



CAMPBELL
UNIVERSITY

Disability Services

Student Guide for Accessing Disability Services

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Introduction

Campbell University is committed to providing equal educational opportunity for persons with disabilities in accordance with the nondiscrimination policy of the University and in compliance with Section 504 of the Rehabilitation Act of 1973, with Title II of the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008. This manual is written for students with disabilities with the hope that it will inform and assist you as you make your way here at Campbell. The guide covers both academic and extra-curricular life and provides contacts for further information on specific topics.

As you may be aware, the law states that a person with a “disability” is:

“Someone with a physical or mental impairment which substantially limits one or more of the major life activities of such individual; or a person with a record of such impairment; or a person who is regarded as having such an impairment.” (*Section 504 of the Rehabilitation Act of 1973*)

Equal educational opportunity means that a person with a disability who is qualified for admission must have access to the same university programs, services, and activities as all other students. If necessary to provide equal opportunity, Campbell will make reasonable modifications to its policies, practices and procedures, unless doing so would fundamentally alter the nature of the service, program, or activity or pose an undue administrative or financial burden.

Under the provisions of Section 504, Universities may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities. Section 504 specifies that universities may not limit the number of students with disabilities admitted, make preadmissions inquiries as to whether or not an applicant has a disability, use admission tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made, exclude a qualified student with a disability from any course of study, or establish rules and policies that may adversely affect students with disabilities.

In support of its commitment to provide equal educational opportunity, Campbell provides a variety of services and accommodations to students with documented disabilities. This guide contains the following information:

- An overview of the services available;
- An introduction to the primary offices and staff persons who serve students with disabilities;
- A description of the procedures that students must follow to receive accommodations and obtain services;
- Documentation guidelines;
- A description of the grievance policy.

Questions or comments about this manual should be directed to Laura Rich, Director of Disability Services.

Section I: Disability Services – Who to Contact

Campbell Disability Services Staff

The individuals in the positions described below are the primary contacts for students with disabilities at Campbell. A full list of staff names and contact information is provided at the end of this guide. (See Appendix.)

Director of Disability Services

The Director's responsibilities include the following:

- Serve as a primary source of information to students and university community regarding access to disability services at the university.
- Determine reasonable accommodations for students with disabilities using input from students, their documentation and faculty input on program and course requirements.
- When appropriate, communicate with faculty regarding the implementation and use of accommodations for approved students.
- When appropriate, provide support for students in accessing university programs and services, e.g. libraries, housing, residence life, dining, course scheduling, emergency services, career services, student activities, counseling services, financial aid, academic affairs, campus recreation, health services, and etc.
- Interact with relevant external agencies, departments, vendors, and groups providing services and information to people with disabilities. These include: the Division of Vocational Rehabilitation, the Commission for the Blind and Visually Impaired, the Division for the Deaf, organizations for particular constituencies, support groups for people with specific disabilities, vendors with product lines that may assist in accommodations, and etc.
- Encourage and assist students to develop self-advocacy skills.
- When necessary, serve as a liaison between students and faculty or staff members and administrators.
- Ensure that services are being provided consistent with university, state, and federal guidelines.

Administrative Assistant

The Administrative Assistant's responsibilities include the following:

- Collect documentation and paperwork from students and use this information to determine eligibility for services.
- Prepare and make available to approved students the Letter of Accommodation (LOA) for students to give to their faculty members and to assist, where appropriate, in arranging accommodations.
- Encourage and assist students to develop self-advocacy skills.
- Work with the Director to ensure that services are being provided consistent with university, state, and federal guidelines.
- Supervise the Graduate Assistant and Test Proctor Service.

Vice President for Student Life and Christian Mission

The Vice President for Student Life and Christian Mission acts as the initial contact for students with disability-related complaints that have not been resolved with the Director.

Section II: How Does a Student Obtain Services?

General Procedure for Receiving Accommodations

Step 1: The student must contact the Director of Disability Services to request services during their time as a Campbell University student. The University is not responsible for identifying students with disabilities and is not required to provide services unless proper procedures have been followed in making a request.

Step 2: The student must schedule a meeting with the Director to provide documentation of the disability and to complete the appropriate paperwork.

