

The University of North Carolina

Accessibility of UNC Institutions to Severely Disabled Individuals

Reported to the Fiscal Research Division and the Joint Legislative Education Oversight Committee as required by the NC General Assembly

Introduction

Pursuant to S.L. 2008-181 Section 22.1, The 2008 NC General Assembly directed the University of North Carolina to study the accessibility of its facilities to severely physically disabled individuals seeking basic access to higher education at constituent institutions of The University of North Carolina. In its study, the University may consider the following:

- (1) What specific educational assistance the State has funded that would be available to severely physically disabled individuals.
- (2) What specific educational assistance the State currently funds that would be available to severely physically disabled individuals.
- (3) The role of the Division of Vocational Rehabilitation of the Department of Health and Human Services in providing educational assistance at public and private universities or secondary schools that was, or currently is, available to severely physically disabled individuals.
- (4) Whether the Division of Vocational Rehabilitation of the Department of Health and Human Services could provide for the personal care of severely physically disabled students at one or more constituent institutions of The University of North Carolina.
- (5) The desirability and feasibility of making the facilities of one constituent institution accessible to severely physically disabled students.
- (6) The estimated costs of making the facilities of one constituent institution accessible to severely physically disabled students and providing for the personal care of severely physically disabled students at this institution.
- (7) Whether the Illinois program to support its physically disabled population at its state universities offers any guidance to North Carolina.
- (8) Any other issues the Board of Governors deems pertinent to its study under this section.

The General Assembly directs the University of North Carolina to report its findings to the Fiscal Research Division and the Joint Legislative Education Oversight Committee by February 1, 2009.

Current Accessibility of UNC Institutions for Severely Disabled Individuals

Facilities:

An annual snapshot of accessibility in higher education within North Carolina is provided, among other facilities measurements, in the State of North Carolina Higher Education Comprehensive Planning Program's Facilities Inventory and Utilization Study. For the purposes of this study, accessibility is defined as the mobility impaired being able to approach and enter a building and its internal space without assistance. For 2007, the latest year for which the report is available, 81% of the total assignable square footage, covering nearly 41 million square feet for all UNC system institutions, was accessible (Reference Table 24, "Accessible Area as a Percentage of Assignable Area"). And, looking more specifically at the instructional spaces within the UNC system, an average of 89% or more of these spaces are accessible (Reference Table 25, "Accessible Area by Summary Programs").

While this indicates substantial progress, the institutions continue to work toward complete accessibility. As "Repairs and Renovations" (R&R) funding is made available for the ongoing

upkeep of capital facilities, some of these funds are also directed toward improved accessibility. For R&R funding in the years 2003-2007, excluding the special debt-funded (Certificates of Participation) allocation, the institutions have averaged spending more than 4%, or approximately \$2 million, of these funds on accessibility issues annually. In addition to funds specifically earmarked for ADA improvements, many additional projects involving building renovations address these needs in concert with other work in progress.

Funding continues to be a challenge; however, as R&R funding is only available at the level that the State's budget can support. When the budget is lean, there is much competition for these funds for pressing needs such as re-roofing or electrical systems, which often leaves little for ADA improvements such as ramps and door openers. In some cases, as in 2008, there were no funds available.

Academic Support:

Disability Service offices exist on all seventeen campuses within the UNC system. The accommodations and services provided to students are contingent upon individual assessments administered by the campus. The mission of each disability services office is to provide support services to students with disabilities that will permit them to be successful in academic programs. In doing so, each campus provides the appropriate facilities, activities, and services to ensure a successful academic experience. UNC's policy is consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that receives federal financial assistance."

The Disability Service offices in the UNC system serve as a consulting, information and referral resource to campus staff and faculty about disability-related issues. Disability Services offices fully adhere to the Buckley Amendment and University privacy guidelines, and generally require prior student permission to release or discuss any personal information. Occasionally, Disability Services staff will, at the request of a student, contact individual faculty members about specific situations.

Disability services across UNC focus on providing services needed by students with disabilities to minimize the extent to which their disability affects opportunities in the academic environment. For UNC students with disabilities, the most important issue is equal opportunity. Disability Services divisions are designed to address those areas of need where equal opportunity is compromised for students with disabilities. Though each student is responsible for self-disclosure, the University strives to make open access a part of every academic environment so that students can gain unobstructed access to services.

