



University of
MOUNT OLIVE

STUDENT ACCESSIBILITY

Requesting Accommodations: A Guidebook for Students

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INTRODUCTION

The purpose of this handbook is to provide students who are registered with UMO Student Accessibility to receive disability accommodations with a reference. The information included should be read by students using the services in order to become familiar with the policies and procedures of the University.

Students and parents who have questions should contact the Director of Student Accessibility.

STATEMENT OF NONDISCRIMINATION ON THE BASIS OF DISABILITIES

The University of Mount Olive affirms its commitment to nondiscrimination on the basis of disability and its intention to comply with all laws prohibiting such discrimination including the Americans with Disabilities Act of 1990), including changes made by the ADA Amendments Act of 2008; and Section 504 of the Rehabilitation Act of 1973.

In order to assure nondiscrimination on the basis of disability, the University of Mount Olive will provide appropriate and reasonable accommodations for its employees and students with self-disclosed disabilities, as defined by these laws.

All UMO administrators, faculty, staff and students have a responsibility to adhere to the philosophy of equal access and opportunity, which is the basis for this nondiscrimination commitment.

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STUDENT ACCESSIBILITY AND THE LAW

The American with Disabilities Act of 1990 (ADA), including changes made by the ADA Amendments Act of 2008, provides comprehensive civil rights protection from discrimination for “individuals with disabilities.”

As defined by the ADA, an “individual with a disability” is a person who:

- Has a physical or mental impairment that substantially limits one or more major life activities, or
- Has a record of such an impairment, or
- Is regarded (perceived by others) as having such an impairment.

Examples of “physical or mental impairments” include, but are not limited to, such contagious and noncontagious diseases and conditions such as orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV / AIDS, and tuberculosis.

“Major life activities” include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

The University of Mount Olive is covered under Title III of the ADA as a “public accommodation” (privately operated entity offering certain types of courses and examinations, privately operated transportation, and commercial facilities).

Public accommodations must comply with basic nondiscrimination requirements that prohibit exclusion, segregation, and unique treatment. They must also comply with specific requirements related to architectural standards for new and altered buildings; reasonable modifications to policies, practices, and procedures (a modification is not required if it would “fundamentally alter” the goods, services, or operations of the public accommodation); effective communication with people with hearing, vision, or speech disabilities; and other access requirements. Courses and examinations related to professional, educational, or trade-related applications, licensing, certifications, or credentialing must be provided in a place and manner accessible to people with disabilities, or alternative accessible arrangements must be offered.

In a decision that defined the parameters of how far an institution must go to enable a person with a disability to participate in its services, the U.S. Supreme Court held that an otherwise qualified person with a disability under Section 504 is one who is able to meet all of a program’s requirements in spite of that person’s disability.

GENERAL SERVICES OF STUDENT ACCESSIBILITY

What we do:

- Offer pre-admissions information concerning services and accommodations that are available to enrolled students.
- Act as a liaison between faculty and students.
- Facilitate classroom and campus accommodations in accordance with recent documentation results.
- Refer students to appropriate services and resources, such as the Academic Resource Center (ARC), Health Services, and Counseling Services.
- Offer opportunities for faculty/staff awareness.

What we do not do as covered under Section 504 and ADA:

- Provide formal diagnostic evaluations. The student is responsible for providing up to date documentation at their own cost.
- Provide separate classes for students with disabilities.
- Provide specialized tutorial services. All UMO students, whether registered with Disability Services or not, have access to free tutoring.
- Provide exemption from graduation requirements.
- Alter course and / or program curriculum for students with disabilities.
- Provide attendants, individually prescribed devices, readers for personal use or study, and other devices of personal nature.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Under Section 504 and ADA, students with disabilities have the right to the following:

- Equal access to courses, programs, services, jobs, activities, and facilities offered through the University
- Equal opportunity to work, to learn, and to receive reasonable accommodations
- Appropriate confidentiality of all information regarding their disabilities and to choose to whom information about their disabilities will be disclosed
- Information available in accessible forms

Under Section 504 and ADA, students with disabilities have the responsibility to do the following:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, and activities
- Self-identify a disability if they wish to receive services and to seek information, counsel, and assistance within a reasonable amount of time
- Self-identify the need for accommodations
- Demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, jobs, activities, and facilities
- Follow procedures for obtaining reasonable accommodations

RIGHTS AND RESPONSIBILITIES OF UNIVERSITY OF MOUNT OLIVE

Under Section 504 and ADA, University of Mount Olive has the right to the following:

- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, and activities
- Request and receive current documentation that supports the need for accommodations
- Deny a request for accommodations and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted, or if the individual fails to provide appropriate documentation
- Choose methods of auxiliary aids supplied so long as these methods provide equal opportunity

Under Section 504 and ADA, University of Mount Olive has the responsibility to do the following:

- Provide information to faculty, staff, students, and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, and activities when viewed in their entirety, are available and usable
- Provide equal access to courses, programs, services, jobs, and activities offered through the University
- Provide or arrange reasonable accommodations for the student's known disability
- Maintain appropriate confidentiality of records and communication