Step 3: The student's documentation is reviewed by the Director. The process of review depends in part on the nature of the student's disability. If the student is found to be eligible for services, the Director will decide which, if any, of the student's requests will be granted. Decisions regarding accommodations are made on a case-by case basis. There is no standard accommodation for any disability.

Step 4: If the request for accommodations is approved, the Director generates a Letter of Accommodation (LOA) which documents the student's individual, approved accommodations. The student is responsible for promptly collecting this letter and presenting it to faculty. Suggestions for these meetings with instructors can be found in Appendix A. The LOA must be presented to faculty as soon as possible. Any student who is approved for accommodations during the semester is strongly encouraged to pick up the LOA as soon as it is ready and immediately deliver it to relevant faculty members. **Accommodations are only in effect from the date faculty members receive the LOA and no accommodations will be made retroactively.** Any student who has been approved for accommodations must request an LOA from the Director each semester that they wishes to receive accommodations. Any student whose requested accommodations are not approved is encouraged to meet with the Director to discuss the reasons for the denial. The Director may discuss the grievance procedure with the student at this time.

Foreign Language Accommodations

Students whose disabilities directly impact their ability to learn foreign languages may request accommodations for this requirement. If these accommodations go beyond typical classroom or testing accommodations, the student's request must be approved by a committee established by the Dean of the College of Arts and Sciences. To begin this process, the student will present adequate documentation of the disability and a narrative description of all experience with foreign language courses to the Director of Disability Services. The Director will then consider the request and if further accommodation appears to be warranted, the Director will present the information to the Dean. The Dean's committee will determine the appropriate accommodation and respond to the Director.

More information regarding documentation and accommodations

For any student who has been deemed eligible for special services, Campbell provides accommodations and/or modifications to policies and practices in order to ensure that all students have equal access to all Campbell programs, services, and activities. The purpose of accommodations is not to ensure success, but rather to provide access and equal educational opportunity.

Accommodations will not be provided retroactively. Any student who is approved for accommodations is entitled to services and accommodations only from the date that approval is given. For academic accommodations, this is the date that the student's instructor receives and signs the LOA. Even if the

student can establish that he or she had a disability at the time of the course in question, Campbell will generally not expunge or re-examine coursework completed before the student was reviewed and approved for accommodation.

No student is required to disclose his or her disability to the university. However, as discussed above, any student who discloses and is approved for accommodations after he or she has begun study at Campbell will not receive any retroactive accommodations on work completed before the approval for accommodations was made.

Documentation of a student's disability will only be shared with relevant Campbell faculty, staff or administration on a need-to-know basis with a release of information signed by the student.

Standard services for students approved for accommodations include:

- accessible classrooms
- academic accommodations
- housing accommodations

Reasons for denial of an accommodation may include the following:

- the documentation does not meet the university's guidelines for such documentation
- the requested accommodation is in conflict with the academic policies of the student's college or school
- providing the accommodations would fundamentally alter the program, course, or activity
- the accommodation is not supported by the documentation
- providing the accommodation would pose a direct threat to the student or to others
- providing the accommodation would constitute an undue administrative or financial burden pursuant to the criteria established under the ADA and/or Section 504
- the accommodation is in opposition to the educational philosophy of the university

Please refer to Section IV of this manual for details regarding documentation for various specific disabilities.

Confidentiality of Information

Information received from a student is governed under the provisions of the Family Education Rights and Privacy Act of 1974. Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records as defined by law. Other than for “Directory Information”, Campbell University will release information only with the student’s written consent and will use “Directory Information” in the best interests of the student.

Disability Services is committed to ensuring all information compiled concerning a student remains confidential as required by applicable law. Any information monitored or collected will be used for the benefit of the student.

Only those staff members of Disability Services have access to information collected for use in accomplishing necessary tasks for the student. Any information gathered will not be released to third parties except in accordance with state and federal law.

A student must give written authorization to release information when they wish to share it with others. The student must specify the information to be released, the purpose of the release, and to whom the information is to be forwarded. This release can be handwritten, or a form can be obtained from Disability Services.

A student has the right to review their own file and as a courtesy to the individual, copies of documents and information obtained will be provided at no cost with limitations.

