

Oklahoma State University Center for Health Sciences

Policy on Student Accessibility

Applicable to the

Oklahoma State University College of Osteopathic
Medicine

Oklahoma State University Physician Assistant Program

Date: May 15, 2026

Oklahoma State University — Center for Health Sciences Statement on Technical Standards for Admission to and Graduation from the Oklahoma State University – College of Osteopathic Medicine and the Oklahoma State University – Physician Assistant Program

- A. General Statement: The General Faculty of the Oklahoma State University – College of Osteopathic Medicine (OSU-COM or the DO Program) has established the academic requirements of the Osteopathic Medical Education Program with the goal of training graduates who have the knowledge and skills to function as osteopathic physicians in a broad variety of clinical situations and to provide a wide spectrum of patient care. The General Faculty of OSU-COM considers the Technical Standards of the DO Program to be essential qualifications that students must possess to meet the academic requirements of the DO Program. As such, the Technical Standards are prerequisites for admission, continuation, promotion, and graduation. All applicants for admission must meet these Technical Standards to be admitted to the DO Program, and all students in the DO Program must continue to meet these Technical Standards as a condition of enrollment in the DO Program.
- B. General Statement: The General Faculty of the Oklahoma State University – Physician Assistant Program (PA Program) has established the academic requirements of the PA Program with the goal of training graduates who have the knowledge and skills to function as physician assistants in a broad variety of clinical situations and to provide a wide spectrum of patient care. The General Faculty of the OSU PA Program considers the Technical Standards of the PA Program to be essential qualifications that students must possess to meet the academic requirements of the PA Program. As such, the Technical Standards are prerequisites for admission, continuation, promotion, and graduation. All applicants for admission must meet these Technical Standards to be admitted to the PA Program, and all students in the PA Program must continue to meet these Technical Standards as a condition of enrollment in the PA Program.
- C. Disabilities and Accommodations for Disabilities: Students with adequately documented disabilities who have been approved for accommodations by the Student Accessibility Committee (“Committee”) will be allowed to meet the Technical Standards and/or fulfill the academic requirements of their respective Program using accommodations as and to the extent approved by the Committee. Accommodations for disabilities are intended to provide students with disabilities with access to equal opportunities; they are not intended to assure success. All students must be able to meet the Technical Standards of their respective Program and fulfill the academic requirements of their respective programs in a reasonably independent manner with or without reasonable accommodations. The OSU-COM Technical Standards can be found at <https://medicine.okstate.edu/com/admissions/technical-standards.html> and in *Appendix I*. The PA Program Technical Standards can be found at <https://medicine.okstate.edu/pa/technical-standards.html> and in *Appendix II*.

Use of Auxiliary Aids and Intermediaries: No student may meet Technical Standards or fulfill academic requirements using auxiliary aids or accommodations that provide cognitive support or medical knowledge, substitute for essential clinical skills, or supplement clinical and ethical judgment.

OSU-CHS Policy on Accommodations for Students with Disabilities

The Oklahoma State University Center for Health Sciences (OSU-CHS) will provide reasonable accommodations to osteopathic medical (DO) and physician assistant (PA) students with disabilities, as defined by the American with Disabilities Act (ADA) and/or Section 504 of the Federal Rehabilitation Act. The purpose of providing students with such accommodations is to assure equal access to educational opportunities, not to assure academic success. Reasonable accommodations provided to students must not pose an undue hardship on OSU-CHS, result in a fundamental alteration in the nature of the academic program or activity, or result in an undue financial or administrative burden on OSU-CHS.

All DO and PA students at OSU-CHS must meet the Technical Standards of their respective programs and fulfill the requirements of their respective academic programs in a reasonably independent manner with or without reasonable accommodations.

The Student Accessibility Committee reviews and assesses DO and PA student requests for accommodations related to disabilities. The Committee does not review or approve accommodations requests for any other programs at OSU-CHS.

