in status.

An audiologist can provide information regarding diagnosis and treatment of those individuals who are deaf or hearing impaired. Recommended documentation should be current (within 3 years). If the condition involves a progressive loss, a more current diagnosis is required. Documentation should include:

A detailed summary of audiometric procedures and/or audio-logical testing indicating the nature and the degree of hearing loss, and any speech recognition/discrimination evaluations if appropriate.

A summary of assessment procedures used to make the evaluation and a narrative summary of results.

A current diagnosis of hearing impairment. . Include level of severity and date and age of onset of hearing loss.

Pertinent history should be included.

Narrative of whether the hearing loss is stable or progressive. Whether assistive devices such as hearing aids or FM systems are used and how effective they are.

A description of the student's functional limitations in an educational setting and how the hearing loss may affect class participation.

Suggestions of reasonable accommodations that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis. Please note that the ADA Compliance Officer will make the final determination of eligibility for accommodations.

Name, address, phone number and title and/or credentials of the specialist.

Note: The ADA Compliance Office reserves the right to deny services or reasonable accommodations while the receipt of appropriate documentation is pending. Students must complete the application process, submit disability documentation and bring a current detailed schedule before they can receive accommodations and services.

Note: A student's Individualized Educational Plan (IEP) is not sufficient documentation. An IEP is the plan that the student's high school team developed to promote his or her academic success.

Documenting Visual Impairments/Blind Conditions

Students must provide documentation of their disability as it relates to the accommodations they are requesting. This documentation can only be prepared by a person who is not a family member of the student and who is qualified by professional training and practice to diagnose and treat the impairment leading to the disability. Your documentation needs to be current (in order to reflect present functioning) and from a qualified professional (e.g. medical doctor). The medical report should be specific about your diagnosis and functional limitations, and signed by the professional who is making the diagnosis. All documentation is confidential and is on file with the ADA Compliance Office.

If your disability is progressive, or if you experience any change in the severity that would affect your accommodations, you must provide updated documentation that reflects the change in status.

Ophthalmologists or Optometrists can provide information regarding diagnosis and treatment of those individuals who are blind or visually impaired. Recommended documentation should include:

- ✚ A detailed summary of vision-related disability.
- ✚ A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores.
- ✚ Present symptoms that meet the criteria for diagnosis e.g. visual acuity as well as tracking and fusion difficulties including but not limited to eye movement disorders, inefficiency in using both eyes together, misalignment of the eyes, lazy eye, focusing problems, visual sensory disorders, and motor integration.
- ✚ Medical information relating to the student's needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program.
- ✚ A summary of appropriate treatment e.g. corrective lenses or ongoing visual therapy.

Suggestions of reasonable accommodations that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis. Please note that the ADA Compliance Officer will make the final determination of eligibility for accommodations.

Name, address, phone number and title and/or credentials of the specialist.

Note: The ADA Compliance Office reserves the right to deny services or reasonable accommodations while the receipt of appropriate documentation is pending. Students must complete the application process, submit disability documentation and bring a current detailed schedule before they can receive accommodations and services.

Note: A student's Individualized Educational Plan (IEP) is not sufficient documentation. An IEP is the plan that the student's high school team developed to promote his or her academic success.

Documenting Other Disabilities, Injuries, and Conditions

Students must provide documentation of their disability as it relates to the accommodations they are requesting. This documentation can only be prepared by a person who is not a family member of the student and who is qualified by professional training and practice to diagnose and treat the impairment leading to the disability. Your documentation needs to be current (in order to reflect present functioning) and from a qualified professional (e.g. medical doctor). The medical report should be specific about your diagnosis and functional limitations, and signed by the professional who is making the diagnosis. All documentation is confidential and is on file with the ADA Compliance Office.

If your disability is progressive, or if you experience any change in the severity that would affect your accommodations, you must provide updated documentation that reflects the change in status.

Nonspecific disabling injuries include but are not limited to all chronic health conditions (asthma, diabetes, sickle cell anemia, etc.), orthopedic injuries or impairments (recovery from ankle surgery, broken hand, etc.), or any other condition, which substantially limits a student's participation academically.

