



**North Carolina  
Agricultural and Technical  
State University™**

**2019-2022**

# **Office of Accessibility Resources**

## **Policies & Procedures Manual**

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# Office of Accessibility Resources

## GENERAL OFFICE INFORMATION

### MISSION STATEMENT

The Office of Accessibility Resources (OARS) at North Carolina Agricultural and Technical State University provides reasonable and appropriate accommodations so students with documented disabilities and medical diagnoses have equal access to programs, activities, and materials along with all aspects of the university experience.

### VISION

The purpose of the OARS is to improve the educational experience of students with disabilities and to enhance the understanding and support within the University through equitable access, reasonable accommodations, and the provision of programs and services that are usable by all people, to the greatest extent possible.

### CORE VALUES

OARS strives to understand our student's needs, takes a leading role in addressing those needs, and consistently meets or exceeds agreed-upon levels of service through collaboration with faculty, staff and students to make NORTH CAROLINA. A&T is accessible to everyone.

OARS staff embraces the values of the university (learning, excellence, integrity, respect, creativity, engagement and service) but places emphasis on accessibility, advocacy and empowerment.

- **Accessibility:** *We aim to make all aspects of North Carolina A&T State University a universally accessible campus.*
- **Advocacy:** *We support self-advocacy, academic adjustments, and the provision of services to embrace inclusiveness and universal access.*
- **Empowerment:** *We empower individuals with disabilities to make decisions that will aid in building a foundation of acceptance, understanding, and accountability.*

## NONDISCRIMINATION POLICY AND INTERGRATION STATEMENT

NORTH CAROLINA. A&T is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability.

NORTH CAROLINA. A&T supports the protections available to members of its community under all applicable Federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246.

## FEDERAL MANDATES

The OARS provides assistance to students with documented disabilities in compliance with federal mandates regarding individuals with disabilities.

In September 1973, Congress passed Section 504 of the Rehabilitation Act. Section 504 states: "No otherwise qualified handicapped individual in the United States shall, solely on the basis of his/her handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

The Americans with Disabilities Act of 1990 (ADA) and the Americans with Disabilities Amendment Act of 2010 (ADAA) gives individuals with disabilities civil rights protection that is similar to that provided to all individuals on the basis of race, sex, national origin, and religion. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications.

Consistent with Section 504, the ADA, and the ADAA, the policy of NORTH CAROLINA. A&T is making affirmative efforts to accommodate qualified individuals with disabilities. Such efforts include elimination of physical barriers and the provision of individualized accommodations. Our goal at the university is to promote institutional programs and environments that are accessible to all individuals with disabilities.

## CODE OF STUDENT CONDUCT

The OARS is a professional environment that provides services and accommodations for students with documented disabilities at North Carolina A&T. In order to best serve our students, it is important for everyone to be courteous and to act appropriately toward one another. Profanity, aggression (verbal or physical), threats, yelling, slamming doors or items, failing to comply with guidelines, etc. are considered unacceptable due to the disruption to other students and staff in receiving and providing services and academic accommodations.

Disruptive and disorderly conduct or failure to comply with the guidelines and expectations of the university's Code of Student Conduct may result in referral to the Office of the Dean of Students or to the University Police. The same general expectations of behavior apply to all students. Students registered with the OARS must adhere to the policies and guidelines stated in the Code of Student Conduct. These policies apply to academic and non-academic behavior on and off campus. For more information on the Code of Student Conduct, you can view the 2018-19 Student Handbook at <https://www.ncat.edu/student-affairs/student-services/dean/student-handbook.html>.

## ADMISSIONS

Students are admitted to North Carolina A&T through the established procedures set forth by the University's Office of Admissions, the University's Board of Trustees and the University of the North Carolina Board of Governors.

Individuals with documented disabilities enter North Carolina A&T through the same admission procedures that are required of all applicants. Neither the nature nor the severity of one's disability is used as a criterion for admission. All applicants must meet the minimum admission requirements established by North Carolina A&T.