MAJOR DIFFERENCES BETWEEN HIGH SCHOOL AND POSTSECONDARY EDUCATION DISABILITY SERVICES

Applicable Laws:	High School	Postsecondary
	I.D.E.A. Act (Individuals with Disabilities Education Act)	A.D.A (Americans with Disabilities Act)
	Section 504, Rehabilitation Act	Section 504, Rehabilitation Act
	Accommodations ensure success	Accommodations ensure equal access
	Required Documentation:	
	I.E.P (Individual Education Plan) or 504 Plan	Documentation must provide current information on specific functional limitations for each category of disability and show a substantial limitation (IEP/504 Plan alone, is insufficient)
	School provides evaluation at no cost to student	Students must provide the evaluation at his/her own expense
	School retests over time	Additional accommodations and/or a change in the impact of the disability may warrant additional documentation
	Student Role:	
	Student is identified by the school	Student self-identifies to the Office of Student Accessibility
	School sets up the accommodations	Primary responsibility for sharing Accommodation Plan belongs to the students; students must initiate contact with instructor to utilize approved accommodations for specific courses.
	Parental Role:	
	Access to student records	No access to student records without the student's written consent.
	Participation in accommodations	Student requests accommodations.
	Mandatory involvement	**Student is to self-advocate**
	Instructors:	
	Teachers prompt students about grades, assignments, and due dates	Student must monitor own progress and manage their time.
	Use of multi-sensory approach.	Not required. Lecture is predominant.
	Teachers may modify curriculum and/or alter curriculum and pace of assignments.	Not required to modify curriculum or alter assignment deadlines.
	Attendance is legally mandated.	Attendance is the student's responsibility. Student accepts consequences of non-attendance.
	Tests/Grades:	
	IEP or 504 plan may include modifications to test/material format and/or grading: grades may be modified based on effort.	Grades reflect the work submitted; curriculum & technical course standards may not be altered.
	Testing is frequent and covers small amounts of material	Grading and test format changes are generally not available. However, accommodations on how it is given may be available. Testing is usually infrequent and may be cumulative, covering large amounts of material;
	Teachers often take time to remind students of assignments and due dates and are willing to extend deadlines: make-up tests are often available	Instructors expect students to know the course syllabus (outline); the syllabus spells out what is expected, when assignments are due, and how grading will be done. Depending on the circumstances, accommodations may or may not be reasonable or required.

**MAJOR DIFFERENCES BETWEEN HIGH SCHOOL
AND POSTSECONDARY EDUCATION DISABILITY SERVICES (cont.)**

High School	Postsecondary
Study Skills and Responsibilities:	
Tutoring and study support may be a service provided as a part of an IEP or 504 plan	Tutoring typically is not considered an accommodation because it is available to all students: therefore students with disabilities must seek out tutoring and study skills resources.
Outside class study time may be as little as 0-2 hours per week; the majority of the work is completed within class time.	Students may need as much as 2-3 hours per class outside of class time to complete work; the majority of the work is completed outside of the classroom.
Disability Service Provider Role:	
School seeks out students and reminds/creates/coordinates additional resources as needed.	The Office of Student Accessibility determines eligibility for reasonable accommodations under the ADA and Section 504
Primary responsibility for accommodations belongs to the school	Office of Student Accessibility does not duplicate resources found elsewhere on campus. Refers students to resources as students identify potential need
Conduct:	
Disruptive conduct may or may not be accepted.	Students who are disruptive and are unable to abide by the institution's code of conduct are deemed "not qualified" and can be dismissed.
Differences in Summary:	
I.D.E.A is about Success	A.D.A. is about Access.
High School is mandatory and free.	Postsecondary is voluntary and expensive.

*Students with disabilities who complete high school will enter either the work force or a postsecondary educational environment. Having attained the age of legal majority, they will be expected to exhibit self-advocacy and to communicate their own needs for reasonable accommodations in work or educational environments.

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PROCEDURES FOR RECEIVING ACCOMMODATIONS

Procedures for Mount Olive Campus:

To initially register with The Office of Student Accessibility:

1. Student will need to receive intake paperwork from the Student Accessibility homepage
2. Student provides appropriate documentation as outlined in the Student Accessibility guide.
3. Director of Student Accessibility will review documentation and consult with the student to determine reasonable accommodations.
4. For more complex cases, the Student Accessibility Committee may be consulted to help determine reasonable accommodations.

At the beginning of each semester or module:

1. At least two weeks before the start of the semester students registered with Student Accessibility will need to email studentaccessibility@umo.edu to request accommodation letters for the semester.
2. Student receives via email a "Faculty Accommodation Agreement" form for each instructor with the reasonable accommodations listed.
3. Before or during the first week/night of class the student delivers and discusses the form with the instructor. At that time, the instructor signs off, acknowledging compliance or concerns with the recommended accommodations. If needed, instructor and the Director of Student Accessibility will consult on any adjustments or concerns related to the particulars of the course.
4. Student delivers the signed accommodation forms to the Director of Student Accessibility within 2 weeks of receiving forms from . A copy will be kept in your confidential file. Place signed forms in the locked box on the door of the Manager of Student Accessibility.

Student Accessibility Committee

The Student Accessibility Committee is an advisory group that includes the academic deans, members of the University faculty, members of the University staff, members of the University administration, and external resource individuals with expertise relevant to the specific situations. In cases related to a student from a UMO location, a representative of the local staff will be involved. This standing committee serves as an advisory group to the Manager of Student Accessibility. This group may be called to adjudicate cases of grievance or reports of discrimination based on disability, per the Student Accessibility Grievance Policy.