Section III: Student Responsibilities

General Student Responsibilities

1. Identify him/herself to the Disability Services office to begin the process of requesting accommodations. The university is not responsible for identifying students with disabilities or for contacting such students to begin the accommodation request process.
2. Provide documentation which conforms to the university's guidelines. If the student's documentation is insufficient for any reason, the student is responsible for pursuing whatever additional documentation is required and to pay any costs thereof. Campbell University reserves the right not to provide services or accommodations until all of the documentation specified in the guidelines is provided.
3. Any student approved for accommodations is responsible for retrieving his or her LOA from the Director as soon as it is ready and is responsible for delivering it to appropriate faculty at the start of the semester (see Section II for more information about the approval process).
4. Once approved for accommodations, the student must provide the Director with a list of instructors each semester that accommodations are desired. This is normally done with a Release of Information form, available on the website.
5. See the headings below for additional responsibilities for students approved for testing accommodations, note taking services, alternate text formats, interpreter/captioning services or handicapped parking.

Responsibilities of a student approved for a note taker

Any student approved for an audio recorder or note taker should make this request through the Director as soon as possible, preferably within two weeks of the beginning of the term. A student requesting a note taker after the term has commenced must understand that it may take up to 15 business days before a note taker is assigned.

1. Meet with the Director as soon as possible to formally request a note taker. Students may recommend a student to serve as their note taker, but final approval rests with the Director. All note takers are employees of Disability Services and will be compensated by this office. No student is to ever pay or otherwise compensate a note taker.
2. Meet with the note taker and discuss how class notes will be obtained. Note takers should provide notes weekly unless otherwise specified with the Director. Students who wish to remain anonymous with their note takers should discuss this with the Director.
3. Utilize Blackboard throughout the semester to ensure that the notes being provided are adequate.
4. Promptly report any difficulties to the Director. Note takers may be replaced if they are providing inadequate notes or not delivering notes on time. It should be noted that waiting until the end of the semester to complain about poor note quality is not considered an excuse for poor class performance.
5. Note taking services do not excuse a student from attending or paying attention in class. Abuse of this accommodation is not tolerated.
6. Promptly inform the Director if this service is no longer needed.

Responsibilities of a student approved for testing accommodations

Testing accommodations require frequent communication between the student, instructor and Disability Services staff. It is critically important that testing information is shared with these individuals in a timely manner.

At the beginning of the semester and at least one week prior to the first scheduled test, the student should discuss with the instructor all approved testing accommodations. This should be done when the student delivers their LOA to the instructor. This discussion should answer the questions of how, when and where the instructor would like to provide the testing accommodations. The student should make sure to have a calendar and a copy of the LOA with him/her at the time of this discussion. The student should also remind the instructor of their need for accommodations at least three days prior to each test/exam.

The office of Disability Services offers a test proctor service to assist instructors in managing testing accommodations. Instructors often teach back-to-back classes or the classroom may be used by another instructor immediately following the student's class. These and other reasons may make administering tests with accommodations difficult for instructors. If the instructor chooses, Disability Services will proctor any test, quiz or exam in our video-monitored Test Proctor Service. However, the instructor may also make other arrangements that fulfill the student's accommodations without using the Proctor Service (e.g. allowing a student with a separate setting accommodation to test in an empty classroom, office or conference room.) **If at any time you feel that your instructor is not adequately meeting your accommodations, discuss this with the instructor and the Director immediately.**

Any student who will need to take a test in the test Proctor Service should schedule a testing appointment with the Test Proctor Service at least one week prior to the test.

Once the appointment is made, staff will then contact the instructor, sharing the name of the student and course along with time and date of the testing appointment. The instructor will then send all test materials, along with a list of any additional allowed materials (e.g., calculators, periodic tables) in time for the testing appointment. When the student has completed the test, all materials are hand-delivered to the instructor or department secretary.

A test taken in the Proctor Service should be taken at the same time as the regular classroom exams. Exceptions, such as evening exams (where the approved accommodation will cause the exam to run late into the night) or situations where time accommodations extend into another class period, must be arranged with the instructor and the Director on a case-by-case basis. Tests scheduled to start more than one hour before or after the regular classroom administration will require instructor approval.