OARS is available to meet with prospective students to discuss the need for accommodations upon enrollment at North Carolina A&T. Please contact OARS at 336-334-7765 for additional information.

## A&T ONLINE

North Carolina A&T is committed to providing opportunities for higher education to students with disabilities and to making the online programs, activities and facilities at the university accessible to students with disabilities.

As with all university programs, distance education requires effective accommodations to ensure student accessibility. For timely accommodations in online learning, students

must be registered with the OARS through the AIM platform to be approved for accommodations.

Distance education courses may or may not warrant the same accommodations as traditionally taught courses. Online testing may not be given automatically and can include fees for online proctors. The student must initiate communication with the professor to discuss how the online testing process will occur. This communication should happen as early as possible. The student should verify with the professor the continued use of any online testing accommodations. Any questions or concerns should be directed to OARS.

**Please Note:** An online OARS Blackboard learning management system organization (/orgs/ORG-DEEL.001) has been created to provide 24/7 access to OARS information and forms. Please log on to your Blackboard homepage to add this organization for important updates.

## ELIGIBILITY VERIFICATION

The OARS at North Carolina A&T is a component of the Division of Academic Affairs. This office provides equal access to students with documented disabilities and acts in compliance within the guidelines of Section 504 of the 1973 Rehabilitation Act and Title II of the 1990 Americans with Disabilities Act.

The Department of Education has defined a person with a disability as “any person who has a physical or mental impairment which substantially limits one or more of the major life activities, has a record of such impairment, or is regarded as having such impairment.” Major life activities include, but are not limited to, walking, talking, writing, learning, hearing, breathing, seeing, concentrating, etc.

Any person enrolled as a student at the University, part-time or full-time, and meeting the requirements for documentation is eligible for the services offered by the OARS. There is no additional fee involved to take advantage of the services.

## REQUEST FOR SERVICES

At the college level, the student must self-identify to the staff at OARS. Students can self-identify by registering online through AIM to qualify for accommodations. To register, the student must provide documentation that meets the documentation guidelines set forth by OARS that includes the student’s diagnosis, current level of functioning to determine appropriate accommodations, and recommended accommodations for consideration.

Once the student self-identifies and provides appropriate documentation, the student will be notified for the intake meeting. The student will meet with an access coordinator

to complete the registration process with OARS. The Office of Accessibility Resources (OARS) uses the Accessible Information Management (AIM) platform for student accommodations and documentation.

AIM is a web-based database system that provides a means for OARS to communicate and interact with faculty, staff, and disabled students from one robust platform. AIM is a comprehensive accommodation, appointment, and case management software program that's built by OARS staff for disability related services. It is fully integrated with the BANNER Student Information System making coordination of services for students easier.

#### What Can Students Do in AIM?

- Apply for OARS services online
- Attach and upload documentation directly into the system
- Request letters of accommodation (LOAs) and accommodation services for each course
- Access notes directly from AIM
- View book information for each course and request alternative media services
- View proctoring information including date, time, and location

#### What Can Instructors Do In AIM?

- See a comprehensive list of students
- Perform sort or search functions
- View accommodation letters (LOAs)
- Find email addresses of students and export complete list to a file
- Upload a copy of course syllabus
- Initiate an exam request
- Upload a copy of an exam to be proctored
- Complete a video captioning request
- See the note taker assigned to course as well as their notes

For every accommodation, **the student must initiate services**. He or she must request that the LOAs be sent to professors indicating what his or her needs are. If the student is allowed a note-taker, he or she must communicate the request to OARS through AIM. If at any time a student feels that he or she is having trouble or did not get what he or she needs, the student should schedule an appointment through the AIM platform for additional assistance.

For any student requests made to OARS, a determination will be made as to whether the requests are "reasonable." Students should be mindful that other alternatives may be offered.