Across UNC, a well-written diagnostic summary of a comprehensive evaluation process is an essential component of the assessments disability services areas perform. Assessment instruments and the data they provide are not used as diagnostic tools. They provide important information that must be utilized by the evaluator with background information, observations of the client during the testing situation, and the current context. It is essential, therefore, that

professional judgment be utilized in the development of an interpretive summary. Other than a specific diagnosis, the clinical summary must include:

- Procedures used to assess/diagnose the impairment (including test instruments, subtest scores, etc);
- A full description of the current difficulties and functional limitations in an educational setting;
- Information about how medication and/or other corrective measures may correct the impairment. The summary indicates whether or not accommodations will be needed when utilizing medication or other corrective measures;
- Activities or situations that should be avoided or would present a current significant risk of serious injury or death for this student or others;
- Whether the student is currently a danger to himself / herself or others;
- A clear and convincing rationale for each requested accommodation based on the degree of impact of the impairment and the resulting functional limitations.

Examples of academic accommodations provided to students are listed below and are on NC State University's DSO website (www.ncsu.edu/dso/) :

- Accessible location for the classroom and place for faculty to meet with student;
- Extra time to get from one class to another, especially in inclement weather;
- Special seating in classrooms;
- Notetakers, use of tape recorders, laptop computers, or photocopying of peer notes;
- Test accommodations: extended time, separate place, scribes, access to word processors;
- Special computer equipment/software: voice activated word processing, word prediction, keyboard modification;
- Extra time for assignments due to slow writing speed;
- Adjustable lab tables or drafting tables for classes taught in lab settings;
- Lab assistance;
- Accessible parking in close proximity to the building;
- Customized physical education class activities that allow the student to participate within their capabilities;
- Course waiver or substitution for certain students;
- Taped texts;
- Advance planning for field trips to ensure accessibility.

The UNC Tomorrow Commission Report, adopted by the Board of Governors in December 2007, stresses the importance of educational attainment and availability across the State of North Carolina. The report was informed by citizens across the State as well as faculty and students on our University campuses. It states that UNC should increase access to higher education for all North Carolinians, particularly for underserved regions, underrepresented populations, and non-traditional students. Consistent with this finding, the UNC Tomorrow Commission recommended that UNC increase access to degree programs, increase partnerships with the North Carolina Community College System, increase access for students with disabilities, maintain affordability and increase financial aid, increase the educational attainment of underrepresented populations, and help ensure that students are better prepared to enter and

succeed in college. Each UNC campus was given the opportunity to respond to this call from the public and spoke directly about students with disabilities. Campuses focused mainly on continuing to ensure the compliance with the Americans with Disabilities Act and expanding existing services for students with disabilities. The following are examples of University programs in this area that demonstrate the range of University responses:

- **NCSSM** conducts an annual review of its physical facilities and other accommodations to ensure full compliance with all applicable state and federal laws. This review also includes the results of informal reviews that occur during the year to note potential compliance issues that need to be addressed. In addition, the results of annual inspections by various state agencies and the Facilities Condition Assessment Program's (FCAP) three-year inspections are included in the annual and six-year repairs and renovations plans to resolve compliance issues.
- **UNCP's** Office of Disability Support Services (DSS) is a model for other institutions. It created a three-day transition program for newly admitted freshmen with disabilities and their families since 2002. The program eases the stress and frustration of the differences between secondary and post-secondary education. Pre and post-test data show the program is effective in easing students into the post-secondary setting. Other institutions of higher education across the state and nation have begun using this program (**SURVIVOR**) as a model of transition for students with disabilities. UNCP's efforts in this area are not limited to its own students. For five consecutive years, the UNCP DSS office along with the Public Schools of Robeson County has hosted the **Vision, Strength, and Arts Festival** for approximately 1700 Kindergarten through 12th grade students with disabilities. The members of the Disabled Student Organization at UNCP give personal testimonies of educational success to K-12 students as part of the opening ceremony and introduce a professional entertainment group consisting of entertainers with disabilities.
- **WSSU** has undergraduate programs in **Therapeutic Recreation** and **Rehabilitation Studies** and a master's program in **Rehabilitation Counseling**. These programs not only prepare graduates to work in fields that address issues of people with disabilities, but they also intentionally attract students with disabilities from culturally underrepresented groups.
- **ASU** began an **Assistive Technology Initiative**, an intra-institutional collaboration between the Office of Disability Services, Information Technology Services, and the University Library. Funding will enable ASU to outfit ten learning spaces throughout the campus. The office may be expanded next year to provide comprehensive services for employees and the public.
- **UNC-CH** faculty and students within the Department of Computer Science College of Arts and Sciences developed a program to enable people who are mobility impaired to use computers and perform other tasks as part of "**Geeks Making the World a Bit Better.**" One example is the Tar Heel Typer, an "alternative pencil" application designed to enable people who cannot write using conventional pencils to write using one-switch scanning, two-switch scanning, Braille and conventional keyboards. Another method is called CamKeys, a simple computer program that makes a cheap camera emulate any number of switches, allowing