Student Responsibilities for using the Test Proctor Service:

1. Meet with instructor to share LOA and discuss testing accommodations.
2. Remind instructor at least 3 days prior to each test/exam that you will need to use your accommodations.
3. Schedule a testing appointment with the Test Proctor Service at least one week in advance for a regular test, and by the publicized deadline for a final exam.
4. Promptly inform the Director if you have decided to take the test without accommodations.

Remember, the instructor is only required to provide accommodations specifically listed in the LOA.

Responsibilities of a student approved books/text in alternate formats

Any student approved for books/documents in alternate formats should provide the Director with a list of all texts that require conversion at least 30 days before the beginning of the term in which the texts/documents must be used.

The student must be aware that scanning textbooks into alternate formats requires permanently separating the pages from the binding. Once the conversion of the text has been completed, the student may pick up the unbound textbook and other materials from Disability Services. Textbooks provided on audio format require no separation of bindings.

Student Responsibilities:

1. At least 30 days before the start of the term, provide the Director with all books and texts and provide specific requests as to which parts of the provided materials require conversion.
2. Pick up the converted and conventional texts from the Director once informed that the conversion is complete.

Campbell is not responsible for purchasing texts/documents for students and cannot provide alternate format materials for any student who does not purchase the required texts/documents for their classes.

Responsibilities of a student approved for interpreting/captioning services

Any student approved for interpreters or captionists must make their request through the Director at least 30 days before the beginning of the term. Requests made after the semester begins may take up to 30 days to fill, if an interpreter/captionist is available. Please be aware that Campbell University may be unable to fill late requests because of the very limited availability of interpreters/captionists.

Student Responsibilities:

1. Meet with Director at least 30 days prior to the start of the term, and provide course information for all classes, tutorials, meetings (of an academic nature or related to Student Life activities) for which interpreting/captioning will be required.
2. As a courtesy, before the start of the term, inform professors that an interpreter/captionist will be present in the class.
3. Immediately inform the Director if this service is no longer required.
4. Immediately report to the Director any difficulties experienced with the interpreting/captioning service.
5. Inform the Director at least 48 hours before a planned absence that services will not be required for the class that will be missed.

Responsibilities of a student approved for handicapped parking

Students who use handicapped parking on campus must maintain state-issued handicap parking permits. The student is also required to display an appropriate parking sticker (e.g., commuter, law, north campus) from parking administration, but may park in any handicap parking space regardless of lot. Parking services may ask students to register their handicap placards.

If a student has consistent problems finding necessary handicapped parking near their class buildings, notify the Director and parking administrator immediately.

Section IV: Documenting a Disability

General Documentation Guidelines

To ensure that reasonable and appropriate services and accommodations are provided to students with disabilities, students requesting such accommodations and services must provide current documentation of their disability. Such documentation generally must include all the following:

- a clear diagnostic statement of the disability prepared by an appropriate licensed professional
- a description of the manner in which the disability limits the student in a specified major life activity and the severity of the limitation

It is the responsibility of the student requesting the accommodations and services to document the disability. As such, the cost of evaluations required pursuant to these guidelines is to be borne by the student. If there is a change in the student's condition, they may request changes to previously approved accommodations. The student will have to provide current supporting documentation for review at that time. An Individualized Education Plan (IEP) or a 504 plan may provide sufficient documentation and staff are glad to review these prior to any other documentation being provided.

Guidelines for Documenting a Learning Disability

Every report should be on letterhead, typed, dated, signed and otherwise legible, and be comprised of the following elements:

- **Evaluator Information:** The name, title, and credentials of the qualified professional who conducted the assessment should begin the report. Please note that members of the student's family are not considered appropriate evaluators.
- **Recent Assessment:** The report must provide adequate information about the student's current level of functioning. If such information is missing, the student may be asked to provide a more recent or complete assessment.
- **Testing:** There should be a discussion of all tests that were administered, observations of the student's behavior during testing, and a listing of all of their test scores (i.e. domain, cluster, subtest, index, etc.) represented in standard scores and/or percentile ranks.

Informal assessment, an Individualized Education Plan (IEP), and/or a 504 plan may include sufficient documentation when presented alone. Staff are glad to review documents and advise students.