I. Policies and Procedures for Requesting Accommodations

1. Upon student request, the Assistant Dean, Access and Community Impact, will correspond with the student about the application process and supply the required forms for requesting reasonable accommodation.
2. The student is responsible for following all procedures for requesting accommodations and for indicating which course(s) or rotation(s) the student desires to apply accommodations.
3. The student is also responsible for notifying the Assistant Dean, Access and Community Impact soon as possible about any difficulties encountered in applying for and/or in the implementation of approved accommodations.
4. At least twenty (20) working days prior to the date requested for implementation of any accommodation, a student must submit to the Assistant Dean, Access and Community Impact the following: (1) a complete and adequate *Student Accommodations Request – Provider Form* (see *Appendix III*); and (2) a complete and adequate *Student Accommodations Request – Student Form* (see *Appendix IV*). Failure to submit required documentation timely may result in delayed implementation if accommodations are approved. To be adequate, the student must be evaluated by, and the Provider Form (see *Appendix III*) must be completed by, a provider with appropriate credentials relative to the stated disability/disabilities. The provider who completes the form must have evaluated the student within the three (3) years immediately preceding the student's request for accommodations.
5. The student must pay for all services associated with obtaining substantiation of a disability.

6. Within ten (10) working days after receipt of the completed request for accommodation and appropriate supporting documentation, the Committee will determine whether the submitted forms are complete and substantiate a disability and need for accommodations. The Committee may consult other institutional personnel or external entities for the purpose of assessing a student's documentation and assuring appropriate accommodations.
 - a. If the documentation adequately establishes the student's disability, the Committee will approve reasonable accommodations.
 - b. If the documentation does not adequately establish the student's disability, the Committee may deny the student's request and request that the student provide additional information/documentation.
7. If the Committee determines that submitted documentation is complete and adequately establishes a student's disability in accordance with applicable law, the Committee will attempt to identify reasonable accommodations for the student. To be reasonable, accommodations must not pose an undue hardship on OSU-CHS, result in a fundamental alteration in the nature of the academic program or activity, or result in an undue financial or administrative burden on OSU-CHS. The Committee will do one of the following:
 - a. Approve the accommodations requested by the student or recommended by the health care professional who completed the *Student Accommodation Request – Provider Form* (see *Appendix III*);
 - b. Approve different accommodations that are reasonable and meet the needs of the student as established by the documentation submitted by the student; or
 - c. Conclude that there are no reasonable accommodations available for the student.

Before approving accommodations that are different than those requested by the student or recommended by the health care professional, or before denying the student's request for accommodations, the Committee Chair or designee will engage in an interactive process with the student to explore potential alternative recommendations and solutions.

8. Within five (5) working days after the Committee reaches a decision on a request for accommodations, the Assistant Dean, Access and Community Impact, will contact the student.
 - a. If the Committee approved accommodations, the Assistant Dean, Access and Community Impact, will correspond with the student to provide the student with a written *Notice of Accommodation to Student* (see *Appendix V*) signed and dated by the Chair of the Committee or designee. The student typically controls who will have knowledge of the student's confidential disability and accommodation information (see below for exceptions).

The process used at OSU-CHS for evaluating and granting accommodations is separate and distinct from the processes used by the National Board of Osteopathic Medical Examiners (NBOME) and the National Commission on Certification of Physician Assistants (NCCPA). Receipt of accommodations in the DO Program or PA Program does not guarantee a student will receive accommodations from the NBOME or NCCPA for any board exam or other professional prerequisite or

obligation. Similarly, documentation required by the DO Program or PA Program may not meet the respective standards for review by the NBOME or NCCPA, and students may be asked to provide additional information to the NBOME or NCCPA that was not required for accommodations by the Committee.

