



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

2019-2020

# 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 at North Carolina Agricultural and Technical State University is to provide, coordinate, and advocate for services that enables all students with documented disabilities to receive equal access to a college education and professional development offerings along with all aspects of the university experience. Academic growth, disability management, and self-advocacy skills for students are supported and enhanced through the Office of Accessibility Resources.

### VISION

Our vision is to create a universally accessible campus where programs and services are usable by all people, to the greatest extent possible. We work with various offices to ensure a barrier-free environment. Some barriers to access cannot be removed in a timely manner, and that is when we work one-on-one with faculty, staff and students to determine the execution of reasonable accommodations.

### CORE VALUES

The Office of Accessibility Resources strive to understand our student's needs, take a leading role in addressing those needs, and consistently meet or exceed agreed-upon levels of service through collaboration with faculty, staff, and students to make N.C. A&T 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 N.C. A&T a universally accessible campus where programs, services and environments are usable by all people, to the greatest extent possible.*

**Advocacy:** *We support self-advocacy, academic adjustments, and 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

N.C. 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.

N.C. 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 N.C. 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 N.C. 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 N.C. 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 N.C. 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 N.C. A&T.

The OARS is available to meet with prospective students to discuss the need for accommodations upon enrollment at N.C. A&T. Please call to schedule an appointment.

## A&T ONLINE

N.C. 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 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 and at least two weeks before the posted exam syllabus dates or 72 hours before the testing window opens. The student should verify with the professor the continued use of any online testing accommodations. Any questions or concerns should be directed to the 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.

## ELIGIBILITY VERIFICATION

The OARS at N.C. 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, one must self-identify to the staff at the OARS, located in Murphy Hall, suite 01 to receive accommodations. A student must also provide documentation that meets the documentation guidelines set forth by the OARS and one’s current level of functioning must be included to determine appropriate accommodations.

Once a student self-identifies and provides appropriate documentation, the student will make an appointment for the initial intake meeting. The student will meet with an access coordinator to fill out required forms and register with the OARS. Disability verification letter may be drafted at this time or at a later appointment.

Disability verification letters will be sent electronically to his/her professor for services needed in each course. Students registered with the OARS must request services

**every semester** by completing the accommodation request form. Faculty members are not required to provide accommodations if they have not received a disability verification letter prepared by the OARS.

For every accommodation, **the student must initiate services**. It is recommended that the student discuss the verification letter with the professor indicating his or her needs. When a test is near and accommodations are allowed, the student must request the desired and appropriate accommodations for each exam from his or her professor. If needed, the student can make an appointment with the OARS (at least two days in advance) for those accommodations he or she is requesting. If that student is allowed a note-taker, he or she must communicate the request to the OARS.

These guidelines and procedures are provided to help students with disabilities develop self-advocacy skills. 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 return to the OARS for additional assistance.

For any student requests made through the 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:*** Forms are available on our website or may be picked up in the office.

## DOCUMENTATION GUIDELINES

The documentation guidelines are provided to assist the student in obtaining appropriate documentation from qualified professionals. Appropriate documentation of a disability is only one part of determining necessary accommodations or adjustments.

**Documentation to support the need for accommodations must include the following:**

1. Diagnostic code, date of diagnosis and date of last visit;
2. The student's level of functioning and recommendations to recompense for functional limitations in an academic setting;
3. Medications and side effects impacting learning as well as the academic environment;
4. Evaluator's name, title, credentials, license number and signature.



**Please share documentation guidelines with the qualified professional responsible for evaluating the student.**

Required Documentation from a Qualified Licensed Professional

**Cognitive Impairments-** Include Learning Disabilities (LD), Traumatic Brain Injuries (TBI), Autism/Asperger's Syndrome (AUT) or Attention Deficit Hyperactivity Disorder (AD/HD). The documentation must address the following:

- explanation of psychological and/or psycho-educational tests used; indicate all tests, data and/or scores used to support diagnosis
- current medications and possible side effects
- interviews, surveys and other data collected to support diagnosis

**Deaf and Hard of Hearing-** Documentation must be provided by a licensed audiologist indicating the severity of the hearing impairment and must include the following information:

- a specific diagnosis, diagnostic code, date of diagnosis and date of last visit
- date of onset (pre/post lingual)
- current hearing levels and whether hearing loss is stable or progressive
- speech reception levels with and without hearing aids and/or assistive listening devices

