



BARTON
COLLEGE

Disability Services Handbook



Wilson, North Carolina
www.barton.edu

Disability Support services are provided to any student who has a documented disability and feels the need to access services.

This handbook will outline the process for accessing services through Disability Services here at Barton.

Table of Contents

Mission Statement	Page 1
Policy of Nondiscrimination	Page 2
Admission to Barton	Page 3
Accessing Disability (ADA) Services	Page 3
Disability Services FAQ	Page 6
How ADA Services at College Differ from High School	Page 7
Interpreter Services	Page 9
Housing Accommodations	Page 9
Personal Care Attendants / Devices	Page 9
Class Attendance	Page 9
Student Grievance Procedures	Page 10
Service Animals	Page 13
Definitions	Page 13
Resources	Page 13

Mission Statement

The Mission of the Disability Services Office is to create an accessible, inclusive, sustainable learning environment, where a student's disability is recognized as an aspect of diversity that is integral to the Barton campus community and to society.

Goals and Objectives

- To promote and facilitate access through outreach, collaboration, and proactive solutions;
- To create inclusive environments by engaging and supporting the campus community in progressive system change;
- To assist the college with effective transition, retention and graduation of students with disabilities;
- To consult with stakeholders regarding the reduction of barriers for persons with disabilities; and
- To ensure the effective delivery of accommodations.

Policy of Nondiscrimination

Barton College is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based upon race, color, national origin, religion, gender, age, veteran status or disability. Barton College opposes sexual discrimination in all forms.

Barton College supports the protections available to members of its community under all applicable federal laws, including Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 799A and 845 of the Public Health Service Act; the Equal Pay Act; the Age Discrimination Act of 1975; the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974; the Vietnam Era Veteran's Readjustment Assistance Act of 1974; the Americans with Disabilities Act of 1992; and Executive order 11246, as amended by Executive Order 11375.

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1972, accommodations of the disabled extend to student programs, employment practices, elimination of physical barriers, and special assistance to disabled student's employees within the college.

This nondiscrimination policy covers admission, readmission, access to, and treatment and employment in college programs and activities, including, but not limited to, academic admissions, financial aid, any services, and employment.

Any student who believes that he or she has been discriminated against by the college because of his or her race, color, national origin, religion, gender, age, sexual orientation, or disability may speak with the Vice President for Student Affairs. Following that discussion, a student who wishes to file a formal grievance will be directed to the grievance procedure in the *Student Bulldog Handbook*. Any college employee desiring information or having a complaint or grievance in regard to these provisions should contact the Human Resource Director/EEO office.

Admission to Barton

Individuals with Disabilities enter Barton College 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 Barton College.

Accessing Disability (ADA) Services

- 1.) The student should contact the Disability Services to schedule an appointment with the Disability Services Coordinator. During this meeting:
 - a. The student will disclose any information regarding his/her disability that he/she elects to share.
 - b. Disability Services coordinator will share the process and required forms needed for documentation for accessing Disability Services.
- 2.) If/when the student submits all required documentation, student will contact the Disability Services Office to schedule an appointment. During the meeting:
 - a. The student and the Disability Services Coordinator will review and discuss submitted documentation.
 - b. The student and the Disability Services Coordinator will discuss appropriate and reasonable accommodations as it relates to the disability.
 - c. The student will sign a release so that the Disability Services Office can communicate with instructors and/or others, as appropriate.

- d. The Disability Services Coordinator will develop a written notice to instructors that state the accommodations the student is eligible to receive for the current term. The student will hand deliver the notices to respective instructors. The student should be responsible for discussing the accommodations with instructor as soon as possible. The instructor and the student should discuss documented accommodations and sign the notification of accommodations letters. The instructor should return one of the signed copies of the notification letters to the Disability Services Coordinator within 2 weeks.
- 3.) Please note that this process (STEPS 1 AND 2) must be completed for each semester, summer session, or Graduate and Professional Studies session in order to access services. If the student has medical documentation on file that is current and relevant, then he/she just needs to schedule an appointment to discuss current documentation and request accommodations.
 - 4.) For first year students, an IEP or 504 plan from previous high school may be helpful information, but generally is not sufficient documentation. The IEP or 504 would need to be current and relevant to the student's current needs (generally current within 3 years).
 - 5.) The student and/or the instructor should communicate any concerns about accommodations to the Disability Services Coordinator.