- b. If the Committee does not approve accommodation, the Assistant Dean, Access and Community Impact, will meet with the student to provide a written explanation of the Committee's decision and to discuss concerns the student may have with the decision.
9. Course Directors are responsible for referencing this policy in Course and Clerkship Rotation Syllabi instructions to guide students regarding the process for accommodations in the course or rotation.
10. Typically, accommodations will be granted on an annual basis. Students must notify the Assistant Dean, Access and Community Impact of any request to continue to have the accommodation at least one month prior to the start of the next academic year. The Committee will audit student files each year and determine whether additional information/documentation will be needed to review a student's requests for continued accommodations in the next academic year. The Committee will also be responsible for providing the Office of Educational Development, Office of Clinical Education, the PA Program Director, or the PA Clinical Course Director (as appropriate) on an annual basis an updated list of students approved for accommodations.

II. Appeals of Accommodation Decisions

1. In any instance where a student or faculty member appeals the Committee's decision, the Committee's decision will be implemented during the pendency of the appeal(s).
2. Student Appeals
 - a. If the student disagrees with the Committee's decision, the student may appeal to the Provost of OSU-CHS. To initiate an appeal, the student must submit to the Provost a complete *Accommodations Appeal Form* (see *Appendix VII*) within five (5) working days after receipt of notice of the Committee's decision on requested accommodations. The Provost will share the appeal with the Committee Chair.
 - b. The Provost will forward copies of the appeal documents to the Committee and the affected faculty member, if applicable, who must maintain confidentiality in accordance with applicable law.
 - c. The faculty member(s) affected by the appeal, where applicable, will have an opportunity to submit a written response to the Provost. The faculty member must submit such written response to the Provost within three (3) working days after the faculty member's receipt of the appeal documents.
 - d. Upon receipt of the student's appeal and any response thereto, the Provost may consult other institutional personnel or external entities for the purpose of assessing the student's appeal. The Provost, at its discretion may also meet with the student to discuss the appeal. The Provost will make a final decision and will convey it in writing to the student within ten (10) working days of receipt of the student's appeal. The Provost shall also forward a copy of the decision to the Committee and the Assistant Dean, Access and Community Impact for retention with the student's file. There is no further appeal of such decision.

- e. The student and faculty member/administrative official may mutually agree to some other form of accommodation at any time during the appeal process. If such an agreement is reached, such agreement should be memorialized in writing, signed by the student and faculty member/administrative official, and submitted to the Provost, who may accept the agreement or reject it and continue the appeal.
 - f. Any appeal submitted after the required date will not be considered. In such event, the Committee's decision will be final.
3. Faculty Appeal
- a. A faculty member who disagrees with an approved accommodation or a decision by the Committee to deny accommodations may further discuss the matter with the Committee Chair.
 - b. If, after discussions with the Committee Chair, the faculty member still disagrees with an approved accommodation or a decision by the Committee to deny accommodations, the faculty member may appeal the Committee's decision to the Provost of OSU-CHS. To initiate an appeal, the faculty member must submit to the Provost a complete *Accommodations Appeal Form* (see *Appendix VII*) within five (5) working days after receipt of notice of the Committee's decision.
 - c. The Provost will forward copies of the appeal documents to the affected student and the Committee.
 - d. The student affected by the appeal will have an opportunity to submit a written response. The student must submit such written response to the Provost within three (3) working days after the student's receipt of the appeal documents.
 - e. Upon receipt of the faculty member's appeal, the Provost may consult other institutional personnel or external entities to assist in assessing and reviewing the appeal. The Provost, at his/her/their discretion, may also meet with the student and faculty member to discuss the appeal. The Provost will make a final decision and will convey it in writing to the student, faculty member, and Committee Chair within ten (10) days of receipt of the faculty member's appeal. The Provost shall also forward a copy of the decision to the Assistant Dean, Access and Community Impact for retention with the student's file and communication to the Committee. There is no further appeal of such decision.
 - f. Filing of an appeal does not entitle a faculty member to confidential information about a student's disability, including diagnosis, supporting documentation, or justification.
 - g. The student and faculty member/administrative official may mutually agree to some other form of accommodation at any time during the appeal process. If such an agreement is reached, such agreement should be memorialized in writing, signed by the student and faculty member/administrative official, and submitted to the Provost, who may accept the agreement or reject it and continue the appeal.
 - h. Any appeal submitted after the required date will not be considered. In such event, the Committee's decision will be final.