**Medical, Physical, Mobility or Temporary Disability-** Documentation should be typed on letterhead and must identify functional limitations and the need for services based on the individual's current level of functioning in an educational setting and include the following:

- a specific diagnosis, diagnostic code, date of diagnosis and date of last visit
- whether the limitations and/or symptoms are constant or episodic with frequency or duration
- if physically impacted, gross or fine motor functioning
- current medications and possible side effects
- the permanent nature of the condition or the temporary nature of the condition and expected duration of the limitation or impairment

**Psychological/Psychiatric Disability-** Documentation should be typed on letterhead and validate the need for services based on the individual's current level of functioning and include the following:

- a specific diagnosis, diagnostic code, date of diagnosis and date of last visit
- therapeutic interventions and level of compliance
- current medication including dosage and possible side effects
- educational implications and nature and severity of limitations

**Visual Impairment-** Documentation must be provided by an Ophthalmologist or Optometrist and include the following information:

- specific diagnosis indicating current visual acuity
- near and distant vision (left and/or right)
- visual fields, with and without corrective lenses

## Insufficient Documentation

In cases where documentation is incomplete students will be asked to provide additional or clarifying information from the evaluator. Students leaving the University for any Reason may, upon readmission, be asked to submit updated documentation prior to receiving accommodations or services.

Generally, the following documentation is NOT sufficient for the provision of services and accommodations:

- High School IEPs, 504 Plans and/or SOPs
- Documentation in which screening instruments or rating scales are used as the sole diagnostic tool
- Official medical documentation, medical chart notes or prescription pad notations
- Documentation that is not age appropriate
- Testing instruments normed (standardized) for children rather than adults

***Requests are reviewed in the order they are received. It can take up to two weeks to review documentation, approve a request, and coordinate the approved accommodations. You are strongly encouraged to submit your request form and documentation as early as possible to avoid delays in services.***

## 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:** The student should contact the OARS to obtain eligibility information. To initiate services the student will:

- Complete the intake forms and disclose any information regarding his/her disability that he/she elects to share.
- The Office of Accessibility Resources staff will discuss the process and required forms needed for documentation for accessing services.

**Step 2:** If/when, the student submits all required documentation; the director of the Office of Accessibility Resources will review documentation. If additional information is required, the student and/or diagnostic professional 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 and provide appropriate forms for the student and professor listing reasonable accommodations, but the student is responsible for discussing accommodations with the professor as soon as possible.

**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.

Prior to the beginning of the semester, students with disabilities should contact the OARS as soon as possible to discuss reasonable accommodations. This gives the staff and professors adequate time to plan for various changes that may need to be made. Students are responsible for requesting their approved accommodations in a timely manner. It is also the student's responsibility to consult with the professor regarding their accommodations.

The student must complete the *Accommodation Request Form* **each semester** to have the *Disability Verification Form* prepared and sent to professors electronically. ***Please note: Accommodations are not retroactive.***

## FACULTY RESPONSIBILITY

The faculty has the responsibility to cooperate with the OARS in assisting with the requested and authorized accommodations, adjustments and support services, in a fair and timely manner. Once the faculty member receives the *Disability Verification Form* notifying him/her of reasonable accommodations, 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>

The OARS respects the confidential nature of disability-related information. N.C. 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 N.C. 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.

The 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.

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

It is the responsibility of the student to provide his/her schedule to the OARS immediately after registration of classes. Any changes in the class schedule should be reported immediately. 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. A request for services outside the regular daily schedule should be submitted no later than 10 days prior to the event. Request forms are available in the Office of Accessibility Resources.

If there is a change in schedule or the student does not plan to attend the class/event for which an interpreter was scheduled, the student must inform the OARS. Three consecutive absences 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). Students are expected to notify the OARS immediately if an interpreter does not show up for an assignment.

## TEST PROCTORING SERVICES

The *Accommodation Request Form* must be completed prior to receiving test proctoring services. 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 at N.C. A&T.

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. **The Office of Accessibility Resources offers test proctoring services for students registered with our office once the Accommodation Request Form is completed and returned.**

## TESTING PROCEDURES

The *Test Proctor Exam Form* is available online and at the OARS. It must be completed, and emailed to [oarproctor@ncat.edu](mailto:oarproctor@ncat.edu) or hand delivered to the Office of Accessibility Resources before exams are proctored.