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 do not compromise the essential elements of a course or curriculum; nor do they 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.

The Office of Disability Services establishes the final determination of appropriate accommodations.

Please note that it is the responsibility of the STUDENT to follow the steps above in order to access services through the Disability Services Office.

Please note that a meeting must be held prior to the beginning of EACH semester, Graduate and Professional Studies session, or summer school session to sign a release and to develop and/or revise reasonable accommodations for that semester or session.

The Disability Services Office is located in the Lee Student Health Center. Contact Disability Services, at 252-399-6496 or at healthcenter@barton.edu to schedule an appointment or if additional information is needed.

Disability Services FAQ

1.) What is the first step if I feel I need to access disability services?

Read all information on the Barton website or Campus Connect. If questions are not answered, contact the Disability Services Coordinator at 252-399-6496 or healthcenter@barton.edu or thjohnson@barton.edu to answer questions specific to your case. A meeting can be scheduled to discuss your questions.

2.) Can I be denied admission to a postsecondary school if I have a disability?

No. If you meet the essential requirements for admission to that college or university, you cannot be denied based solely on the fact that you have a disability.

3.) What would I do if I suspect I have a disability, but have never had an evaluation or documentation to support that?

You would need to contact a professional in the area of the suspected disability and discuss obtaining a complete an evaluation to document whether or not you have a disability. If you have questions about what kind of professional services to seek, you may stop by the Disability Services office to discuss, but services cannot be accessed without sufficient documentation.

4.) Who pays for the evaluation if needed for documentation purposes?

It is not the responsibility of the postsecondary school to conduct or pay for a new evaluation. It is the responsibility of the student to seek funding to pay an appropriate source to pay for the evaluation. If you are eligible for and/or receive Vocational Rehabilitation Services, you may be able to get an evaluation through that agency at no cost to you. The link to VR in NC is <http://www.ncdhhs.gov/dvrs/>.

5.) Should I wait until the end of the semester, or until I start struggling, to disclose my disability?

It is up to you to disclose your disability whenever and to whomever you would like. If you have received accommodations in high school through either a 504 plan or IEP, you may need some academic adjustments to be successful in college. Again, that is entirely up to you. You are not required to disclose your disability unless you want to access services through the Disability Services office.

6.) What do I do if I feel that I am being treated unfairly because I have a disability?

You may contact the Disability Services coordinator to discuss your particular concerns or refer to the Grievance Procedures found on the Barton website for the steps to ensure that you may raise your concerns and have them addressed.

7.) How does ADA in college differ from high school?

The chart below addresses some of the key differences:

Question	High School	College
What is the law that governs services for individuals with disabilities?	IDEA and 504 (Subpart D)	ADA and Section 504 (Subpart E)
What is the intent of the law?	IDEA: to provide FAPE (Free and Appropriate Public Education) in the least restrictive environment. 504: to ensure that no person will be denied access to, or the benefit of, or be subjected to discrimination because of his/her disability.	ADA and Section 504 (Subpart E): to ensure that no person will be denied access to, or the benefit of, or be subjected to discrimination because of his/her disability.

Question	High School	College
Who is responsible for identifying and documenting the disability?	School Districts are responsible for identifying, evaluating, and planning educational services at no cost to the parent or the individual.	Students are responsible for self-identification and providing sufficient documentation. Documentation must be obtained from a licensed professional. The student, not the institution, is responsible for the cost of an evaluation, if needed.
Who is responsible for initiating and implementing service delivery?	School Districts are responsible for both identifying and providing special education plans, and/or accommodations.	Students are responsible for notifying the Disability Services Office to disclose the disability information and need for academic adjustments. This should be done on a semester by semester basis.
Who can access my records?	Until you are 18, your parents can access your records. They must provide written consent in order for other agencies to receive information.	You. If you wish for your parents or other individuals to have access to your information, you must provide written consent.
Who makes sure I get the services that I need?	Primarily teachers and parents. Students should become involved around age 14.	YOU DO — It is solely the student's responsibility to seek and provide sufficient documentation through the Disability Services Office.