III. Confidentiality

Information about a student's disability is considered private and will be kept confidential to the extent required by applicable law.

Documentation and correspondence concerning a student's disability and/or accommodations will be maintained by the Assistant Dean, Access and Community Impact.

IV. Process for Implementing Approved Accommodations

The Committee Chair is responsible for ensuring that approved accommodations are appropriately implemented. If the Committee approves accommodations for a student, the Committee Chair or designee will notify the student (see *Appendix V*), and the respective office for assistance with implementing approved accommodations. When appropriate, the Division of Access and Community Impact will arrange for accommodations that fall outside the scope of either the Office of Educational Development or Office of Clinical Education.

Appendix I

OSU-COM Technical Standards

Found at: <https://medicine.okstate.edu/com/admissions/technical-standards.html>

The Oklahoma State University Center for Health Sciences prohibits discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their age, race, color, religion, sex, sexual orientation, gender, gender identity, national origin or ethnicity.

Regarding disabled (or physically challenged) individuals, the College will not discriminate against such individuals who are otherwise qualified, but the College will expect that minimal technical standards be met by all applicants and students as set forth herein. These standards reflect what has been determined to be reasonable expectations of osteopathic medical students and physicians in performing common and important functions, keeping in mind the safety and welfare of the patients for whom our graduates will care.

Standards

An osteopathic physician must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to perform the activities described below, candidates for the D.O. degree must be able to quickly, accurately, and consistently learn, integrate, analyze, and synthesize data.

To facilitate the attainment of optimum care and safety, students at OSU-COM must:

1. Behave in a manner exhibiting high moral and behavioral standards reflecting the position and status of an osteopathic physician.
2. Demonstrate respect for individuals and groups with consideration to diversity, reflecting commitment to OSU-CHS's [non-discrimination statement](#).
3. Students of osteopathic medicine must meet minimal technical and ability standards.

The practice of medicine in general and osteopathic medicine in particular, requires the ability to learn, process, and utilize a great deal of knowledge and experience. Students must have the ability to see, hear and touch independently to optimally assess the physical, mental and emotional status of patients. Where a deficiency occurs, it must be compensated with the aid of prosthetics to the extent that the student's functioning is equal to that of a non-impaired student. Reasonable adaptations are those that will enable the osteopathic student to function independently and when necessary in a team-like fashion with other health professionals in an unimpaired manner.

Oklahoma State University College of Osteopathic Medicine expects its applicants and students to meet certain minimum technical standards as outlined below. Every applicant and student of OSU-COM is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The holder of a doctor of osteopathic medicine degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. OSU-COM has adopted these standards with due consideration for the safety and well-being of the patients for whom its graduates will eventually care.

The specific technical standards recommended by the Oklahoma State University College of Osteopathic Medicine are set forth below.

Observation & Visual Integration

Applicants and students must have sufficient visual capabilities to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences, as well as proper evaluation and treatment integration in order to assess asymmetry, range of motion and tissue color and texture changes.

They must be able to observe a patient accurately at varying distances with the ability to determine size and depth of an object in low light at 0.3cm, and with the ability to discern non-verbal communication.

Communication

Applicants and students should be able to speak, hear and observe patients in order to elicit information, examine patients, describe changes in mood, activity and posture, and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients in English.

Communication includes not only speech but also reading and writing. Applicants and students must be able to communicate effectively and efficiently in oral and written form with all members of the health care team in English.

Motor Function

Applicants and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of movements reasonably required of physicians include, but are not limited to, cardiopulmonary resuscitation (CPR), administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, the performance of obstetrical maneuvers and osteopathic manipulative medicine. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Sensory Skills

Applicants and students of osteopathic medicine must possess an enhanced ability to use their sensory skills. Individuals with disabilities who have significant tactile sensory or proprioceptive disabilities may require a thorough evaluation to determine if they are otherwise qualified, with or without reasonable accommodation. Such individuals may include those with significant previous burns, sensory motor deficits, cicatrix formation and malformations of the upper extremities.