Students requesting accommodations on the basis of other nonspecific disabling injuries and conditions must provide documentation including the following:

- A medical or other licensed professional's description of the nature of the condition including information pertaining to the history, expected course of treatment, and limitations resulting from the condition or treatments.
- Recent documentation in order to assess the current impact on academic functioning. The most recent documentation is needed to be assessed on a case by case basis.
- Documentation must be comprehensive, establishing clear evidence of a significant impact on academic functioning.
- Documentation must be relevant to requested accommodations. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis. Please note that The ADA Compliance Officer will make the final determination of eligibility for accommodations.

Name, address, phone number and title and/or credentials of the specialist.

Note: The ADA Compliance Office reserves the right to deny services or reasonable accommodations while the receipt of appropriate documentation is pending. Students must complete the application process, submit disability documentation and bring a current detailed schedule before they can receive accommodations and services.

Note: A student's Individualized Educational Plan (IEP) is not sufficient documentation. An IEP is the plan that the student's high school team developed to promote his or her academic success.

VI. Types of Services Offered

Langston University is committed to encouraging students to be independent. Services are designed to support students in accomplishing their academic goals. Reasonable accommodations are based on need, not desire.

The ADA Compliance Office works with students to help remove barriers to learning on the campus. Services may include moving classes to accessible buildings, facilitating the construction of ramps or curb cuts, placement of adjustable tables in classrooms, and serving as a liaison and advocate for the student with faculty and staff. Additionally, the Office of ADA Disabilities Services offers seminars and workshops on topics pertaining disability services.

Specific services provided on an individual basis are listed below:

- * Assistance with note-taking;
- * Alternative testing accommodations;
- * Assistance in obtaining instructional materials in alternative formats;
- * Assistance in obtaining an interpreter;
- * Enrollment;
- * Building accommodations;
- * Other accommodations when necessary.

A brief description of the select services is provided below:

Note Taking Services

A student may arrange for note taking assistance by requesting a volunteer note taker or they may tape record lectures. If the tape recorder option is selected, the Office of Disabilities Services can loan the student with a recording device.

Interpreter Services

The ADA Compliance Office will work closely with entities on and off campus to provide students with interpreter services for impairments such as hearing.

Alternative Testing Services

While we encourage students to personally talk with their instructors during the first week of classes regarding alternative testing, the ADA Compliance Office can assist in the discussion and facilitation of alternative testing. Furthermore, instructors may contact the ADA Compliance Office if there are questions about the request or procedures, Room 311, Page Hall or 405/466-2937.

Alternative testing services are designed as an appropriate academic accommodation for the disabled student and to benefit faculty. Through alternative test administration the faculty member can evaluate the student with a disability on the same basis as non-disabled students.

The service is designed to assist the student with a disability in demonstrating his/her skills or acquired knowledge rather than his/ her disabilities.

Once an alternative testing schedule is developed, the student must adhere to the schedule. If changes are necessary, the student is responsible for contacting the instructor and ADA Compliance Officer in advance to re-schedule the date and time for administration of the affected exam. Formal approval from the instructor of record is required by the ADA Compliance Officer before a student reschedules an exam.

VII. How Do Students Access Services?

Procedures for Initiating a Request for Services/Accommodations by Students

1. Students with disabilities who wish to access services may initiate their requests by contacting the ADA Compliance Office in Room 311 of Page Hall and can be contacted by phone at (405) 466-2937 or by email at dlrogers@langston.edu. 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. Students must provide documentation of their disability and their need for accommodation before receiving services.

In the case of a medical, physical, or psychological disability, students should submit documentation from a qualified professional stating:

- 1) The nature and severity of the disability,
- 2) Current functional impact,
- 3) The diagnostic procedures used, and
- 4) Recommendations for assistance.

Students with Learning Disabilities or Attention Deficit/Hyperactivity Disorder must submit documentation of an adult evaluation from one of two sources.

A) Students diagnosed prior to graduation from an accredited high school may submit the psycho educational evaluation (done at approximate age of 15 years old) on file at the respective high school or

B) Students diagnosed after the completion of high school must submit a psycho educational evaluation performed by an appropriately qualified professional.