Procedures for New Bern, Goldsboro, Jacksonville, RTP, Washington, Watts, Wilmington, SJAFB, and Smithfield Campuses:

To initially register with Student Accessibility:

1. Student will need to receive intake paperwork from the Student Accessibility homepage
2. Student provides appropriate documentation as outlined in the Student Accessibility guide.
3. Director of Student Accessibility will review documentation and consult with the student to determine reasonable accommodations.
4. For more complex cases, the Student Accessibility Committee may be consulted to help determine reasonable accommodations.

At the beginning of each term:

1. At least two weeks before the start of the semester students registered with Student Accessibility will need to email studentaccessibility@umo.edu to request accommodation letters for the semester.
2. Student receives via email a "Faculty Accommodation Agreement" form for each instructor with the reasonable accommodations listed.
3. Before or during the first week/night of class the student delivers and discusses the form with the instructor. At that time, the instructor signs off, acknowledging compliance or concerns with the recommended accommodations. If needed, instructor and the Director of Student Accessibility will consult on any adjustments or concerns related to the particulars of the course.
4. Student submits (fax, scanned/mailed or mailed) the signed accommodation forms to the Director of Student Accessibility within 2 weeks of receiving forms from Student Accessibility. A copy will be kept in your confidential file.

GENERAL DOCUMENTATION INFORMATION AND INSTRUCTIONS

The following critical data should be included in any documentation:

- The student's name, the dates of examination or testing, the examiner's name, signature, and credentials. Any testing for learning disabilities must be conducted by a certified and/or licensed psychologist or disabilities specialist.
- Disability or reasons for referral
- A list of the tests administered, including the names of the tests as well as the versions used
- An analysis or interpretation of test results
- Diagnostic summary with a brief composite of the entire assessment process. The summary should address the concerns raised in the section on reasons for referral
- Recommendation of strategies to assist the student in becoming an efficient learner

** Documentation can be sent to Student Accessibility by the student or by the psychologist/physician. All documentation should be sent to Student Accessibility, not Admissions or other faculty, staff, or locations. Documentation can be sent via mail, fax, email, or hand delivered.

Mailing Address: Student Accessibility
Room 100 Henderson Building
634 Henderson Street
Mount Olive, NC 28365
Fax: (919) 658-7674

Location: Room 100 Henderson Building, Mount Olive Campus, Mt. Olive, NC

DOCUMENTATION GUIDELINES FOR SPECIFIC DISABILITIES

Students requesting services from the University of Mount Olive are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The Director of Student Accessibility reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of documentation submitted. All documentation is confidential and will be maintained by the Director of Student Accessibility in Henderson 109B.

The ADA provides that the term "individual with a disability" does not include an individual who is currently engaging in the illegal use of drugs.

Learning Disabilities

A childhood disorder characterized by difficulty with certain skills such as reading or writing in individuals with normal intelligence. Learning disorders affect the ability to interpret what one sees and hears or the ability to link information from different parts of the brain. These limitations can show up in many ways -- as specific difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties extend to schoolwork and can impede learning to read or write, or to do math.

Learning disabilities can be lifelong conditions that, in some cases, affect many parts of a person's life: school or work, daily routines, family life, and sometimes even friendships and play. In some people, many overlapping learning disabilities may be apparent. Other people may have a single, isolated learning problem that has little impact on other areas of their lives.

1. A psycho-educational or neuropsychological evaluation that provides a diagnosis of a specific learning disability must be submitted. A statement indicating the current status (within the last 3 years) and impact of the learning disability in an academic setting should be included. If another diagnosis is applicable (e.g., ADHD, mood disorder), it should be stated.
2. A professional who is certified/licensed in the area of learning disabilities must perform the evaluation. The evaluator's name, title, and professional credentials and affiliation should be provided.
3. The evaluation should be based on a comprehensive assessment battery:
Aptitude: Average broad cognitive functioning must be demonstrated on an individually administered intelligence test, administered during the past three years, such as the WAIS-R, WAIS-III, or WJ-R Cognitive Battery.

Subscales/subtests scores should be listed. The WISC-R or WISC-III is not acceptable.

Academic Achievement: A comprehensive academic achievement battery, such as WJ-R, must document achievement deficits relative to potential. The battery should include current levels of academic functioning in relevant areas, such as reading (comprehension decoding), oral and written language, and mathematics. Standard scores, grade levels, percentages for subtests administered should be stated.

Information Processing: Specific areas of information processing (e.g., short- and long-term memory, auditory, and visual perception/processing, executive functioning) should be assessed.

Social-Emotional Assessment: To rule out a primary emotional basis for learning difficulties and provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview, should be conducted.

Clinical Summary: A diagnostic summary should present a diagnosis of a specific learning disability; provide impressions of the testing situation; interpret the testing data; indicate how patterns in cognitive ability, achievement, and information processing reflect the specific learning disability; recommend specific accommodations based on disability-related deficits; and rule out alternative explanations for and include factors contributing to academic difficulties.

4. Additional documents that do not constitute sufficient documentation, but that may be submitted in addition to a psychological, psycho-educational, or neuropsychological evaluation are individualized educational plan (IEP), a 504 plan, and/or an educational assessment.

Attention Deficit/ Hyperactivity Disorder (ADHD)

ADHD refers to a pattern of ongoing, long-standing ("chronic") behavior disorders that have three core symptoms: hyperactivity, impulsivity, and inattention. These are defined as "disorders" based on the child's stage of development.