Strength and Mobility

Medical treatments, such as osteopathic manipulative medicine and cardio-pulmonary resuscitation, often require upright posture with sufficient upper & lower extremity and overall body strength and mobility. Individuals with disabilities who have significant limitations in these areas may require evaluation to determine if they are otherwise qualified, with or without reasonable accommodation.

Intellectual, Conceptual, Integrative and Quantitative Abilities

Applicants and students must be able to concentrate, analyze and interpret data, and make decisions within areas in which there is a reasonable amount of visual and auditory distraction. They must perform these functions under a time limitation and do so under a reasonable amount of stress, as physicians are expected to be able to perform such duties in diverse clinical settings where others may be present and where there is a certain degree of noise. Applicants and students must be able to accurately write prescriptions, accurately perform basic mathematical functions, and accurately and quickly read charts with minimal error in areas where there may be distractions. They also must demonstrate ability to comprehend three-dimensional relationships, and to understand spatial relationships of structures.

Behavioral and Social Attributes

Applicants and students must possess the emotional health required for full utilization of their intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective professional relationships with patients. Applicants and students must be able to tolerate physically taxing workloads and adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes.

Participation in Osteopathic Manipulative Medicine Laboratory and Clinical Care Encounters

Active participation in Osteopathic Manipulative Medicine Laboratories and Clinical Care Encounters is an admission, matriculation and graduation requirement. During Osteopathic Manipulative Medicine laboratory and clinical care encounters, it is imperative to the educational process that the body region being examined and/or treated will need to be exposed for observation, palpation and treatment. The examination and treatment must be conducted in a respectful and professional manner.

The development of palpatory skills used for diagnosis and treatment is significant and required in osteopathic medical schools. Stedman's Medical Dictionary defines "palpation" as examination with the hands and fingers, touching, feeling or perceiving by the sense of touch. Palpation in the osteopathic educational context is the use of touch to examine the body. Palpatory skills are used in all areas of osteopathic medical practice and are especially important in the evaluation and treatment of the musculoskeletal system.

The development of palpatory skills and ability to perform osteopathic treatments are initiated in the first- and second-year labs. This learning requires active participation in all laboratory sessions where students palpate and will experience palpation by their peers and instructors of both genders to enhance the development of their own palpatory skills. Each student will palpate a variety of people with different body types to simulate the diversity of patients expected in a practice setting. Fingernails must be trimmed so as not to impair palpation or cause discomfort to the person being palpated.

The osteopathic medical profession uses a variety of treatment models through which the student will learn the art, science and skills of osteopathic manipulative treatment. Psychomotor skills are developed by repetition and reinforcement. Reading and observation, while helpful in understanding the didactic concepts, do not develop the skills required to

perform palpatory diagnosis and manipulative treatment. Each student is required to actively participate in all skill development sessions.

Dress Code in Osteopathic Principles and Practice Laboratories

The dress requirement in clinical skills training sessions is designed to promote learning by providing optimal access to diagnostic observation and palpatory experience. Wearing inappropriate clothing interferes with a partner's experience of diagnosis and treatment.

Appropriate attire must be clean and includes:

- Shorts which are several inches above the knee - (no jean shorts, cut-offs, cargo, thick-seamed shorts, spandex, short shorts or knee length shorts)
- T-shirts - both genders may be asked to remove t-shirts while acting as patients.
- Sports bras or bathing suit tops for women - these should expose the spine and ribs (not wide t-back styles).
- Students may wear scrubs (or other apparel approved by the course director) ,over the laboratory attire when not in the role of the patient.
- When in the role of the patient, each student is expected to remove her/his shoes (no shoes are permitted on the tables).
- Hats or head coverings (other than for religious purposes) are not permitted in lab.
- Religious head coverings must be modified when necessary to allow palpation when they would obscure the immediate area to be examined or treated (e.g., head, neck, upper back). Modifications can include: adjustment of the covering permitting unobstructed palpation beneath the covering; or substitution of a thinner material that allows for adequate evaluation and treatment.
- Each student must be appropriately attired before class begins. Failure to be appropriately attired for class impedes the educational process and will not be tolerated.