users to press keys virtually instead of with their fingers. As a pilot project, this work has already benefited children all over North Carolina and the world.

Listed below are some of the UNC Disability Services office websites:

UNC- Charlotte - <http://www.ds.uncc.edu/>

UNC-Pembroke - <http://www.uncp.edu/dss/>

NCSU - www.ncsu.edu/dso/

WSSU -

<http://www.wssu.edu/WSSU/About/Administration/EEOAA/ADA%20Resources%20and%20Compliance>

Division of Vocational Rehabilitation, Department of Health & Human Services

Educational funding is not provided specifically for severely handicapped students. However, the Division of Vocational Rehabilitation in the Department of Health & Human Services does serve all handicapped individuals. The NC Division of Vocational Rehabilitation is a mandated program under the Federal Rehabilitation Act of 1973 and its amendments through 1998. It is an eligibility based program as opposed to an entitlement program (e.g. social security). The eligibility criteria are as follows (Excerpted from Section 361.42 of the 2001 Federal Regulations):

(a) Eligibility requirements.

(1) Basic requirements. The designated State unit's determination of an applicant's eligibility for vocational rehabilitation services must be based only on the following requirements:

- (i) A determination by qualified personnel that the applicant has a physical or mental impairment.*
- (ii) A determination by qualified personnel that the applicant's physical or mental impairment constitutes or results in a substantial impediment to employment for the applicant.*
- (iii) A determination by a qualified vocational rehabilitation counselor employed by the designated State unit that the applicant requires vocational rehabilitation services to prepare for, secure, retain, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.*
- (iv) A presumption, in accordance with paragraph (a)(2) of this section, that the applicant can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.*

The Rehabilitation Act requires State Vocational Rehabilitation (VR) programs to provide a set of core services, including training (Section 361.48 of the Federal Regulations). All vocational rehabilitation services are provided in support of the client achieving their employment outcome,

as stated on their Individualized Plan of Employment (IPE). Specifically, assistance with post-secondary training is a service the Division may provide for clients who:

- Have a vocational goal on their IPE that requires such reviews;
- Have the skills, capabilities, and interests to achieve a four year undergraduate education (and in some cases a post-graduate degree).

In determining if an eligible client may receive Division assistance with post-secondary training, the Counselor applies a financial needs test in which income and asset information are gathered from the client and assessed. If the financial criteria are met, the Counselor works with the client to determine the estimated cost of the training program and level of financial participation by the Division, also factoring in any available comparable benefits such as Pell grant, State need-based aid and other grants. The Division is able to assist with the specific costs of tuition and fees, books and supplies, and room and board. Additionally, some clients require assistance with the cost of disability related support services, such as personal assistance services, note-taker services, tutoring, etc.

Interviews with county and state-level Vocational Rehabilitation employees revealed the following information:

- Most students with disabilities (SWDs) receive some type of federal assistance (Medicare, Medicaid, financial aid) through federally-funded grants and scholarships. VR typically allows this type of financing to pick up all costs prior to assuming any financial responsibility for any of their clients.
- The basic policy for VR in North Carolina is to pay at the individual rate for tuition, housing, and meal plans for a SWD admitted to one of the 17 UNC campuses. There is currently no special plan to accommodate a SWD any further for needs beyond these areas.
- The Division of Vocational Rehabilitation does not envision any further commitments at the state level at this time.