1. Documentation must include a medical or clinical diagnosis of AD/HD based on DSM-IV criteria and a rationale for the diagnosis.
2. An appropriate professional, such as a clinical psychologist, who is knowledgeable regarding AD/HD, must perform the evaluation. The evaluator's name, title, and professional credentials and affiliation should be provided.
3. The documentation should include the following:
 - Quantitative and qualitative information that supports the diagnosis;
 - Summary and interpretation of assessment instruments (formal assessment instruments and/or clinical interview);
 - Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to sustain attention, distraction index);

Recommendations for and compliance to prescriptive treatment, including medication;

Recommendations for academic accommodations based on specific features/symptoms of disability; and

Investigation/evaluation of dual and/or confounding diagnosis (e.g., mood, behavioral, neurological, learning, personality disorders).

4. Documentation must reflect the current (within the past three years) array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit updated information and/or documentation.
5. Neither a 504 plan nor an individualized educational plan (IEP) constitute sufficient documentation but may be submitted along with a clinical evaluation.

Psychological Disabilities

The ADA rule defines "mental impairment" to include "any mental or psychological disorder, such as emotional or mental illness. Examples of "emotional or mental illness[es]" include major depression, bipolar disorder, anxiety disorders (which include panic disorder, obsessive compulsive disorder, and post-traumatic stress disorder), schizophrenia, and personality disorders.

1. Documentation must include a medical or clinical diagnosis of a psychiatric disability based on DSM-IV criteria and a rationale for the diagnosis.
2. An appropriate professional must perform the evaluation: a psychiatrist, a clinical psychologist, or a clinical social worker. The evaluator's name, title, and professional credentials and affiliation should be provided.
3. The documentation should include the following:
 - Information regarding the severity of the disability and the specific academic functions affected by the disability and/or medication (e.g., ability to concentrate, ability to attend class regularly, ability to interact in small/large groups);
 - Recommendations for and compliance to prescriptive treatment, including medication;
 - Recommendations for academic accommodations based on specific features/symptoms of disability.
4. Documentation must reflect the current (within the last 3 years) array of symptoms/features and level of functioning; if documentation does not, students may be required to submit updated information and/or documentation.

Developmental Disabilities

These are life-long disabilities attributable to mental and/or physical or combination of mental and physical impairments, manifested prior to age twenty-two. The term is used most commonly to refer to disabilities affecting daily functioning in three or more of the following areas:

- Capacity for independent living
- Economic self-sufficiency
- Learning
- Mobility
- Receptive and expressive language
- Self-care
- Self-direction

Usually people with mental retardation, cerebral palsy, autism spectrum disorder, various genetic and chromosomal disorders such as Down syndrome and Fragile X syndrome, and Fetal Alcohol Spectrum Disorder are described as having developmental disabilities.

1. A psycho-educational evaluation that provides a diagnosis of a cognitive disability must be submitted. A statement indicating the current status and impact of the disability in an academic setting should be included. If another diagnosis is applicable (e.g., AD/HD, mood disorder), it should be stated.
2. The evaluation must be performed by a certified/licensed professional. The evaluator's name, title, and professional credentials and affiliation should be provided.
3. The evaluation should be based on a comprehensive assessment battery:
 - Aptitude: Average broad cognitive functioning must be demonstrated on an individually administered intelligence test, administered during the past three years, such as the WAIS-R, WAIS-III, or WJ-R Cognitive Battery. Subscales/subtests scores should be listed. The WISC-R or WISC-III is not acceptable.
 - Academic Achievement: A comprehensive academic achievement battery, such as WJ-R, must document achievement deficits relative to potential. The battery should include current levels of academic functioning in relevant areas, such as reading (comprehension decoding), oral and written language, and mathematics. Standard scores, grade levels, percentages for subtests administered should be stated.
 - Information Processing: Specific areas of information processing (e.g., short- and long-term memory, auditory, and visual perception/processing, executive functioning) should be assessed.

Social-Emotional Assessment: To rule out a primary emotional basis for learning difficulties and provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview, should be conducted.

Clinical Summary: A diagnostic summary should present a diagnosis of a specific learning disability; provide impressions of the testing situation; interpret the testing data; indicate how patterns in cognitive ability, achievement, and information processing reflect the specific learning disability; recommend specific accommodations based on disability-related deficits; and rule out alternative explanations for and include factors contributing to academic difficulties.

4. Additional documents that do not constitute sufficient documentation, but that may be submitted in addition to a psychological, psycho-educational, or neuropsychological evaluation are individualized educational plan (IEP), a 504 plan, and/or an educational assessment.

Physical and Sensory Disabilities:

Sensory disability is a sight or hearing impairment that has a substantial and long term effect on a person's ability to carry out day-to-day activities. Sensory impairment principally covers:

- Deaf, deafened and hearing impaired people
- Blind and visually impaired people
- Deaf/ blind people

A person with a physical disability is not able to execute distinctive activities associated with movement, both the person himself and objects. Such immobility, resulting from disorder of the muscular or skeletal system, may include disability resulting from injury or disease.

1. Documentation must include a medical diagnosis.
2. The diagnosis and evaluation should be made by a medical doctor or appropriate specialist licensed in the specific field of disability. The evaluator's name, title, and professional credentials and affiliations should be provided.
3. The documentation should include the following:
 - The stability of the disability (stable, progressive, fluctuating);
 - Information regarding the specific academic functions affected by the disability and/or treatment and the severity of the disability (e.g., ability to concentrate, ability to attend class regularly); and
 - Recommendations for academic accommodations based on specific features/symptoms of the disability (e.g., adaptive technology/equipment).