***Please Note:*** When a test is near and accommodations are allowed, the professor must initiate an exam request at least two days in advance through the AIM platform.

## DOCUMENTATION GUIDELINES

**The Office of Accessibility Resources (OARS) will review and consider all pieces of documentation submitted.** Documentation will assist OARS in understanding how the disability impacts the student in an academic setting and the current impact of the disability as it relates to the accommodations requested. Reviewing documentation is a collaborative process and is handled on a case-to-case basis. The eligibility determination process is not a same day process. Once documentation is uploaded via AIM, New Student Application, it will be reviewed in order of receipt; therefore, it is recommended that documentation be submitted well in advance of any accommodation related needs. Typically, documentation is processed, and the student will be notified within five business days of receipt.

**There are multiple ways to provide OARS with documentation of your disability or medical condition. Documentation should provide:**

1. Diagnosis and diagnostic code;
2. Level of functioning in an academic setting;
3. Evaluator's name, title, credentials, license number and signature

**Some examples of acceptable documentation may include:**

- Psychological Evaluation/Psycho Educational Test from a licensed psychologist
- Letter from a healthcare professional (Audiologist, Ophthalmologist or Physician), on letterhead, which confirms the diagnosis and level of functioning
- Full evaluation/diagnostic report with an electronic signature from a medical professional
- Accommodation letter from previous postsecondary institution with supporting documentation that includes a diagnosis
- IEP/504 plan that include the diagnosis, level of functioning, and scores from previous used assessments

**Medication or treatment currently prescribed and recommended accommodations that may assist the student in minimizing the impact of the condition in an academic setting is helpful, but not required, to determine the best possible accommodations and supports.**

### **Temporary/Provisional Accommodations**

Students with temporary injuries, such as a broken leg/arm, concussion or surgery recovery can register with and receive services through OARS on a temporary basis. Temporary students do not need to follow the formal registration process. Instead, students should visit or contact our office at 336-334-7765 and ask to speak with an Access Coordinator about registering for a temporary injury.



In unique situations, provisional accommodations may be approved for students who can provide evidence of actively engaging in the diagnostic process. These provisional accommodations are typically approved for 1 semester and may later be approved on a permanent basis upon receipt of appropriate documentation.

## Questions/Concerns

If you would like to discuss the documentation review process, you may speak with the Director of Accessibility Resources so your questions and concerns can be addressed.

## ACCOMMODATIONS

Academic accommodations are adjustments that provide equal academic opportunity for students with disabilities. Academic accommodations are designed to provide equal access to courses and programs, **but they do not guarantee an outcome or a level of achievement.**

The purpose of accommodations is to reduce or eliminate any disadvantages that may exist because of your disability. **Accommodations are not student preferences;** they are determined by considering the student's self-report, documentation provided, and the academic environment, while at the same time examining the substantial limitations associated with the disability, how it affects the student, and the severity of the disability on the student. The OARS meet with the student, reviews the documentation with the student, consults with other professionals (i.e., faculty) as needed and collaboratively works with the student to determine appropriate accommodations.

The law does not require institutions to waive specific courses or academic requirements considered essential to a particular course or program. Rather, they are mandated to modify existing requirements on a case-by-case basis in order to ensure that individuals are not discriminated against on the basis of their disability.

## RETRIEVING SERVICES

Once the documentation is received, the information will be reviewed by an appropriate staff member. If the documentation substantiates the need for accommodations, the student will be contacted for an appointment to determine reasonable accommodations. If documentation does not substantiate the need for accommodations, the student will receive an email from our office indicating the rationale for the decision made.

**Step 1:** To initiate services the student will access the AIM platform to complete the intake forms, submit documentation, and disclose any information regarding his/her disability that he/she elects to share.

**Step 2:** When the student submits documentation; OARS will review the documentation in accordance to the *Documentation Guidelines* to determine eligibility. If additional information is required, the student will be contacted.