Any student with a pre-existing health problem that may preclude examination and/or treatment in a clinical skills laboratory is required to submit a written request for limitation and/or exclusion to the department chair (or designee) and present appropriate medical documentation. A physician member of the department will review this information on a case-by-case basis, and may require additional diagnostic measures. The department member reviewing the case will determine any limitation or exclusion from participation, and the student will be notified in writing of the decision.

Reasonable Accommodations for Students with Disabilities

The intent of this policy is to provide each student with the opportunity to excel academically, while creating an equitable environment conducive to learning. In doing so, however, the Oklahoma State University College of Osteopathic Medicine must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge in all areas of osteopathic medicine, including the demonstration of basic skills required for the practice of osteopathic medicine. For example, technology-related accommodations may be made for disabled students in some of these areas, but a candidate must be able to perform in a reasonably independent manner. One or more trained intermediaries may be provided to

assist the student during the educational program, but not under circumstances where the student's judgment must be mediated by someone else's power of selection and observation.

This policy will be administered consistently, fairly, and in a non-discriminatory manner in compliance with the ADA and all other applicable laws. All applicants receiving supplementary application material for admission will be asked to certify they have reviewed the Oklahoma State University College of Osteopathic Medicine's Technical Standards and the Participation in Osteopathic Manipulative Medicine Laboratories requirements.

Any student accepted to the Oklahoma State University College of Osteopathic Medicine program who believes they have a mental and/or physical disability, and wish to pursue a request for an accommodation must bring this information and all supporting documentation to the Committee on Students with Disabilities at OSU-COM in accordance with the OSU-COM Student Handbook.

Appendix II

OSU PA Program Technical Standards

Found at: <https://medicine.okstate.edu/pa/technical-standards.html>

Essential abilities and characteristics required for completion of the Program consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for matriculation, promotion, and graduation can satisfactorily complete all didactic courses and all aspects of medical training, with or without reasonable accommodation. Delineation of technical standards is required for the accreditation of the Program. Although these standards serve to delineate the necessary physical and mental abilities of all candidates, they are not intended to deter any candidate for whom a reasonable accommodation will allow the fulfillment of the complete curriculum. Technological accommodations can be made for some disabilities, but the role of the PA in the delivery of health care necessitates that he/she shall be able to perform independently.

Observation

Candidates must be able to observe materials presented in the learning environment including presentations in the lectures and lab, as well as procedural skills and simulation experiences. Observations must be made accurately and completely. This requires the functional use of visual, auditory, and somatic sensation.

Communication

Candidates must be able to communicate with, hear, and observe patients to elicit information, examine patients, describe changes in mood, activity, and posture, and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. Candidates must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Motor Function

Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers necessary to complete a full physical exam. They must execute movements reasonably required to provide general care and emergency treatment to patients. Examples of movements reasonably required include but are not limited to the following: cardiopulmonary resuscitation (CPR); administration of intravenous medication; the application of pressure to stop bleeding; the opening of actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual, Conceptual, Integrative and Quantitative Abilities

Candidates must have sufficient cognitive abilities and effective learning techniques to assimilate the detailed and complex information presented in the curriculum. They must be able to learn through a variety of modalities including, but not limited to the following: classroom instruction; small group, team, and collaborative activities; individual study; preparation and presentation of reports; and use of computer technology. Candidates must be

able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information across modalities. They must also demonstrate the ability to comprehend three-dimensional relationships, and to understand spatial relationships of structures. Candidates must perform these problem-solving skills in a timely manner with stressful distractions consistent with the medical environment.