4. The recency of the documentation is dependent on the nature/stability of the disability.
5. Documentation must reflect the current (within the past year) array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit updated information and/or documentation.

LIST OF POSSIBLE ACCOMMODATIONS

If it is determined that a student is eligible to receive services based on their documentation, reasonable accommodations will be determined based on their documented disability. These possible accommodations include, but are not limited to:

- Extra test time (time and a half or double time)
- Use of recorder in class (to be provided by the student)
- Supplemental Note taker (usually another student in the class)
- Testing in a less distracting environment
- Textbooks in an alternate format
- Use of dictionary on in-class writings and tests when and if appropriate
- Use of calculator on tests when and if appropriate
- Reader for tests (or use of text-to-speech applications)
- Scribe for tests (or use of speech-to-text applications)
- Use of a computer for in-class assignments and note taking, when and if appropriate
- Enlarged print for tests, handouts, etc.
- Preferential seating
- Technology adaptations
- Allow breaks
- Allow consideration for tardiness
- No bubble sheets for exams

* Please note that the accommodation is dependent upon relevancy to the documented disability. The reasonable accommodations are chosen by the Manager of Student Accessibility and sometimes the Student Accessibility Committee based upon the documentation provided and the accommodations requested. Accommodations are also discussed with Faculty Members and students upon issue of a Faculty Accommodation Letter.

TIMEFRAMES FOR REQUESTS

The following timeframes are strongly suggested to provide optimal service. Requests for accommodations can be made by the student at any time and the Director of Student Accessibility will confirm the request and consult with the student within 48 hours. All requests should be based on appropriate accommodations, services, and equipment determined from documentation and consultation with the student. Every effort will be made to accommodate requests after the suggested timeframe on a case-by-case basis.

Accommodation	Optimal timeframe for request
Living arrangements	At least 4 weeks before housing assignments deadline
Adaptive furniture or equipment	At least 2 months before course begins or at registration
Services, such as interpreters or captioning	At least 4 weeks before course or event begins or at registration
Alternate formats of course materials	At least 4 weeks before course begins or at registration
Classroom relocations	At least 4 weeks before course begins or at registration
Requests for letters to instructors	At least 2 weeks before course begins or at registration
Requests for test proctoring	At least 1 week before testing

POLICIES AND PROCEDURES FOR SUPPLEMENTAL NOTE TAKING

If Student Accessibility determines that a documented disability prevents a student from taking effective or efficient notes, Student Accessibility may authorize supplemental note taking services as a reasonable accommodation.

The Director of Student Accessibility will email students to see if students are interested in sharing their notes. These students would be in the same class as the student requesting the notes, attend class regularly, and take notes already. The student note taker will be able to take notes to Student Accessibility so that notes can be scanned and emailed from Student Accessibility to the student.

Responsibilities of Students Using the Services of a Supplemental Note taker:

- Take their own notes (if the disability allows) to be supplemented by the note taker's notes
- Realize that on days when absent, or leaving the class for extended periods of time, the note taker is not responsible for taking notes
- If comfortable, the student should be assertive in communicating what kind of notes are needed in order to make the class and the notes more accessible
- Do not ask the note taker to change his/her whole style of note taking. If the style isn't working, contact Student Accessibility to see if another note taker can be found.

POLICIES AND PROCEDURES FOR ROOM LOCATION NEEDS

A Student Accessibility student may sometimes require special room assignments or relocations. For instance:

- If the student has physical disabilities that make it difficult for him/her to climb stairs or he/she is not able to climb stairs.
- If the student has physical disabilities that make it difficult for him/her to walk distances to class.
- Other instances in which the student has documented disabilities related to class relocation.

In these cases, the student is to follow the following procedures each semester/module:

- Contact the Director of Student Accessibility via email (studentaccessibility@umo.edu) during the scheduling period (for Fall registration – last 2 weeks in February; for Spring registration – last 2 weeks in September, or at admission to the University).
- Make an appointment with his/her advisor to discuss course needs. The Director of Student Accessibility, the student, and the advisor can meet together if needed.
- The student's courses will then be discussed with the Registrar and rooms can be assigned according to need. The student's schedule will be ready for the registration period.
- During the normal registration period for each semester / module, the student needs to follow up and officially register for classes.
- It is very important that the student make these arrangements during this period. If the student waits, the relocations may not be able to occur. Rooms are assigned according to number of students in class, equipment needs, etc.
- Student needs to check the course schedule before classes begin to confirm appropriate locations of courses. If there is an issue, please contact the Director of Student Accessibility as soon as possible.

IF REASONABLE ACCOMMODATIONS CAN NOT BE MET

The Director of Student Accessibility facilitates classroom and campus accommodations in accordance with documentation of a diagnosed disability and consultation with the student. If a student's request for approved accommodations, equipment or services is not being met, the student should contact the Director of Student Accessibility as soon as the accommodation, equipment or service is not met or becomes unavailable. The Director of Student Accessibility, in collaboration with the student and relevant faculty or staff members, will take actions to help solve the situation within 5 business days.

In situations where a student did not receive approved accommodations, the Director of Student Accessibility, in consultation with the faculty or staff member and the academic administrators, will take steps necessary to remedy academic harm. For example, if appropriate testing accommodations are not met, then arrangements would be made to retake the test under the agreed upon time frame and conditions, and the first test grade would not count toward the student's grade.