The Rehabilitation Act provides that clients be allowed to exercise *informed choice* in making important decisions relative to their vocational rehabilitation program. Below is an excerpt from Section 361.52 of the Federal Regulations:

(4) Assisting eligible individuals or, as appropriate, the individual's representative in acquiring information that enables them to exercise informed choice in the development of their IPEs with respect to selection of the-

- (i) Employment Outcome;*
- (ii) Specific vocational rehabilitation services needed to achieve the employment outcome;*
- (iii) Entity that will provide the services;*
- (iv) Employment setting and the settings in which the services will be provided; and*
- (v) Methods available for procuring the services;*

This would apply to clients with whom the Division is assisting with post secondary training, as the client would have input into the selection of their vocational goal, and

undergraduate/graduate training institution. The selection of the training institution often depends on the field of study selected by the client. In the vast majority of cases, clients are able to make the choice of the post secondary institution they wish to attend, assuming they are accepted by the institution. Division clients may also be sponsored at private colleges, universities, community colleges, and proprietary vocational schools.

Feasibility of Making the Facilities of One Constituent Institution Accessible to Severely Physically Disabled Students

The University of Illinois at Urbana-Champaign has a program specifically designed for severely disabled students. The services provided are very broad. Some services are basic such as notetaker services, accessible classrooms, testing accommodations, and interpreter services. Other available services are more complex including: adapted athletics, transportation, and services within Beckwith Residence Hall. Beckwith Residence Hall is a residence hall which specializes in accommodating the residential needs of students with severe physical disabilities who require assistance in the performance of basic activities of daily living.

All of these programs are housed in the University's Division of Disability Resources and Educational Services (DRES). DRES ensures individuals are given equal opportunity to participate in and benefit from the curricular, co-curricular, and vocational opportunities available at the University through collaborative promotion and provision.

As an historical note, there was a similar plan at St. Andrews Presbyterian College until it became unsustainable in 2006.

Facilities Estimate:

The program at The University of Illinois Urbana-Champaign serves about 1,000 students annually. Approximately 8-10 personal assistants and 22 students live at Beckwith Residence Hall. The personal assistants (PAs) perform either direct (i.e., showering, dressing, bowel and bladder care) or indirect (i.e., putting on winter outdoor garments, assisting in setting up homework and/or books, etc.) work for the students. The PAs work 18 hours per week in exchange for free room and board. If they work more than 18 hours, they are paid an hourly wage (funded by the individual student).

Beckwith Residence Hall is self-funded with an annual budget of \$400,000-\$500,000. The sources of income are a room and board charge (\$12,410/student) and PA support service charge (\$12,630/student). These fees are in addition to the regular tuition and fees of the institution. Approximately 90% of students in Beckwith receive some financial support from their respective state departments of vocational rehabilitation services. Beckwith Residence Hall is available to in-state and out-of-state students.

If one UNC institution were designated accessible for the severely disabled, requiring a residence hall like Beckwith Hall, the estimated cost is approximately \$40,000 per room for renovations and may cost as much as \$45,000 per room for new construction. This estimated pricing would include a single room per student with a bath shared for every two rooms, room sizes of at least 10 feet by 12 feet, sprinklering of all housing facilities, lift equipment in rooms to assist with transferring the mobility-impaired from bed-to-wheelchair, chair-to-shower, etc., and proximity

readers used for building access. In new construction, if these rooms can be anticipated and planned within the overall building planning process for a new residence hall, the cost could be lower. All rooms, whether in a new facility or a renovated residence hall, would all be single occupancy which would certainly affect the cost per bed statistics. Finally the costs associated with support for personal assistant services, increased/unique maintenance, and alternative or supplemental insurance, for example, should be considered.

UNC Online and Other Distance Learning Options

There are several distance learning options for all students that may be particularly useful for those that are severely disabled. UNC Online would allow a severely disabled student to obtain a college degree from home. Degrees from UNC can also be obtained through distance learning opportunities on the campuses of the NC Community College system.