2. Students must complete and sign the following forms to initiate their requests for services: the Service Intake Form, the Request for Accommodations Form, the Authorization for Release of Confidential Information Form, and the Disability Disclosure Release Form. Samples of the aforementioned forms are attached to this handbook. All requests for accommodations and services must be accompanied by appropriate documentations of disability (documentation by a licensed medical professional or licensed psychologist) and submitted to the ADA Compliance Office. Additional documentation may include academic history (transcripts from Langston University and/or previous institutions). All requests for services must be initiated at the beginning of each semester, or at the end of the previous semester to ensure timely provision of the necessary accommodations.

3. Students must identify themselves to their instructors to facilitate implementation of the identified classroom accommodations. The ADA Compliance Office will officially communicate with the instructors of the student via a memorandum regarding the requested accommodations. Consultation among the student, his/her instructor(s), and the ADA Compliance Office may be necessary for some accommodations. Each student is encouraged to act as his/her own advocate and has the major responsibility for securing assistance. Early and regular contact with the ADA Compliance Office will help ensure the timely identification and provision of services and accommodations.

4. Students who believe they received inappropriate and/or inadequate services have the right to file an incident report with the ADA Compliance Office using the Incident Report Form located in the appendix of this handbook. Students are encouraged to file the report with the ADA Compliance Office within five working days of the incident, if possible. All Incident Report Forms are kept confidential. Students will receive a written response from the ADA Compliance Office upon the completion of the Office's investigation of all allegations. As part of the incident report form students are encouraged to recommend options to help rectify the issues of concern.

Academic Response to a Request for Accommodations by a Student

1. The ADA Compliance Office will counsel students with disabilities concerning reasonable academic accommodations relative to their degree program.
2. Due to privacy issues, a formal request initiated by the student is required before the ADA Compliance Office will notify (in writing) all parties of the request for a reasonable academic accommodations.
3. This notification includes the request for reasonable academic accommodations and a statement from the ADA Compliance Office certifying the disability and recommending a reasonable academic accommodation. The notification goes to the advisor, the University's Vice President for Academic Affairs, appropriate faculty, and the Department Head with administrative oversight for the course or requirement in question.
4. The above listed individuals will review the request for reasonable academic accommodations and make a recommendation to the Department Head.
5. The Department Head has the responsibility of fully coordinating and implementing all reasonable academic accommodations requested by the student. Should the Department Head determine that the accommodations requested present an "undue hardship" as defined by Section 504 regulation, the specific reason for such hardship must be put in writing by the Department Head and must be submitted to the student's advisor, instructor of record, and ADA Compliance Office through the Dean of the School. Modifications of academic requirements do not discriminate or have the effect of discriminating. Section 505, sub-part (a), specifically states that "Academic requirements that the recipient (Langston University) can demonstrate are essential to the program of instruction being pursued by such students or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this

section.” The ADA Compliance Office will then notify the student of the School’s decision regarding the request for accommodations.

6. If necessary, Legal Counsel will consult with all involved to provide advice.
7. All actions are subject to review by the appropriate Dean, the Vice President for Academic Affairs and the ADA Compliance Office.
8. If the request for accommodations is denied and the student with the disability seeks further regress, he/she may appeal through the academic appeals process. If the issue is not resolved upon appeal, the student may file a formal complaint with:

Office of Disability Concerns
2401 NW 23rd, Suite 90
Oklahoma City, OK 73107-2423
(800) 522-8224 (V)
(405) 521-3756 (V)
(405) 522-6706 (TTY)
Website: <http://www.odc.ok.gov>

U.S. Department of Education
Office for Civil Rights
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114
(816) 268-0551 (V)
(816) 823-1404 (fax)
Website: <http://www.ed.gov/ocr/>

Office of the Americans with Disabilities Act
Civil Rights Division/U.S. Department of Justice
P.O. Box 66738
Washington, DC 22035-6118
(800) 514-0301 (V)
(800) 514-0383 (TTY)
Website: <http://www.usdoj.gov/>