### Student Responsibilities

- To meet with the professor to complete the Test Proctoring Exam Form **within (two) days of testing**
- To contact the OARS **within (two) days of testing** to schedule the noted exam provided in the syllabus via professor during the fall and spring semester
- To report to the OARS on time and with materials permitted for testing
- If cancellation or rescheduling is necessary, the student will contact the professor. The OAR has the right to ask for an updated Test Proctor Exam Form from the professor each time an exam is cancelled or rescheduled.

### Faculty Responsibilities

- To provide the OARS **with** a copy of the Proctoring Exam Form **and** quiz/exam **up to (two) days** of the scheduled proctored quiz/exam.
- If you are administering a short notice exam or a pop-up quiz without notifying the student or the OARS beforehand, you will be responsible of providing the reasonable accommodation. Please refer back to the *Disability Verification Form* to identify what is needed. Some examples may include distracted reduced setting (separate from the classroom setting), extended time, etc.

***Please note:*** Staff may not be in the room with the student the entire testing period. Instead, staff members will check-in with students at periodic intervals.

### *Additional Information*

- The 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.
- All proctoring dates/times must be scheduled during business hours with the exception of midterms and final exams.
- The 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. The OARS will store these items but will not be held responsible.
- The professor must approve any cancellations or changes.



## VOLUNTEER NOTETAKER SERVICES

N.C. A&T utilizes volunteer note-takers. Once the student is approved for the accommodation of volunteer note-taker, the faculty will receive a disability verification letter. It is the responsibility of the student requesting the accommodation to work with the OARS in order to determine in which classes volunteer note-takers are needed. The student is encouraged to attend classes first in order to best determine which classes will most necessitate the note-taker accommodation.

The student may work with faculty in identifying a volunteer note-taker (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 volunteer note-taker. 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 note-taker volunteers, refer this individual to the 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 volunteer note-taking hours in writing by request

*Please Note: Volunteer 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 to the OARS.*

## 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](#)
- [Hathi Trust Digital Library](#)
- [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

N.C. 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 the student with a disability to be approved for housing accommodations, the student must be registered with our office and provide the following.

Students who would like to request disability-related accommodations for housing must complete the required forms located in the OARS office.

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

N.C. 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, N.C. A&T is required to allow qualified persons with a disability to receive personal care services to access programs, activities, and services. N.C. 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.

N.C. 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 Office of Accessibility Resources.

## SERVICE ANIMALS

Service animals are permitted in N.C. 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** provide documentation 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. *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.*

N.C. 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, 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. Depending on the documentation, the student may be eligible to receive services.

## EXCUSES AND WITHDRAWALS

### Excuse Notes

The 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 have the *Request for Verification Form*, located in the appendix or in the OARS, completed by a licensed professional qualified to diagnose the disability and provide an explanation to the OARS.

### Withdrawals

The 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 the Office of Registrar. If verification of accommodations or services is needed, please contact the OARS.

## GRIEVANCE PROCEDURES

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

### Informal Grievance Procedure

If a student feels that they have been denied a reasonable accommodation or have been treated improperly because of a disability or accessibility issue, this informal grievance procedure provides the steps a student may take.

**Level I-** The student is encouraged to make an appointment with the director of the OARS to discuss his/her concerns and explore resolution of the situation.

Director of Accessibility Resources  
Division of Academic Affairs  
1601 E. Market Street  
Murphy Hall Ste. 01  
Greensboro, NC 27411  
336-334-7765

**Level II-** If the student is unable to resolve the matter at Level I, the individual may choose to seek resolution through the vice provost for academic strategy and operations who oversees the OARS.

Vice Provost for Academic Strategy and Operations  
Division of Academic Affairs  
1601 E. Market Street  
Dowdy Building-3<sup>rd</sup> Floor  
Greensboro, NC 27411  
336-334-7977

**Level III-** If a student is not satisfied with informal resolution and would like to file a formal complaint, the student may do so. The formal complaint policy and form are found at <https://www.ncat.edu/student-affairs/student-resources/student-complaint-form.html>

## 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 N.C. 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 (N.C.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 N.C. A&T.

N.C. 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).

N.C. A&T is an AA/EEO and ADA compliant institution.