Behavioral and Social Attributes

Candidates must possess the emotional health required for full utilization of their intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive, and effective professional relationships with patients. Candidates must be able to tolerate physically taxing workloads and adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities assessed during the educational processes.

Appendix III



OSU CENTER FOR HEALTH SCIENCES
Student Disability Accommodations Request
Provider Form

Name of Requesting Student: _____

Name of Provider and Credentials: _____ Contact No. _____

Diagnosis(es) for which accommodations are being requested:

Date last seen by this provider for the diagnosis(es) for which the student is requesting accommodations: _____.

Date of Diagnosis(es) (if multiple, please identify which diagnosis you diagnosed on which date):

Diagnosis(es) based on (Check all that apply):
[] Clinical Interview [] Psychometric Testing [] Diagnostic Study [] Physical Exam
[] Other (please explain): _____

Date(s) diagnostic criteria were performed: _____

How does this condition (s) substantially limit a major life activity of student (e.g., thinking, communicating, concentrating, learning, reading, sleeping, etc.)? Specify the impacted activities and how the diagnosis(es) affect(s) such activities:

Describe how diagnosis(es) affect(s) the student's academic performance:

Provider's suggestions for accommodations (check all that apply):
[] Extra time for taking tests (please specify time required): _____
[] Quiet, low distraction room
[] Other please describe) _____

Provider Signature: _____ Date: _____

To be Completed by Student: I hereby authorize Brenda J. Davidson or other OSU-CHS designee to discuss my medical condition with the following individual(s): _____ as it relates to this request for disability accommodation.

Student Signature: _____ Date: _____

Appendix IV



CENTER FOR HEALTH SCIENCES
OKLAHOMA STATE UNIVERSITY

Student Accessibility Accommodation Request Form

Name: _____

Program: (PA or COM) Class of _____.

Address: _____

City: _____ State: _____

Zip: _____ Phone: _____ Banner ID _____

email: _____

- I. Please indicate each diagnosed and documented physical or mental impairment which “substantially limits” your ability to access examination(s) and/or the medical curriculum:

___ Learning/Reading ___ Hearing ___ Visual ___ ADHD

___ Other Physical Disorder (specify): _____

___ Other Psychiatric (specify): _____

- II. Identify those qualified professional(s) that have diagnosed your impairment and the dates of diagnosis:

Evaluator:	Diagnosis	Date of Diagnosis:
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1)

2)

3)

III. Describe all life activities that are adversely affected by your impairment(s):

IV. Explain why you are not able to access examination(s) and/or the medical curriculum as compared to most people in the general population without the requested accommodation.

V. Indicate which, if any, standardized examinations you have taken with accommodations:

___MCAT	Date:
___ACT/SAT	Date:
___GRE	Date:
___College Exams	Year in College: _____
___Pre-college	Years: _____
___Other:	Date: _____

VI. Indicate which, if any, standardized examinations you have taken without accommodations:

___MCAT	Date:
___ACT/SAT	Date:
___GRE	Date:
___College Exams	Year in College: _____
___Pre-college	Years: _____
___Other:	Date: _____

VII. Have you requested any accommodation previously that was not provided to you as you had requested? Yes _____ No _____

If yes, please describe:

VIII. What disability accommodations are you requesting?

I declare that the information provided by me on the Request for Accommodations is true and correct to the best of my knowledge.

Student Signature

Date

Note: Students will be required to provide written documentation of their disability before special accommodations can be made.

Rev: September 2025



CENTER FOR HEALTH SCIENCES

Appendix V

Notice of Approved Accommodations --Confidential

Name: _____ Banner ID _____ Class of: _____

Program: COM PA

Campus: Tahlequah Tulsa

The above-named student is approved/provisionally approved for the following accommodation(s), through

Approved accommodations are as follows: (check those that apply)

- _____ Extended time on examinations (**150% Time**)
 - Applies to quizzes.
 - Does not apply to quizzes.
 - Does not apply to lab practical exams.
 - Does apply to lab practical exams in _____.
- _____ Low distraction testing environment.
- _____ Spelling forgiveness within reason.
- _____ The Office of Educational Development (OED) will arrange for extended time in the testing center.
- _____ OED will arrange for the low-distraction testing environment.
- _____ Other as described: _____.