Non-Academic Response to a Request for Accommodations by a Student

1. A student must file the initial non-academic concern with the ADA Compliance Office. The ADA Office will then assemble and work with an ad-hoc committee to facilitate a resolution to the concerns expressed by the affected student. The ad-hoc committee assembled by the ADA Compliance Office will include a dean, a department head, a staff member, a faculty member, and the ADA Compliance Office. The ad-hoc committee will assist the ADA Compliance Officer in investigating the concern and will present the ADA Compliance Office with their recommendation(s). The ADA Compliance Office will then make a final determination and notify the student in writing.
2. If necessary, Legal Counsel will be available to consult with all involved to provide advice.
3. If the outcome is unsatisfactory to the student, he/she can appeal the decision to the Vice President for Student Affairs and Enrollment Management, where every attempt will be made to provide reasonable accommodations for the non-academic concern expressed by the student.
4. If the student is still dissatisfied, they may appeal to the President of the University.
5. Ultimately, if the student remains dissatisfied with the University's response, they may file a formal complaint in writing with any of the following agencies:

Office of Disability Concerns
2401 NW 23rd, Suite 90
Oklahoma City, OK 73107-2423
(800) 522-8224 (V)
(405) 521-3756 (V)
(405) 522-6706 (TTY)
Website: <http://www.odc.ok.gov>

U.S. Department of Education
Office for Civil Rights
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114
(816) 268-0551 (V)
(816) 823-1404 (fax)
Website: <http://www.ed.gov/ocr/>

Office of the Americans with Disabilities Act
Civil Rights Division/U.S. Department of Justice
P.O. Box 66738
Washington, DC 22035-6118
(800) 514-0301 (V)
(800) 514-0383 (TTY)
Website: <http://www.usdoj.gov/>

VIII. Enrollment Status

Langston University's Reasonable Accommodation Policy allows for modification of policies, practices, and procedures. Modifications may include changes in the length of time permitted for the completion of degree requirements (that is, the determination of full-time status with less than twelve (12) semester hours for an undergraduate student and less than nine (9) semester hours for a graduate student). While it is typically preferable for a student to be accommodated through academic advising, priority enrollment and other classroom/academic accommodations, it may be necessary for a student to request a reduced course load due to the impact of the student's disability.

The goal of this policy is for students with disabilities to be able to request permission to carry a reduced course load without forfeiting the benefits of full-time status (i.e., University housing services, eligibility for participation in intramural or intercollegiate athletics participation in student organizations). It is important to note, however, that auxiliary services such as federal financial aid, personal health insurance and non-Langston University scholarships may be affected by the reduction in semester hours.

Any student who self-identifies as a student with a disability and who is unable to enroll in the required number of semester hours to meet Langston University's definition of full-time status must take the following steps to request full time status:

1. Submit appropriate documentations of disability (documentation by a licensed medical professional or licensed psychologist) to the ADA Compliance Officer along with the request for a reduced course load;
2. Provide ADA Compliance Officer with documentation of academic history (transcripts from Langston University and/or previous institutions); and
3. Submit a written request within a reasonable time frame prior to beginning of a semester, preferably during pre-enrollment, to the ADA Compliance Officer. The ADA Compliance Officer will review the student's request in conjunction with an adhoc committee consisting of the Academic Dean of the affected student, the student's Academic Advisor, Associate Vice President for Academic Affairs, Vice President for Academic Affairs, Director for Enrollment Management, Director of Financial Aid, and University Registrar. The reduced course load, when approved, shall last for a semester. At the end of this period, the academic progress of the student shall be assessed by a review committee comprised of the ADA Compliance Officer, Associate Vice President for Academic Affairs, a faculty member and student's Academic Advisor.

The review committee will then determine whether the accommodation will be renewed or denied. Consistent with the Reasonable Accommodation Policy of Langston University, an appeal of the review committee's decision may be submitted to the University's Equal Opportunity/ Affirmative Action Office in accordance with existing University discrimination grievance procedures.

IX. Conclusion

Each Langston University campus continues to address specific issues with respect to academic and architectural barriers to students with disabilities as well as faculty and staff members with disabilities. Most of the regulations emanate from Title II, part (a) of the Americans with Disabilities Act, and recommendations for a plan of action are acted upon accordingly.

X. Disclaimer

No statement appearing in this Handbook constitutes a contractual obligation by the Board of Regents or Langston University. 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.