Interpreter Services

For Hearing Impaired students that require Interpreter Services, it is the responsibility of the student to provide his/her schedule to the Disability Coordinator immediately after registration of classes. Any changes in the class schedule should be reported immediately to Disability Services. 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 Disability Services Office on Campus.

Housing Accommodations

Barton College will consider housing accommodations that are reasonable for students with disabilities. Documentation from a licensed professional must be submitted annually in order to evaluate individual housing needs. The Request for Housing Accommodation(s) form can be obtained from the Disability Services Office.

Personal Care Attendants / Devices

Barton College does not provide personal care attendants or personal auxiliary devices.

Class Attendance

The Disability Services Office 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.

Student Grievance Procedures

Any student who feels that he/she has been unduly wronged or unfairly treated by a member of the College faculty, administration, or staff, may appeal to have his/her grievance heard through the Grievance Committee through the following processes. This procedure does not apply in situations involving grade appeals. A separate procedure is available for grade appeals.

- 1.) Whenever possible and after a reasonable cooling off period, the student should talk with the faculty, staff, or administrator stating carefully and precisely why he/she believes a grievance exists. An attempt should be made in this conference to resolve the issue. If the College official involved in the grievance is not available on the campus (i.e. during the summer or other such breaks, leaves of absence, etc.) or the situation itself is such as to obviously preclude this step, the student should talk with the person's immediate supervisor.
- 2.) If no resolution of the issue can be made in the initial conference with the College official against whom the grievance is directed, the student may initiate a formal, written appeal process with the person's immediate supervisor for the purpose of mediation. This written appeal will form the basis for a Page 85 conference between the supervisor, the student, and the College official against whom the grievance is directed. The written appeal must state in detail the grievance and reasons for appealing and must be presented in four copies, one each for the supervisor, the official against whom the grievance is being made, the student bringing the grievance, and for the record. Since the document is of primary importance, the student may seek assistance in preparing it for presentation. Any student or member of the College community may assist the student in preparing the written appeal. The formal written process must begin within 60 days of the most recent incident precipitating the grievance. Supporting documentation and/or evidence related to the precipitating incident, such as earlier incidents may be included in the appeal. The same information, however, also should be available in the earlier stages of the grievance process.

- 3.) If the conference between the supervisor, the student, and the official against whom the grievance is directed does not satisfactorily resolve the issue, the student or the College official in question may request (using the same procedure as stated above) a conference with the authority on the next level of administrative supervision. Grievances against administrative division heads reporting directly to the President of the College and not resolved at that level will be made to the President.
- 4.) If the conference with the administrative division head does not satisfactorily resolve the issue, the student or the official against whom the grievance is directed may request the division head to convene an ad hoc Grievance Committee to hear the issue. The decision whether or not to convene a Grievance Committee to further hear the issue will rest with the appropriate administrative division head. In cases involving administrative division heads, the decision rests with the President. Decisions at this level will be final.
- 5.) The ad hoc Grievance Committee shall be composed of seven persons. The student shall select one member from the faculty or administration. The College official against whom the grievance is made shall select one member from the faculty or administration. The administrative division head, after determining his/her impartiality, shall select three other members from the faculty or administration who are not in the department or division involved. The Student Government Association President and one other student appointed by him/ her also shall serve on the Committee. The chairperson shall be selected from among and by the nominees of the administrative division head.
- 6.) The Grievance Committee shall hear the testimony of both the student and the College official and shall guarantee each the right to hear the other's testimony. There shall be a single verbatim record, such as an audio tape recording, of the proceedings (not including deliberations). Deliberations shall not be recorded. The record shall be the sole property of Barton College. Anyone taking part in the

grievance committee process is strictly prohibited from bringing any video or audio recording device. If the student or the College official fails to appear at a scheduled session of the Committee, and fails within seven class days to provide a satisfactory explanation to the chairperson for the absence, that person shall be considered to have waived his/ her right to further consideration.