In addition, a clinical summary and a clearly stated diagnosis are helpful. The summary should integrate the elements of the battery with background information, observations of the client during the testing situation, and the student's current academic situation. This summary should present evidence of a substantial limitation to learning and explain how the patterns of strength and weakness are sufficiently significant to substantiate a learning disability diagnosis. It should also demonstrate that the evaluator has ruled out alternative explanations for the learning problem. If social or emotional factors are found to be possible obstacles to learning, they should be discussed. This summary may include recommended accommodations, but these are in no way binding to the University. Campbell University reserves the right to evaluate all documentation and determine appropriate accommodations in each case.

Section V: Grievance Procedure

Disability Services has adopted an internal grievance procedure providing for the equitable resolution, within a reasonable time, of complaints by students with disabilities alleging violations of their rights under the Americans with Disabilities Act (“ADA”) and under Section 504 of the Rehabilitation Act of 1973 (“Section 504”). Please follow the following steps to resolve a complaint.

1. All requests for accommodations or special services should first be brought to the Director of Disability Services (see Section II of this manual for information regarding the request process).
2. If a student disagrees with a decision or has other problems with approved accommodations or services, the complaint should first be reported to the Director in writing. The Director will schedule a meeting with the student within 10 business days of receiving the complaint.
3. If the student is unable to resolve the matter with the Director, the student may appeal decisions on academic accommodations to the Vice President for Academic Affairs and Provost. Decisions on campus life accommodations may be appealed to the Vice President for Student Life and Christian Mission. Appeals should be made in writing to the appropriate Vice President. Contact information is available through the University website and at the end of this guide.

Students are also encouraged to exercise their rights of complaint through the Department of Education, Office of Civil Rights and other legal channels if needed.

Appendix A: Letter of Accommodation Instructions

Each student should have:

One Letter of Accommodation (LOA) to instructors
One copy of the first page of the LOA for each instructor

Before Class:

Read the Letter of Accommodation carefully. Make sure you understand each of your accommodations and why you are receiving them. If you have questions about anything in the letter, please ask. Remember, instructors are only required to give you the accommodations listed on this letter.

Meeting with your Instructors:

Share this document with your instructors as soon as possible. You may take the packet to class and discuss your accommodations with your instructor after class, but it is usually best to make an appointment to meet them in their office. Your instructor may ask you to come to their office instead of talking after class. Remember, they have many responsibilities and may have another class or obligation after yours.

When meeting with your instructor, be sure to bring your syllabus. Read the syllabus before this meeting and note any questions you have about particular assignments, tests or reading. Write down any questions you have and also write down the answers you receive during your meeting.

Pay special attention to your testing accommodations (if you have them) and be sure to go over them with your instructor. Remember, you must remind your instructor at least three days prior to each test where you would like to use your testing accommodations. Instructors have many students and may not remember that you take your tests differently if you do not remind them ahead of time. An email is often the best way to do this. Ask your instructor if he or she would like you to take your tests at Disability Services or would prefer to make their own arrangements.

Remember your rights. It is your choice whether or not to tell your instructor about your specific diagnosis. If they ask, and you do not want to share, be polite and explain that you would prefer not to disclose that information. You do have the right not to tell your instructor about your diagnosis, but you must explain your accommodations to them.

Be very sure you and your instructor have a clear understanding of your accommodations. Take notes to help you remember. Ask your instructor to sign the Letter of Accommodations. Give your instructor a copy for their records. You keep the original signed letter.

NOTE: Your accommodations are available to you from the date that your instructor signs the letter. You may not re-take tests or re-do assignments that were done before you gave your instructor this letter. However, from this date forward, your instructor is legally required to provide the accommodations listed.

After you have met with all instructors:

Return the original signed Letter of Accommodations to Disability Services. You should have an extra copy of the letter for you to keep. It is a good idea to start a file or find another safe place to keep these forms.

Appendix B: Tips for Working with Faculty Members

Students may sometimes feel intimidated when discussing their accommodations with instructors. Following the following suggestions may help smooth communication with faculty members and head off potential misunderstandings.