**Step 3:** Once the student is eligible to receive accommodations, the coordinator will complete the following with the student:

- Meet with the student to review submitted documentation.
- Prepare the initial LOAs for reasonable accommodations.

**Please Note:** *The Americans with Disabilities Act (1990) stipulates that postsecondary institutions are responsible for providing necessary accommodations when a student discloses a disability unless to do so would “fundamentally alter” the nature of the programs or result in an “undue burden.” Providing accommodations does not compromise the essential elements of a course or curriculum; nor does it weaken the academic standards or integrity of a course.*

*Accommodations simply provide an alternative way to accomplish the course requirements by eliminating or reducing disability related barriers. They provide a level playing field, not an unfair advantage.*

## STUDENT RESPONSIBILITY

Students with disabilities carry the same responsibility for their education as their non-disabled peers. They must meet or exceed the essential requirements of the program as well as the University. Maintaining the same academic levels, maintaining appropriate behavior and giving timely notification of reasonable accommodations are a part of that responsibility.

Students are responsible for sending their approved accommodations to faculty. It is also the student’s responsibility to consult with the professor regarding their accommodations. If there are concerns or assistance is needed, the student should make an appointment with their access coordinator via AIM as early as possible.

The student must request LOAs **each semester** to have them prepared and sent to professors electronically. **Please note: Accommodations are not retroactive.**

## FACULTY RESPONSIBILITY

The faculty has the responsibility to cooperate with the Office of Accessibility Resources in assisting with the requested and authorized accommodations, adjustments and support services, in a fair and timely manner as long as that which is requested is reasonable. Once the faculty member receives the *LOA* notifying him/her of the possible needed adjustments, the professor should meet with the student as soon as possible. The purpose of this meeting is to discuss how these accommodations could be used in that particular class. The faculty member should have input and should arrange with the student the means for providing the accommodations for a specific class. A student

should be able to comprehend the course materials and communicate said material to the instructor. Accommodations give the student the opportunity to achieve that outcome, without altering the fundamental nature of the course or program.

***Faculty does not have the right to question the disability's existence or the right to refuse to provide required reasonable accommodations. Nor should the faculty member request to examine the students' documentation. Questions may be asked regarding the types of academic adjustments that are needed, but by no means should the student be questioned about his/her disability.***

## CONFIDENTIALITY

Student records are protected by the Family Educational Rights and Privacy Act (FERPA).  
<https://www.ncat.edu/registrar/ferpa/index.html>

OARS staff respects the confidential nature of disability-related information. North Carolina A&T is obligated to maintain the confidentiality of student's documentation. Access by personnel to disability-related information stays in the Accessibility Resource Center and is shared on a need-to-know basis and only for the purpose of assuring appropriate accommodations.

Accommodation memos prepared by the OARS staff do not give specific diagnoses. Instead, the memos list the approved academic accommodations for that student. On a legitimate, educational need-to-know basis, staff may discuss the impact or impairments caused by the disability and the corresponding accommodations approved with appropriate individuals on campus. Circumstances may include housing arrangements, academic accommodations, instructional strategies and resources or other circumstances specific to the individual. Whenever possible, the OARS consults with the student prior to these conversations.

Students may request or approve the release of disability-related information to persons or agencies outside of North Carolina A&T by signing and completing designated forms located in the OARS. Entities outside the university includes parents of students over the age of 18. To discuss student-specific information with parents, a *Release of Information* form must be signed by the student and placed in a student's file.

## DEGREE REQUIREMENTS

Students are expected to complete all degree requirements for graduation in their major. In accordance with university policy, only under unavoidable and exceptional circumstances will the faculty permit substitution for or exemption from the prescribed curricula. The ADA requires that universities offer reasonable accommodations to qualified students; however, it does not require the adjustment of standards that would fundamentally alter degree requirements. Any deviations from the applicable published degree requirements must have the approval of the appropriate departmental chairperson or college/school dean.