- 7.) No student shall be subjected to any form of recrimination or reprisal for initiating a grievance against any member of the faculty, staff, or administration. The ruling of the Grievance Committee shall be final. During all formal proceedings, beginning with Item #2 of this procedure, both the College official and the student are entitled to the following:
- a. to be present at all formal hearings.
 - b. to be represented by an advisor; any party may seek from within the College community of students, faculty, staff, and administrators, a person who is willing to act as an advisor to assist him/her; lawyers may not represent parties in these proceedings.
 - c. to cross-examine witnesses.
 - d. both the complainant and the respondent shall be informed promptly, in writing of the Grievance Committee's decision.

The records of the Committee shall be on file in the Office of the Provost and Vice President for Academic Affairs for a period of five years. Only the President, the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, and the Board of Trustees shall have access to the records. Members of the Committee shall observe strict confidentiality regarding the case. The entire formal proceeding, beginning with the written appeal to the supervisor, shall be completed within 60 days.

Service Animals

Individuals with disabilities may use service animals and emotional support animals for a variety of reasons. Service animals are defined “as any dog that is individually trained to do work or perform tasks for an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animals are working animals. The work or task that a service dog has been trained to provide must directly be related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. In order for a service or emotional support animal to be allowed on campus there must be documentation to support the need for the animal.

Please contact that office at 252-399-6496 to discuss the process and receive necessary form(s) that must be completed by licensed professional.

No animals are allowed on campus unless the process has been completed and the student has been found eligible for this accommodation through Disability Services Office.

If approval is granted for an animal on campus due to your documented disability, the following guidelines have been established in regards to service and/or emotional support animals on campus.

Guidelines for Animals on Campus

The owner of the animal:

- MUST agree to relocate rooms, floors, or residence halls in case of pet allergies that emerge with other residential students who reside nearby at any point during the semester and/or academic school year.
- MUST take full responsibility for the care and supervision of the animal at all times.
- MUST be in agreement that the animal is allowed only in the assigned room and the common areas of the assigned room on campus.

- MUST ensure that the animal is healthy and up to date on all vaccinations. The animal must get annual exams to ensure good health. Documentation from a Veterinary Office verifying this information must be submitted once per year to the Office of Housing and Residential Life.
- MUST provide proof that the animal is receiving active Flea Treatment monthly for the ESA has routine maintenance for flea/tick control, and is dewormed. This information must be submitted to the Housing and Residence Life Office each month.
- MUST provide documentation from a Veterinary Office verifying that front claws are declawed for all felines. This documentation must be submitted to Housing and Residence Life Office.
- Will not be charged extra fees for service or emotional support animal, however; there WILL be charges for any damages caused by the animal.
- MUST agree to take the animal with him/her for any overnight trips, or travel for breaks, holidays and/or when Campus Housing is closed.
- MUST agree that the animal will be crated any time that the owner of the animal is not in the room.
- MUST agree to pick up after their animal and dispose of any waste properly. One violation against this expectation will result in a documented warning. Additional violations will result in termination of the ESA agreement.
- MUST agree that if the animal is being reported as being loud or unruly, that they will present documentation that the animal is enrolled in Obedience School.

- MUST agree that the animal would be removed if one or both of the following occur:
 - The animal becomes out of control and unruly and the owner is unable to take effective action to control it.
 - The animal becomes unclean and/or unhealthy to the extent that the animals' condition poses a threat to the health or safety of others.

Definitions

Disability – An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

Reasonable Accommodations – The Americans with Disabilities Act (1990) stipulates that postsecondary institutions are responsible for providing reasonable accommodations when a student discloses a disability. Specifically, it is required to make reasonable adjustments or modifications to practices policies and procedures, and to provide auxiliary aids and services for students with disabilities, UNLESS to do so would “fundamentally alter” the nature of the programs or result in an “undue burden” or compromise the essential elements of a course or curriculum or weaken the academic standards or integrity of a course or degree program. 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. The Office of Disability Services establishes the final determination of appropriate accommodations.

Service Animal: ADA – Under the ADA, a service animal is defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person’s disability.

Resources

- ADA National Network
- Ed.gov
- AHEAD (Association on Higher Education and Disability)
- NCAHEAD
- Disability Compliance for Higher Education