Introduce yourself to each instructor as soon as possible. You may want to make an appointment to meet your professor in their office so that you can speak candidly and privately about any special needs that may arise and share your Letter of Accommodations. Do this during the first week of class if possible. Make sure you are on time for any appointment.

Be confident, pleasant, and respectful. All students are encouraged to practice an assertive, reasonable approach in communicating their needs, but doing so in a polite and respectful manner is always a good idea.

It is not necessary to tell your instructor about your specific diagnosis. However, your instructor needs to know how your disability may impact your classroom functioning so that they can make sure you have the accommodations you need for the course. Your Letter of Accommodations will provide guidance, and the Director of Student Support is also available to discuss any questions you might have about sharing information with your instructors.

Communicate in plain, simple terms. For example, “I cannot see material on the board or read regular print.” You are likely to be an expert on your particular diagnosis but remember that your instructor may not be.

Explain any weaknesses caused by the disability. You should also tell the professor about your strengths and ways that you use these strengths to be successful.

Rely on past experiences. Tell your professor what has worked before. For example, if you have an auditory disability, let the professor know that writing instructions for assignments or tests on a blackboard has been very helpful in other classes.

Ask the professor if he or she has any ideas. Your professor may have worked with students with the same disability in previous classes to develop accommodations that worked. However, don’t feel pressured to change your accommodations.

Discuss how your work will be evaluated. Make sure you and your instructor are very clear about how your testing accommodations will be handled. Making these agreements at the first meeting will help prevent misunderstandings at the first test, when you and your instructor will be busy and under pressure.

Should difficulties arise in a particular class, you are encouraged to express your concerns to the instructor and prepare suggestions for alternative solutions. Think of your instructor as your partner in solving any problem, not your opponent. If you can’t reach an agreement, contact the Director as soon as possible.

Check with the Director if you or your professor is unsure about any accommodation. The Director will act as your advocate to ensure that you receive the accommodations you need. If you have any concerns or are unsatisfied after meeting with your instructor, contact the Director immediately.

Appendix C: Legal Decisions and Implications

The university must provide the accommodation... Students are not required to assume the responsibility for securing a necessary accommodation. The university is required to provide reasonable accommodations for a student's known disability so that the student has an equal opportunity to participate in the courses, activities or programs. The Office of Civil Rights (OCR) ruled that a university may not charge students for necessary accommodations.

Expense of accommodation is not undue hardship... Providing an auxiliary aid or incurring an expense to ensure access would not constitute undue hardship to the university. In determining what constitutes an undue hardship, the OCR views the entire financial resources of the university rather than any single department or college.

Classroom must be accessible... A classroom's location must be changed to provide accessibility for a student with mobility impairment. The university does not need to make every classroom accessible but must provide for the participation of students with disabilities when "viewed in its entirety."

Extended time... Extended time is a reasonable accommodation for a student whose documentation specifically calls for that accommodation. The university is required to ensure that the student is provided additional time to complete tests and/or course work in order to provide an equal opportunity for that student.

Altered form of exam... The form of an exam must be altered if the testing procedure puts a student with a disability at a disadvantage based on the student's documented disability. There may be an exception when the purpose of the test is to measure a particular skill.

Accommodation must be documented... The university may refuse to grant a student's request for an accommodation that is not specifically recommended in the student's documentation.

Handouts in alternate format... If a student with a visual impairment is enrolled in a class, the instructor must provide all handouts in the alternate format requested by the student. In addition, all handouts must be made available to students on the same day they are distributed to non-disabled students.

Material on reserve in the library... The instructor must make course material on reserve in the library available in alternate formats for students with visual impairments enrolled in the course.

Diagnostic information confidential... Faculty and staff do not have the right to access diagnostic information regarding a student's disability. Faculty and staff need only know the accommodations that are necessary to guarantee an equal opportunity for the student.

Personal liability... An individual faculty member who fails to provide an accommodation to a student with a documented disability may be held personally liable.

Academic freedom... Academic freedom does not permit instructors to decide if they will provide special aids and services for students with documented disabilities in the classroom.

Testing accommodations... Accommodations for testing such as readers, scribes, or the use of adaptive equipment must be provided for a student with a documented disability.