This approval of accommodation is subject to renewal, pending further review.

Student Accessibility Committee

Date

Date Student Informed of Accommodation

Appendix VI



CENTER FOR HEALTH SCIENCES
OKLAHOMA STATE UNIVERSITY

Accommodations Checklist
(Checklist for Office of Student Life/Student Accessibility Committee)

Instructions for the OSU-CHS representative: Please check all those areas that apply to the student's request for accommodations. If an area does not apply, please mark N/A.

Discussed scope of accommodations approved at OSU-CHS and the process for implementation of accommodations (e.g., testing accommodations) through the Office of Educational Development or Clinical Education, as indicated. Advised that other designated staff/faculty (e.g., Course Directors) are notified of the approval of the accommodation, as needed, to implement such accommodations.

Advised student that the process for being granted accommodations at OSU-CHS is distinct from the process at the NBOME or NCCPA. Being granted accommodations at OSU-CHS does not guarantee that the student will receive accommodations at the NBOME or NCCPA should the student seek accommodations for his/her/their licensing examination(s). The student also has been advised that documentation required at OSU-CHS may not meet the standards for review at the NBOME or NCCPA and that it is possible that the student will need to submit additional information to the NBOME or NCCPA.

Requested additional documentation from the student (list all those that apply):

Advised student that the student can apply the accommodation(s) in all coursework or in select coursework, provided the student is approved for such accommodation and that the accommodation can be implemented in that setting. A student can also change where to apply the accommodation with appropriate notice to the Assistant Dean for Student Life.

I have been counseled regarding my request for accommodations and have had an opportunity to ask questions.

Student Signature

Date

OSU-CHS Representative

Date

Appendix VII



CENTER FOR HEALTH SCIENCES
OKLAHOMA STATE UNIVERSITY

Accommodations Appeal Form

Appellant's Name: _____

This form must be completed and submitted to the Provost of the Oklahoma State University – Center for Health Sciences. You may attach additional information if necessary.

1. Provide a description of your complaint:

2. Explain why you disagree with the Student Accessibility Committee's decision:

3. Specify the remedy that you are requesting:

I attest that the information contained in this appeal is true and complete to the best of my knowledge.

Appellant: _____

Date: _____

Approval History of the OSU-CHS Policy and Procedures on Student Accessibility:

OSU-CHS Policy and Procedures on Student Accessibility

Approved by General Faculty, May 2008

Revised OSU-CHS Policy and Procedures on Student Accessibility

Approved by General Faculty, May 2009

Revised OSU-CHS Policy and Procedures on Student Accessibility

Approval actions prior to the Fall 2018 General Faculty vote:

- *COM Council of Deans, March 21, 2018*
- *OSU-CHS Faculty Senate, June 15, 2018*
- *General Faculty, December 21, 2018*

Revised OSU-CHS Policy and Procedures on Student Accessibility

- *PA Program General Faculty, August 2022*

Revised OSU-CHS Policy and Procedures on Student Accessibility

- *PA Program General Faculty, April 2023*

Revised OSU-CHS Policy and Procedures on Student Accessibility

Approval actions prior to the Spring 2023 General Faculty vote:

- *COM Council of Deans, April 4, 2023*
- *OSU-CHS Faculty Senate*
- *General Faculty*

Revised OSU-CHS Policy and Procedures on Student Accessibility

Approval actions prior to Fall 2026 General Faculty vote:

- *COM Council of Deans, Date: March 23, 2026*
- *OSU-CHS Faculty Senate, Date: May 8, 2026*
- *General Faculty, Date: May 15, 2026*