## CLASS ATTENDANCE AND ASSIGNMENT DUE DATES

Students are expected to punctually attend all lecture, laboratory sessions and field experiences in courses for which they are registered. Absences are counted from the first-class meeting, and absences because of late registration will not be automatically excused.

**OARS does not issue official written excuses for absences.** The office can provide written verification of a disability based on appropriate documentation. This verification may address the legitimacy of the absence but does not excuse the absence.

Additionally, students are expected to complete all assignments on time and in accordance with the due dates outlined by the syllabus. Some students may have serious health related disabilities, which can affect attendance due to their episodic nature. On a case-by-case basis, the OARS may include “Leniency for Attendance” in a student’s accommodation letter.

Limited flexibility options and reasonable attendance adjustments does not permit unlimited absences and students remain accountable for all academic activities (assignments, assessments, required readings, etc.) and evaluation standards specified on the syllabus. Seasonal illness (i.e. flu, mono), temporary impairments, health conditions not on record with the OARS or non-disability related absences are not subject to reasonable attendance adjustments.

The appropriateness of this accommodation depends on a determination of whether or not attendance constitutes an essential requirement of the course. The Office for Civil Rights has provided the following guidelines when determining if attendance is an essential course requirement:

1. What does the course description and syllabus say regarding attendance?
2. To what extent is there classroom interaction between the instructor and students and among the students themselves?
3. Do student contributions in class constitute a significant component of the learning process?
4. Does the fundamental nature of the course rely upon student participation as an essential method of learning?
5. To what degree does a student’s failure to attend class constitute a significant loss of the educational experience of other students in the class?
6. What elements of the course are used to calculate the final course grade?

In general, courses that involve significant interaction, in-class participation, or whose content mastery is reliant on attendance may limit what adjustment options are available. Examples of these courses may include:

- Labs
- Practicums
- Internships
- Foreign language learning
- Math

- Public speaking/communications

The ultimate decision regarding absences and the resulting influence attendance has on grades is at the discretion of the professor after a comprehensive examination of the essential course requirements. When attendance is not essential to course requirements, professors are encouraged to make reasonable considerations. However, when absences are believed to affect course integrity, instructors should consult with the OARS to determine what course-specific adjustments may be applicable.

## INTERPRETER SERVICES

We coordinate interpreting services for D/deaf or hard of hearing students registered with the office. Please login AIM to submit your request. In the event of late registration, every effort will be made to secure accommodations as soon as possible. Upon request, an interpreter can be provided for other events on campus in collaboration with the university departments. A request for services outside the academic classroom should be referred to the department hosting the event no later than 10 days.

Our interpreters are selected based on an assessment of interpreting skills, experience in the post-secondary setting, and the ability to handle the level of discourse common in a university setting. Three consecutive absences from class without prior notification will result in a mandatory meeting with the director. Interpreters will wait 15 minutes for every hour of a class/event (or a maximum of 45 minutes) before leaving. Students are expected to notify OARS immediately via AIM if he/she will not be attending class or if an interpreter does not show up for an assignment.

## TEST PROCTORING SERVICES

For testing in OARS, the student must initiate the request for testing 2 days in advance and the professor must complete the exam request through the AIM platform. It is recommended that testing with the accommodation of extended time and/or distraction-reduced environment be arranged and administered by the faculty within their department.

If other accommodations are needed for testing, such as a reader, scribe, or adaptive technology, or if faculty members are unable to accommodate students with approved accommodations, please adhere to the testing procedures listed below. **OARS offers test proctoring services for students registered with our office once the accommodations have been requested by the student in AIM.**

### Faculty Responsibilities

- To complete the Exam Request through AIM platform **(two) days** of the scheduled proctored quiz/exam for the Accessibility Testing Lab.