Personal services and aids... The university is not required to provide personal services such as attendant care, or personal aids such as wheelchairs or eyeglasses.

Accessible programs... The university must operate its programs in the most integrated setting appropriate.

Preadmission... Preadmission inquiries as to whether a person has a disability are not permissible.

Accommodations for ACT testing... Scholarships based on ACT scores must allow for accommodations for students with documented disabilities.

Admissions criteria... The university may not use as sole criteria for admission or rejection a test that has been shown to be discriminatory for persons with disabilities.

Job announcement posting... Postings for job announcements must be readily accessible to students with visual impairments.

Bulletin to identify the 504 coordinator... The name of the Section 504 coordinator must be identified in recruiting materials such as application forms and school bulletins.

Housing options... A student with a disability is entitled to have more than one housing option presented if options exist for non-disabled students.

Student may file grievance... A student with a disability may not only file a claim with the U.S. Department of Education's Office of Civil Rights, but may also file a complaint with HUD.

Off-campus housing... If the institution provides assistance to non-disabled students for off-campus housing, then the institution must provide options to students with disabilities for accessible off-campus housing.

Weight training... university must provide comparable opportunities for weight training to students with disabilities.

Career counseling... Career counselors are prohibited from counseling a student with a disability into more restrictive career paths than are recommended to non-disabled students with similar abilities and interests.

Appendix D: Compliance Statements

Campbell University offers the following general statements of compliance in regards to discrimination against individuals who either attend classes or are employed at any of the university's campuses.

“Campbell University reaffirms its standing policy of nondiscrimination, in employment and in all of its programs and activities, with respect to age, race, gender, religion, cultural and national origin, and handicap. Federal law expressly recognizes exemptions when claimed by religious institutions.

Family Education Rights and Privacy Act of 1974

Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Campbell University will release information only with the student's written consent and will use "Directory Information" in the best interests of the student. "Directory Information" at Campbell University is defined as: name, academic majors and minors, academic classification (freshman, sophomore, etc.), and e-mail addresses.

Rehabilitation Act of 1973

In accordance with Section 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Inquiries may be directed to Mr. James O. Roberts, Post Office Box 97, Buies Creek, North Carolina 27506.

Americans with Disabilities Act of 1990 and 1991 and the ADA Amendments Act of 2008

Campbell University complies fully with the provisions of this law. Inquiries may be directed to Mr. James O. Roberts, Post Office Box 97, Buies Creek, North Carolina 27506.

Title IX

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not discriminate on the basis of gender in admissions nor in the administration of educational programs, policies. Inquiries may be directed to Dr. M. Dwaine Greene, Post Office Box 578, Buies Creek, North Carolina 27506.”

(From the *Campbell University Undergraduate Studies Bulletin*, 2009 – 2011)

Appendix E: Service Animal Information

According to the Americans with Disabilities Act (ADA), a service animal is defined as “any animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items”. Providing comfort or support does not qualify an animal as a service animal. If there are any questions as to whether an animal qualifies as a service animal, a determination will be made by Disability Services.

Students who wish to have service animals live in campus residential facilities should notify Disability Services and Residence Life as soon as possible.

In compliance with the ADA, service animals are welcome in all buildings on campus and may attend any class, meeting, or other event. Reasonable behavior is expected from service animals while on campus. The owners of disruptive and aggressive service animals may be asked to remove them from college facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until they take significant steps to mitigate the behavior.

Emotional Support Animals are animals that provide comfort and relieve symptoms of mental health disorders. These animals are covered by the Fair Housing Act and Campbell University has additional policies that govern the use of such animals in campus housing. The Director can provide further information. Emotional Support animals are not generally allowed in other campus buildings, including classrooms and dining facilities.

Cleanliness of any animal living or working on campus is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of animals. The owner is expected to clean and dispose of all animal waste.

Appendix F: Staff Contact Information

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Prepared by Laura T. Rich, Director of Disability Services. Updated August 2023.

Some of the information contained herein was compiled directly from the following:

Americans with Disabilities Act of 1990

The Rehabilitation Act of 1973, Section 504

Rutgers State University of New Jersey "Services for Students with Disabilities: A Manual for Students and Coordinators of Services for Students with Disabilities"