UNC Online offers more than 170 online programs in 22 fields of study. Students admitted to The University of North Carolina's online programs learn the same material and benefit from the same high-quality educational experience as campus-based students. Online classes are designed and taught by the same faculty who teach classes in on-campus programs. When a student graduates from a UNC institution, no distinction is made between online or on-campus credits.

Online and campus experiences are not identical. Students certainly benefit from being immersed in the rich learning environment available on campus. But online learning provides ample opportunities for students to interact with instructors and fellow students and has the advantage of being flexible and convenient. Many students prefer online learning, citing, among other things, a greater willingness to express their views to instructors and classmates.

Summary

The University of North Carolina continues to work towards making university facilities and academic services more accessible to disabled persons. Each campus strives to find ways to improve their accessibility standards beyond minimum requirements. When available, repair and renovation funding routinely supports ADA compliance. In addition, every campus of the UNC system has a Disability Services office which provides academic support services to disabled students. At this time, it is not feasible to make one campus in the UNC system entirely accessible for the severely handicapped. Establishing a residential facility like that at the University of Illinois at Urbana/Champaign would have significant cost and require a unique level of administrative support.

The UNC Tomorrow initiative challenged the campuses to improve their accessibility and create innovative programs to assist underrepresented populations, including the disabled. The development of UNC Online and other distance learning opportunities at local community colleges is one method that brings The University of North Carolina to all parts of our State and to all people. This report and UNC Tomorrow encourages the campuses to continue to find innovative ways of delivering education and services to all disabled students. There is still much work to be done, but The University of North Carolina remains committed to providing access to all North Carolinians.

Resources: Ms. Linda Harrington, State Director, Division of Vocational Rehabilitation of the Department of Health and Human Services

Ms. Sandra Britt, Director, Robeson County, Division of Vocational Rehabilitation of the Department of Health and Human Services

Ms. Denise McKoy, VR Counselor, St. Andrews Presbyterian College, Division of Vocational Rehabilitation of the Department of Health and Human Services

Ms. Mary Helen Walker, Director of Counseling Services, St. Andrews Presbyterian College, 1994-2000.

Ms. Pat Malik, Housing Director University of Chicago, Urbana

TABLE 24:

ACCESSIBLE AREA AS A PERCENTAGE OF ASSIGNABLE

The Rehabilitation Act of 1973 focused national attention on the rights of handicapped persons. Section 504 of the Act stated that "no otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." The more recent 1990 Americans with Disabilities Act (ADA) reinforced this guideline while providing a very comprehensive set of regulations and definitions for addressing the special needs of people with a broad range of disabilities.

One of the groups protected by both pieces of legislation is the people who are confined to wheelchairs or whose mobility is otherwise impaired. Although neither of the Congressional Acts requires that colleges and universities make all of their facilities barrier-free, they do require that an institution's programs be made accessible to the handicapped. Although program accessibility can be partially achieved through changes other than facilities modifications, the amount of assignable space which is accessible to the mobility impaired is a factor which must be carefully considered in making programs accessible.

The National Center for Education Statistics conducted a survey in 1978 to determine the impact of the earlier Section 504 on colleges and universities. One of the findings of the survey was that about 76% of the assignable area on college and university campuses would need to be made accessible in order to comply with the program accessibility requirement of the original legislation. The survey also found, however, that this percentage varied greatly among different institutions. Since the 1978 study, total campus accessibility for institutions throughout the country has improved dramatically.

The definition of building space accessibility was broadened in the 1992 NCES Postsecondary Education Facilities Inventory and Classification Manual (and incorporated in the 1993 edition of the N.C. Manual) to include *approach to* a building in addition to access from a point immediately outside the building. Thus a building's *site* must also be accessible; i.e., there are no barriers to approach, such as lack of curb breaks or steps to a building's entrance. These criteria apply to a mobility impaired person (i.e., confined to a wheelchair or other support device such as a walker) who is attempting to approach and enter a building and its internal space without assistance.