- If you are administering a short notice exam or a pop-up quiz without notifying the student or OARS beforehand, you will be responsible of providing the reasonable accommodations listed in the *LOA*.
- Please refer back to the *LOA* to identify what is needed. Some examples may include distracted reduced setting (separate from the classroom setting), extended time, etc.

#### *Additional Information*

- OARS attempts to schedule all proctored tests as close to the class time as possible, however, if another class meets during the time of testing, the test will need to be rescheduled. We encourage faculty to communicate with students prior to the scheduling of exam requests.
- All proctoring dates/times must be scheduled during business hours with the exception of midterms and final exams.
- OARS will give the student the test provided by the professor, **but not testing materials**. The student is required to bring any additional testing materials.
- When testing, the student will only take permitted materials into testing room. Items not allowed include cell phones, book bags, purses, etc. OARS will store these items but will not be held responsible.
- The professor must approve any cancellations or changes through the AIM platform.

Questions should be directed to [oars@ncat.edu](mailto:oars@ncat.edu).

## PEER NOTETAKER SERVICES

North Carolina A&T utilizes peer notetakers. Once the student is approved for the accommodation of peer notetaking, the faculty will receive a *LOA*. It is the responsibility of the student requesting the accommodation to work with OARS in order to determine which classes peer notetakers are needed. The student is encouraged to attend classes first to best determine which classes necessitate the peer notetaking accommodation.

The student may work with faculty in identifying a peer notetaker (preferably from the class). If the student chooses to work with faculty, it is the responsibility of the Professor to make a recommendation or to ask the class if anyone is interested in becoming a peer notetaker. It is recommended that the student speak to their professor about confidentiality before the Professor makes the announcement. **Students are expected to communicate their notetaking needs as far in advance as possible.**

Once a peer volunteers, refer this individual to OARS in order to facilitate the process.

Notetaking accommodations include:

- Access to class notes from a peer on carbonless paper retrieved from the OARS free of charge
- Permission to utilize electronic notetaking devices or applications

- Verification of peer notetaking hours in writing by request

*Please Note: Peer Notetaking services will be evaluated on an individualized case-by-case basis. It is provided as a reasonable academic accommodation for students with documented disabilities that interfere with the individual's ability to take notes in class. The student making the request must have complied with the University's accommodation approval process and have submitted documentation of their disability through the AIM platform.*

## EARLY REGISTRATION

Early Registration was developed to ensure equal access for persons with disabilities. Eligibility for early registration is determined based on the student's substantial limitations as noted in the student's documentation and student's self-report. Early registration may be appropriate for those who need to schedule classes in a restricted time frame, people who have medical issues in which a regimented treatment schedule is required, for those on certain medications that allow for better learning at certain times of day, and/or to ensure accommodations that need significant preparation time.

## ELECTRONIC & AUDIO TEXT (E-TEXT)

Students with the accommodation of alternative access to printed materials should investigate to see if the book is already in a digital/alternative format by searching the [AccessText](#). This service helps individuals find the products, services, and up-to-date accessibility information. Access Textbook Finder is available to everyone; no membership required.

AccessText may indicate that the textbook being sought is available from one of the following sources.

- [VitalSource](#)
- [Bookshare](#)
- [Learning Ally](#)
- [Gutenberg Project](#)
- [Academic Ebooks](#)
- [The Online Books Page](#)
- [Free public domain audiobooks](#)

If you require any assistance obtaining a digital copy from the above sources or from the publisher, please contact the OARS.

## HOUSING ACCOMMODATIONS

North Carolina A&T will consider reasonable housing accommodations for students with disabilities. The deadline for requesting modified housing accommodations is the same as the deadline for the housing application. In order for to be approved for housing accommodations, the student must complete the intake application in AIM.

In order to ensure the provision of reasonable and appropriate documentation, a licensed, clinical professional or health care provider must submit current and comprehensive documentation includes the diagnosis and the unique need for special housing accommodations as well as disability-related limitations with the need for special housing arrangements that cannot be secured otherwise.