In a case where reasonable alternative accommodations need to be identified and provided, the Director of Student Accessibility in consultation with the student and relevant faculty or staff will determine and implement alternative accommodations to adequately remove the barrier to academic access. For example, if an enlarged print version of the textbook is unavailable; one alternative accommodation would be to provide an audio textbook. Or if a note taker is unavailable during lectures for a hearing impaired student, then a transcription of an audio recording of the course could be an appropriate accommodation.

If appropriate alternate academic adjustments are still unavailable after the 5 business days, the Student Accessibility Committee will be convened to help determine suitable alternatives within 15 days of the original report. With the majority of UMO adult students taking courses in the 5-week course format, every attempt will be made to resolve the issue before the end of the course so that a student can make an informed decision before registering for the next session. Fundamental academic program changes such as withdrawal from class after the drop date, course substitutions, retaking a course, refunds, or providing the student with an alternative format of the course will be determined by the academic deans and University administrators.

GRIEVANCE PROCEDURE

Students with disabilities are responsible for contacting the Director of Student Accessibility at the Mount Olive campus if reasonable accommodations are not implemented in an effective or timely way. Students are strongly encouraged to pursue every means possible to resolve a grievance informally before filing a formal grievance with the Student Accessibility Committee. If the Director of Student Accessibility is not able to remedy the issue, then students may file a formal grievance with the Disability Services Committee.

Please note that the burden of proof rests with the student filing the grievance to prove that he or she has been subject to unfair treatment and/or injustice, which has adversely affected the student's status, rights, or privileges at the University. All grievances must be filed within thirty (30) days of the alleged injustice.

Grievance Format:

To file a grievance with the Student Accessibility Committee, please provide information relating to the areas noted below. The student should include all information that he or she wishes to have considered by the Committee, including written witness statements, academic papers, projects, outlines, etc. It is also useful to provide a copy of the course syllabus where appropriate. Incomplete grievances will either be sent back to the student with a request for more information or denied without further review.

The grievance should be formatted as follows:

- A. Provide the date of act or decision you are challenging.
- B. Briefly describe the alleged act or decision.
- C. Explain the basis for your challenge. These are limited to:
 1. Academic grievances - Give the course/department regulation or policy that you feel has been violated by the act or decision. Be sure to include a copy of the course syllabus and an explanation of the course requirements, grading criteria, etc. as appropriate.
 2. Non-academic grievances - Give the University regulation or policy, individual right, etc. which you believe has been violated.

For both academic and non-academic grievances, clearly and concisely state why you believe the act or decision being challenged is contrary to the policy, regulation, or right you have cited.

- D. Provide a narrative chronology of all pertinent events leading up to the act or decision being challenged. Include names and dates wherever relevant.
- E. Provide information concerning your attempted informal resolution of grievance:
 - 1. Describe your discussion(s) regarding the complaint with the person/office against whom the grievance is being filed. Include date(s) of discussion(s).
 - 2. Describe your discussion(s) regarding the complaint with the Director or Student Accessibility. Include date(s) of discussion(s).
 - 3. Describe any other informal attempts to resolve the conflict.
- F. State explicitly what reasonable outcome you are seeking via this grievance petition.
- G. Provide any additional information that you believe is relevant to your grievance. Written statements from witnesses may be included. Names, addresses, and telephone numbers of those people who have explicitly agreed to speak to the Student Accessibility Committee on your behalf should also be included.
- H. The Student Accessibility Committee will meet within 30 days of receipt of the formal grievance. The Director Student Accessibility will notify the student of the decision.

COMMUNICATIONS FROM AN ATTORNEY ON BEHALF OF A STUDENT

When any communication is received from an attorney on behalf of a student, the matter is directed immediately to the office of the University President. All communications with the student's attorney will be conducted by the University President or the University attorney. The Director of Student Accessibility will continue to work with the student and faculty or staff members to remedy the accommodations issue.

UNIVERSITY OF MOUNT OLIVE POLICY FOR EMOTIONAL SUPPORT OR SERVICE ANIMALS ON CAMPUS

This document describes the procedures for the use of service animals and emotional support animals by students on the University of Mount Olive campus. The University of Mount Olive complies with the Americans with Disabilities Act (ADA) in allowing use of service animals for students, staff and visitors. UMO complies with the Fair Housing Act in allowing students the use of emotional support animals that are approved as an accommodation.

DEFINITIONS

Service Animal:

A service animal as per the ADA is defined as: “Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the owner's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, . . . retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.” There may also be other animals that can be requested as per federal guidelines, the University will consider all requests in conjunction with applicable federal law.

Emotional Support Animal:

The Fair Housing Act defines an emotional support animal as any animal that provides emotional support, well-being, or companionship that alleviates or mitigates symptoms

of the disability; the animal is not individually trained. Emotional support animals are not limited to dogs and can be other species of animal. Emotional support animals are not considered service animals. In order to bring an emotional support animal to campus, the Owner must contact the Student Accessibility Office no less than 30 days prior to arrival, in order to permit time to gather all necessary documentation. Animals should not be brought to campus prior to approval being granted.

The University will make an individualized assessment of each proposed emotional support animal. Dogs must also be completely trained and housebroken. The use of “puppy pads” will not be permitted. For dogs under 12 months old that are not already living with the student at the time the ESA is requested, the Housing Office will ask for a statement that the puppy is housebroken from the breeder, adoption agency, or person providing the animal to the student. For animals already known to the student, the student can self-attest to the housebroken status of the animal.