Table 24. Accessible Area as a Percentage of Assignable Area

Institution	Total Assignable Sq. Ft.	Accessible Sq. Ft.	Percent Accessible				
			2007	2006	2005	2004	2003
Public Institutions							
Research Universities I							
NC State	7,905,125	5,355,586	67.7	66.0	57.9	45.9	49.6
NC State Veterinary Med	354,978	266,429	75.1	72.5	70.4	70.0	74.0
UNC-Chapel Hill	6,811,314	6,099,222	89.5	68.9	66.1	71.2	70.7
UNC-CH Health Affairs	2,168,715	2,127,591	98.1	86.5	83.6	79.5	76.9
Subtotal	17,240,132	13,848,828	80.3	69.8	64.4	60.1	61.8
Doctoral Universities I and II							
East Carolina	3,310,799	2,289,432	69.2	52.0	56.2	59.1	68.5
ECU-Health Affairs	699,481	675,083	96.5	40.9	49.1	93.0	93.0
NC A&T	2,016,989	1,861,711	92.3	87.4	85.7	83.6	82.2
UNC-Charlotte	2,824,267	2,559,437	90.6	86.5	90.6	89.5	89.6
UNC-Greensboro	2,575,998	2,228,428	86.5	86.2	82.8	63.3	63.4
Subtotal	11,427,534	9,614,091	84.1	73.8	75.4	73.6	74.8
Master's (Comprehensive) Universities and Colleges I							
Appalachian	2,483,528	1,964,710	79.1	79.1	76.2	74.5	72.7
Fayetteville	704,469	272,611	38.7	58.2	58.0	55.5	55.5
NC Central	1,315,906	1,132,614	86.1	86.1	85.4	84.5	84.4
UNC-Pembroke	860,942	749,218	87.0	84.1	78.8	78.2	67.3
UNC-Wilmington	2,054,109	1,901,543	92.6	91.4	89.6	89.4	88.7
Western Carolina	1,802,935	1,217,614	67.5	65.5	65.0	74.7	70.5
Winston-Salem	876,693	693,131	79.1	78.5	76.6	72.7	71.3
Subtotal	10,098,582	7,931,441	78.5	78.5	76.1	77.4	76.2
Baccalaureate (Liberal Arts) Universities and Colleges I and II							
Elizabeth City	815,288	662,511	81.3	81.3	81.3	77.8	75.8
UNC-Asheville	740,372	690,399	93.3	93.1	92.9	92.9	92.5
Subtotal	1,555,660	1,352,910	87.0	83.8	83.0	81.0	79.9
Schools of Art, Music, and Design							
NC School of the Arts	646,786	477,816	73.9	72.7	72.5	75.0	73.5
Teaching Hospitals							
UNC Hosp. at Chapel Hill	1,098,400	1,098,400	100.0	100.0	100.0	100.0	100.0
Community Colleges							
Alamance	214,759	213,747	99.5	99.5	99.6	99.5	99.5
Asheville-Buncombe	585,855	563,461	96.2	95.7	90.2	90.2	89.7
Beaufort Co.	166,460	165,979	99.7	99.7	99.7	99.7	99.7
Bladen	98,733	96,670	97.9	97.9	97.9	97.1	97.0
Blue Ridge	229,785	229,785	100.0	100.0	100.0	100.0	100.0
Brunswick	178,102	170,297	95.6	95.6	94.7	94.7	94.7
Caldwell	298,301	295,618	99.1	99.1	98.9	93.7	94.4
Cape Fear	444,826	440,964	99.1	99.1	99.2	99.0	99.0
Carteret	156,893	147,482	94.0	94.0	93.8	93.9	91.4
Catawba Valley	369,149	368,414	99.8	99.8	99.7	99.7	100.0
Central Carolina	336,594	332,605	98.8	98.8	98.8	98.6	98.5
Central Piedmont	1,164,225	1,150,764	98.8	98.6	97.8	93.9	96.8
Cleveland	166,468	163,822	98.4	98.4	98.4	98.4	98.4
Coastal Carolina	225,801	224,837	99.6	99.6	99.5	99.5	99.5
College of the Albemarle	235,460	235,360	100.0	100.0	100.0	100.0	99.9
Craven	174,754	165,512	94.7	94.7	94.6	94.5	99.6
Davidson Co.	271,011	261,109	96.3	96.3	96.9	96.4	96.1
Durham	316,893	277,029	87.4	87.5	85.9	93.7	93.4
Edgecombe	160,134	152,225	95.1	95.0	95.0	95.0	93.1