***Please note:*** *Housing accommodations are not academic accommodations. Decisions regarding requests for housing accommodations can be made only after appropriate documentation of the disability and supporting information has been received.*

## DINING ACCOMMODATIONS

North Carolina A&T will consider reasonable food services/meal plan accommodations for qualified individuals with disabilities. Requests will be evaluated on a case-by-case basis with respect to sufficient documentation meeting university guidelines and addressing the impact of the disability. Reasonable accommodations are determined individually and are intended to minimize the effects of the impact of specific limitations caused by a disability in order for a qualified individual to have equal access to programs, services and activities.

## PERSONAL CARE ATTENDANTS/AUXILIARY DEVICES

In compliance with section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, North Carolina A&T is required to allow qualified persons with a disability to receive personal care services to access programs, activities, and services. North Carolina A&T permits qualified students who require the assistance of a Personal Care Attendant (PCA) to use these services to access all building facilities, classrooms, programs, activities and events.

North Carolina A&T does not provide personal care attendants, auxiliary devices or services that are personal in nature including assistance with activities of daily living (i.e., dressing, bathing, feeding, transfers, errands, etc.). The responsibility for hiring, training, supervising and paying for personal care attendants belongs to the student requiring care. To request the services of a PCA, the student will need to complete The Personal Care Attendant Policy and Agreement form in the AIM platform.



## SERVICE ANIMALS

Service animals are permitted in NORTH CAROLINA. A&T facilities for persons with documented disabilities. Many people with disabilities use a service animal in order to fully participate in everyday life. A service animal is a dog or in some instances a miniature horse trained to perform tasks for the benefit of an individual with a disability, such as providing stability for a person who has difficulty walking, picking up items for a person who uses a wheelchair, or alerting a person who has hearing loss when someone is approaching from behind. The task that the animal has been trained to provide must be directly related to the person's disability.

### **General Rules:**

In situations where it is not obvious, faculty and staff may ask only two specific questions:

- (1) Is the service animal required because of a disability?
- (2) What work or task has the service animal been trained to perform?

The OARS recommends that service animals in residence halls register with campus police so that safety can be observed in case of an emergency.

## EMOTIONAL SUPPORT ANIMALS

An emotional support animal is an animal selected to play an integral part of a person's treatment process. Such an animal must demonstrate a good temperament and reliable, predictable behavior. An emotional support animal is prescribed to an individual with a disability by a healthcare or mental health professional. Emotional support animal (ESAs) are not service animals as defined in the Americans with Disabilities Amendments Act of 2008 and are not afforded the same access to campus as a service animal. ESAs must be approved by the OARS to reside in the residence halls but are not permitted in other facilities including classrooms, dining halls, libraries and student centers.

In order to be eligible to have an emotional support animal at the university, the student **MUST** upload documentation in AIM that substantiates the need for an ESA on letterhead from a licensed professional that states the diagnosis, treatment history, functional limitations and rationale for having an ESA to alleviate symptoms associated with the student's disability through the AIM platform. *The student must also provide a clear photograph of the animal and the cage, a veterinarian assessment of the animal, and a record of up-to-date vaccinations.*

**Please note:** *The University will not permit animals that are reasonably viewed as high risk.* North Carolina A&T reserves the right to request that an approved emotional support animal be removed from campus if:

- The owner fails to properly clean up and dispose of the animal's waste.

- The animal demonstrates behavior that is unruly or disruptive (e.g., barking, growling, running around, or displaying unprovoked aggressive behavior toward another person or animal) even if there is only a single occurrence of said behavior.
- The animal becomes a direct threat to the health and safety of others (this might include, but is not limited to, the animal's illness, uncleanliness, evidence of mistreatment, neglect or abuse, etc.).

**Damage:** Owners of service or emotional support animals are solely responsible for any damage to persons or property caused by their animals.