Owner: A person with a service or emotional support animal.

Trainer/Trainee: A service animal in training, including puppies in training once they are old enough to remain under the control of the trainer. The animal must be accompanied by a person who is training the service animal (the trainer) and the animal must wear a leash, harness, or cape that identifies the animal as a service animal in training.

Trainees are not permitted to reside in campus housing. See the Responsibilities/Requirements sections of this document regarding the registration of trainees.

QUALIFYING TO HAVE A SERVICE OR EMOTIONAL SUPPORT ANIMAL ON CAMPUS

For an individual to qualify for having a service animal on campus:

- The student must have a disability as defined by the ADA;
- The accompanying animal must be trained to do specific tasks for the qualified individual; and
- Students must register with the Student Accessibility Office if the service animal will be housed on the campus so that accommodations can be coordinated.
- Must contact Student Accessibility Office and Housing Office as early as possible to permit time to gather and review all necessary documentation.

NOTE: If the definition of a service animal is not met, then the use of the animal as emotional support may be allowed as a reasonable accommodation.

For a student to qualify to have an emotional support animal in his or her residence hall:

- The student must have a disability as defined by the ADA;
- The student must be registered with the Student Accessibility office;
- The student must have an already established relationship with the animal.
- The emotional support animal must be approved through the Student Accessibility Office as an official accommodation, in conjunction with other offices as needed.
- The owner must notify Student Accessibility Office if the animal is no longer needed or is no longer residing on University property. If the animal will be replaced, the owner must submit a new request.

RESPONSIBILITIES/REQUIREMENTS

SERVICE ANIMALS ON CAMPUS

Owner:

- Is responsible to attend to and be in full control of the service animal at all times. A service animal shall have a harness, leash, or other tether unless a) the owner is unable to use a harness, leash or tether, or b) using a harness, leash, or tether will interfere with the animal's ability to safely and effectively perform its duties. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.
- Is responsible for the costs of care necessary for a service animal's well-being. The arrangements and responsibilities with the care of a service animal is the sole responsibility of the owner at all times, including regular bathing and grooming, as needed.
- Is responsible for independently removing or arranging for the removal of the service animal's waste. Waste must be disposed in a sealed bag in the designated trash area of the residence hall. The waste from animals needing to use outdoor facilities must be collected in accordance with the policy each time the animal is taken outside.
- Is responsible for complying with local and state licensing laws for animal rights and owner responsibilities. Service animals should be current with immunizations and wear a rabies vaccination tag. Is responsible for paying for any damage to University property caused by the animal.

- Animals must leave campus with the student anytime the student leaves overnight and/or during University breaks.
- The University may prohibit the use of service animals in certain locations due to health and safety restrictions or places where the animal might be in danger. Restricted areas may include but are not limited to food preparation areas, research laboratories, boiler rooms, and other areas prohibited by law.

University Community:

- Must allow service animals to accompany their owners at all times and everywhere on campus where the general public (if accompanying a visitor) or other students (if accompanying a student) are allowed, except for places where there is a health, environmental, or safety hazard. The appropriate way to ascertain that an animal is a service animal is to ask (only if it is not apparent) if the animal is required because of a disability and what tasks it has been trained to perform. Specific questions about the individual's disability may not be asked.
- Contact Student Accessibility Office if any questions or concerns arise relating to service animals.
- Only two questions can be asked about service animals:
 - Is the Service Animal required because of a disability?
 - What work or task is the dog trained to perform
- Do not ask questions about the disability.
- Do not pet or feed a service animal.
- Do not attempt to separate the animal from the owner.
- Do not startle or tease a service animal.
- Contact Student Accessibility Office if faculty/staff have any additional questions regarding visitors to campus who have service animals.
- Refrain from charging a fee for the service animal to reside in the residence hall, but may assess usual fees for any damages incurred
- Report any service animals who misbehave or any owners (or other individuals) who mistreat their service animals to the Student Affairs Office, Campus Safety, or Student Accessibility Office.

STUDENT ACCESSIBILITY OFFICE:

- Is responsible for developing the necessary procedures for the University and facilitating the use of service animals by students on campus.
- Assists owners and the University community when questions or concerns arise relating to service animals on campus.

EMOTIONAL SUPPORT ANIMALS IN UNIVERSITY-OWNED RESIDENCES:

Student:

- Is responsible to attend and be in full control of the emotional support animal at all times. The emotional support animal shall have a harness, leash, tether or be transported in an appropriate enclosure whenever it is outside of the residence hall room where it will be housed.
- In shared living spaces, the emotional support animal should be in an appropriate container if the owner is not in the room with the animal.
- Is responsible for following all rules related to the restrictions of animals from buildings on the campus other than their residence hall.
- Is responsible for the costs of care necessary for the emotional support animal's well-being. The arrangements and responsibilities for the care of an emotional support animal are the sole responsibility of the owner at all times, including regular bathing and grooming, as needed.
- Is responsible for not leaving the emotional support animal unattended for an unreasonable length of time.
- Is responsible for independently removing or arranging for the removal of the emotional support animal's waste. Waste must be disposed in a sealed bag in the designated trash area of the residence hall. The waste from animals needing to use outdoor facilities must be collected in accordance with the policy each time the animal is taken outside.
- If the comfort animal voids on the floor or carpet anywhere inside a residence hall, the student is responsible to clean up promptly to the best of their own ability, as well as submit a work request with the Buildings and Grounds Department for the area to be properly disinfected. The student must pay all costs associated with such clean up. Animals must be housebroken and accidents should be infrequent.
- Is responsible for complying with local and state licensing laws for animal rights and owner responsibilities. Emotional support animals should be current with immunizations and wear a rabies vaccination tag if appropriate. We highly recommend keeping this documentation on file with the Housing Office.