Table 24. Accessible Area as a Percentage of Assignable Area

Institution	Total Assignable Sq. Ft.	Accessible Sq. Ft.	Percent Accessible				
			2007	2006	2005	2004	2003
Fayetteville	604,811	558,713	92.4	92.4	92.2	91.5	92.9
Forsyth	435,110	428,010	98.4	98.8	98.6	98.5	98.6
Gaston College	367,383	339,505	92.4	91.9	91.2	90.9	90.9
Guilford	743,311	709,017	95.4	95.3	97.7	91.8	92.0
Halifax	185,473	184,950	99.7	99.7	99.7	99.7	99.8
Haywood	231,526	214,628	92.7	92.7	93.0	92.4	92.4
Isothermal	200,345	182,826	91.3	91.3	91.3	91.3	91.3
James Sprunt	116,025	108,271	93.3	93.4	93.4	92.8	92.8
Johnston	280,714	274,443	97.8	97.7	97.6	97.3	97.0
Lenoir	285,440	274,927	96.3	96.2	96.0	95.8	95.8
Martin	170,940	143,988	84.2	84.2	84.2	83.7	83.7
Mayland	105,019	101,107	96.3	96.3	96.3	96.3	96.3
McDowell	112,088	109,351	97.6	97.2	97.2	96.8	96.8
Mitchell	236,821	212,399	89.7	84.8	84.8	81.7	81.7
Montgomery	88,652	87,262	98.4	98.4	97.9	97.8	97.8
Nash	168,596	166,875	99.0	98.9	99.0	99.0	99.0
Pamlico	45,154	43,925	97.3	97.3	97.3	97.2	96.9
Piedmont	129,296	127,796	98.8	98.6	98.5	98.5	98.5
Pitt	241,719	238,774	98.8	98.8	98.1	97.8	97.5
Randolph	233,031	232,548	99.8	99.8	99.8	99.8	99.8
Richmond	166,112	154,225	92.8	92.9	91.8	91.8	91.8
Roanoke-Chowan	118,997	115,329	96.9	96.9	96.9	96.9	96.9
Robeson	194,532	194,508	100.0	100.0	100.0	97.9	97.9
Rockingham	230,678	214,034	92.8	92.8	92.8	92.5	92.5
Rowan-Cabarrus	283,467	283,440	100.0	100.0	100.0	100.0	100.0
Sampson	135,980	134,793	99.1	99.1	98.8	98.5	98.5
Sandhills	301,560	291,954	96.8	96.8	96.4	95.9	95.9
South Piedmont	265,101	224,383	84.6	81.1	81.0	81.2	82.0
Southeastern	147,378	138,137	93.7	93.6	93.6	93.6	93.7
Southwestern	182,673	176,059	96.4	96.0	95.7	95.6	94.2
Stanly	141,666	141,194	99.7	99.7	99.7	99.7	99.7
Surry	267,160	261,396	97.8	97.7	98.2	95.6	95.6
Tri-County	102,706	99,689	97.1	97.1	96.9	96.9	97.2
Vance-Granville	245,661	238,984	97.3	97.1	97.0	96.9	96.9
Wake	612,399	587,328	95.9	95.4	95.1	93.9	93.5
Wayne	239,540	237,212	99.0	99.0	99.9	99.9	99.9
Western Piedmont	233,110	184,906	79.3	79.3	79.3	78.2	78.1
Wilkes	283,067	278,191	98.3	97.7	98.1	97.3	97.4
Wilson	136,568	133,425	97.7	97.4	97.5	98.5	98.4
Subtotal	15,064,012	14,484,182	96.2	95.9	95.7	94.8	95.0
Private Institutions							
General Baccalaureate Colleges							
Subtotal	2,159,078	1,349,248	62.5	61.3	58.5	55.6	54.2
Grand Total	59,290,184	50,156,916	84.6	79.4	77.5	75.8	76.3

TABLE 25:

ACCESSIBLE AREA

BY SUMMARY PROGRAMS AND SUBPROGRAMS

The requirement that all colleges and universities make their programs accessible to handicapped persons makes careful planning on the part of campus administrators especially important. Although program accessibility does not require that a campus be barrier-free, the concepts of program accessibility and facilities accessibility are inherently interrelated. Campus administrators must therefore analyze their campus facilities in terms of accessibility, focusing particularly on the kinds of space which are accessible.