## FIELD EXPERIENCE

It is the responsibility of the student to contact the OARS to inquire about possible accommodations for internships and practicums during the semester prior. The student, the supervising instructor, and Director for the Office of Accessibility Resources should identify the accommodations needed, including resources and adaptive/assistive equipment, in advance of negotiations with the placement agency.

The student and supervising instructor should seek a placement agency that (1) will provide an appropriate educational experience, (2) will make reasonable accommodations for the student, and (3) will negotiate with the student and the university to provide the services needed. The student must be an active participant throughout the process of identifying a placement agency and identifying and negotiating accommodations.

## TEMPORARY ACCOMMODATIONS

While neither **Section 504** nor **ADA** covers temporary disabilities, the office recognizes that individuals with temporarily disabling conditions that are a result of injuries, surgery or short-term disabilities may need access to resources. Examples of temporary disabilities may include, but are not limited to broken limbs, hand injuries, or short-term disabilities following surgery or medical treatments.

Students who are requesting additional support must submit medical documentation (*please refer to the documentation guidelines*) in order to be considered for any academic accommodations through the AIM platform. Depending on the documentation, the student may be eligible to receive services.

## EXCUSES AND WITHDRAWALS

### Excuse Notes

**OARS does not issue official written excuses for disability related absences.** In cases of emergency, we will issue verification of absence due to hospitalization with appropriate documentation that supports the need for further clarification. In order to have this notification sent to professors, the student will need to send updated documentation through the AIM platform, located on the webpage. Documentation must be completed by a licensed professional qualified to provide an explanation to the OARS.

### Withdrawals

OARS does not withdraw students from courses or make decisions regarding withdrawals. Students seeking a withdrawal for extenuating circumstances or a retroactive withdrawal should consult with the Registrar's Office.

## GRIEVANCE PROCEDURES

Any student with a grievance related to concerns of discrimination is entitled to prompt and equitable resolution of his/her complaint.

### **Formal Grievance Procedure**

For matters where a resolution is not feasible, a student complaint form can be completed at <https://www.ncat.edu/current-students/student-complaint-form.php> to ensure fair and consistent treatment in a timely manner.

### **Next Steps.....**

If matter is not resolved by filing a formal complaint, the individual may choose to seek resolution through the Vice Provost for Academic Strategy and Operations who oversees the Office of Accessibility Resources.

Dr. Stephanie Luster-Teasley, Ph.D.  
Vice-Provost for Undergraduate Education  
Division of Academic Affairs  
1601 E. Market Street, Dowdy Building-3rd Floor  
Greensboro, NC 27411  
336-334-7977

## TUTORIAL SERVICES AVAILABLE TO STUDENTS

The Accessibility Resource Center does not provide direct tutoring but does work closely with other departments to assure that university tutoring services are accessible to students with disabilities.

Tutoring at North Carolina A&T is provided by the Center of Academic Excellence to all students. If you are in need of support, please contact the Center of Academic Excellence.

Monday-Friday, 8 a.m.-6 p.m.

Location: Academic Classroom Building

Phone: 336-334-7855

Fax: 336-334-7010

Email: [cae@ncat.edu](mailto:cae@ncat.edu)

The University Writing Center is open in GCB A309. Hours this semester are Mondays-Thursdays 9 a.m. - 4 p.m. and Fridays 9-11 a.m. While the center does accept walk-ins, appointments are the best. To make an appointment contact us at 336-334-7764.

North Carolina Agricultural and Technical State University (NORTH CAROLINA A&T) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of NORTH CAROLINA A&T.

NORTH CAROLINA A&T does not discriminate against any person on the basis of age, color, disability, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by law. For inquiries regarding non-discrimination policies, contact the Title IX Coordinator at [titleixcoordinator@ncat.edu](mailto:titleixcoordinator@ncat.edu).

NORTH CAROLINA A&T is an AA/EEO and ADA compliant institution.