- Animals must leave campus with the student if student leaves overnight and during all University breaks if the student leaves campus.
- Is responsible for paying for any damage to University property or pest treatment caused by the animal.
- Must abide by all applicable residential policies, including room inspections.
- Must immediately take corrective action if nuisance reports are received from roommates or other campus residents
- Is responsible for notifying Student Accessibility Office and Housing Office if the emotional support animal is no longer needed.

University Community:

- Must allow emotional support animals to reside with their owners in their residence hall room or suite once they are approved as a disability related accommodation.
- Contact Student Accessibility Office if any questions or concerns arise relating to emotional support animals including any additional questions regarding visitors to campus who have emotional support animals.
- Report any emotional support animals who misbehave or any owners (or other individuals) who mistreat their emotional support animals to the Student Affairs Office, Campus Safety, or Student Accessibility Office.
- Refrain from charging a fee for the emotional support animal to reside in the residence hall, but may assess fees for any damages incurred.

Student Accessibility Office:

- Is responsible for developing the necessary procedures for the University and facilitating the use of emotional support animals by students on campus.
- Will contact the Housing Office to notify of all approved accommodations relating to an emotional support animal.
- Assists owners and the university community when questions or concerns arise relating to emotional support animals on campus.

Housing Office:

- Once notified of an ESA accommodation, will work with the resident to collect all necessary paperwork and review the room assignment to ensure that it complies with all applicable policies.

- Will contact potential roommates and suitemates to determine if other students have any concerns about potentially living with an animal.
- Will monitor residential facilities to ensure that all ESA policies are observed.

IMPORTANT CONSIDERATIONS

A service or emotional support animal can be asked to leave or not allowed participation on campus if:

- The animal is found by the University to be out of control or disruptive and the animal's owner does not take immediate and effective action to control it.
- The animal is not housebroken or kept in a cage where waste can be managed effectively.
- The animal is found to be neglected or mistreated and prompt corrective action is not taken.
- The animal is physically ill.
- The animal is unreasonably dirty.
- A service animal attempts to enter a place on campus where the presence of a service animal causes danger to the safety of the owner or other students/member of campus.
- A service animal attempts to enter any place on campus where a service animal's safety is compromised.

The process for handling disruptions to the community is as follows:

A student will receive a written warning if a complaint(s) is received regarding the animal. Following the first warning, the student will have the opportunity to rectify the situation and correct the behavior. If a second complaint is received, the Housing Office will conduct a further assessment of the situation and the extent of impact to the community. At this point, it is possible that the student with the animal will be asked to switch rooms if there is availability on campus. Following a third complaint or incident, the animal will need to be removed from campus. Students must identify a person who could come to campus to remove the animal if needed within a reasonable amount of time. This person must be identified during the approval process. The individualized assessment of each incident may lead to escalation of this process, up to and including removal of an animal from campus after a first complaint, depending on the severity of any incident involving any service or support animal.

Reminder: Emotional support animals are not allowed anywhere on campus, outside of the residence hall, where animals are not normally allowed. An ESA may be removed from campus if it is found in any other building on campus, other than the student's residence hall.

All animal owners must abide by applicable local ordinances. Any service or emotional support animals who misbehave or any owners (or others) who mistreat their service or emotional support animals should be reported to the Student Affairs Office, Campus Safety, or the Student Accessibility Office.

Restricted Areas

The University may prohibit the use of a Service Animals in certain locations due to health or safety restrictions. Restricted areas may include but are not limited to food preparation areas, research laboratories or classrooms that contain research animals, areas that require protective clothing, and other areas as required by state or local laws. Exceptions to these restrictions may be requested and will be considered on a case by case basis.

Approved Emotional Support Animals are permitted only in the residence halls.

Etiquette around service animals and their owners:

- Do NOT pet, touch or otherwise distract a service animal when it is working. Doing so may interfere with its ability to perform its duties.
- Do NOT feed a service animal. Their work depends on a regular and consistent feeding regimen that the owner is responsible to maintain.
- Do NOT attempt to separate the owner from the service animal.
- Do NOT harass or deliberately startle a service animal.
- Avoid initiating conversations about the student's disability. Some people do not wish to discuss their disability.

Significant allergies to animal dander and other concerns.

- Concerns of this nature will be addressed on a case by case basis. The Housing Office will alert potential roommates of the fact that a service or comfort animal will be present in an effort to address concerns including those related to allergies and

objections or fears related to certain types of animals as early as possible in the housing assignment process. Issues or concerns that may arise during the academic year should be reported as quickly as possible.

- Owners who have concerns about any matter affecting their use of a service or emotional support animal should contact the Student Accessibility Office.

Special Situations or Exceptions

Students should contact the Student Accessibility Office to discuss any special situations regarding service animals or emotional support animals that are not covered by this policy, as well as any exceptions to this policy that might be requested by a student. All exceptions must be approved in writing by the Student Accessibility Office.

ESA/Service Animal Policy 5-18-2018