Table 25 and Tables 25a-25d indicate for each program and subprogram the percentage of assignable space which is accessible to the mobility impaired. A dash indicates that a particular institution has no assignable space under the indicated program or subprogram. A "0.0" indicates that the institution has *assignable* space under the program and subprogram but that none of it is *accessible*. Definitions of the programs and subprograms listed in these tables can be found in the narratives preceding Tables 14-14d. Subprogram 03 (Building Service) is not included in Table 25d (and is not considered as part of Program 00 in Table 25) because it applies to nonassignable area only.

It is not possible to develop standards to indicate how much accessible space in each program and subprogram is needed to achieve program accessibility. The figures would vary from institution to institution based on the kinds of programmatic changes that had been implemented to assist handicapped persons. For example, the financial aid program at a college or university would be considered accessible if a handicapped student had the same access to the financial aid and related counseling which the institution offered to other students. This could be accomplished without making the space occupied by the financial aid office accessible. Thus, a program or subprogram which has little or no accessible area is not necessarily inaccessible.

Although the data in Table 25 and Tables 25a-25d cannot be used to ascertain whether program accessibility has been achieved, the information does provide facilities planners with a detailed breakdown of the accessible space on their campuses. This will in turn assist each institution in the determination of the most practical means of achieving program accessibility.

Table 25. Accessible Area by Summary Programs

Institution	Accessible Sq. Ft.	In-struction 10	Research 20	Public Service 30	Academic Support 40	Student Services 50	Inst. Admin. 60	Physical Plant 70	Indep. Opns. 90	Un-assigned 00
Public Institutions										
Research Universities I										
NC State	5,355,586	83.4	71.3	56.1	94.1	52.7	51.4	39.6	84.5	64.2
NC State Veterinary Med	266,429	68.7	72.4	89.9	82.8	97.5	58.7	66.2	-	-
UNC-Chapel Hill	6,099,222	94.9	96.3	95.9	96.5	83.5	91.2	94.9	98.6	78.1
UNC-CH Health Affairs	2,127,591	99.1	98.6	99.3	99.3	99.8	99.8	59.7	92.1	93.7
Subtotal	13,848,828	88.8	79.4	76.3	96.5	70.5	68.7	75.9	92.9	81.8
Doctoral Universities I and II										
East Carolina	2,289,432	87.0	74.9	59.0	98.7	73.0	55.9	61.4	100.0	4.4
ECU-Health Affairs	675,083	97.4	100.0	100.0	99.4	0.0	100.0	30.7	-	27.7
NC A&T	1,861,711	98.1	99.1	100.0	97.7	80.5	98.3	75.9	100.0	100.0
UNC-Charlotte	2,559,437	100.0	100.0	100.0	100.0	81.9	98.1	82.3	-	81.5
UNC-Greensboro	2,228,428	96.6	98.7	87.9	97.9	78.1	97.5	87.4	100.0	50.8
Subtotal	9,614,091	95.0	98.0	96.5	98.7	77.9	88.3	72.7	100.0	24.3
Master's (Comprehensive) Universities and Colleges I										
Appalachian	1,964,710	88.2	62.9	32.9	98.9	72.9	79.5	88.9	100.0	100.0
Fayetteville	272,611	65.5	91.7	86.2	57.3	15.4	35.6	0.0	72.0	19.0
NC Central	1,132,614	88.6	76.4	100.0	94.3	83.1	69.2	65.2	100.0	90.0
UNC-Pembroke	749,218	96.0	-	100.0	100.0	76.5	96.8	99.8	-	100.0
UNC-Wilmington	1,901,543	98.9	92.4	100.0	100.0	88.1	91.9	96.9	100.0	98.0
Western Carolina	1,217,614	95.5	100.0	100.0	96.3	45.7	54.0	98.4	76.7	80.4
Winston-Salem	693,131	82.0	68.3	87.6	94.6	79.6	57.1	92.2	100.0	48.8
Subtotal	7,931,441	89.2	87.8	54.5	93.1	69.0	74.5	88.1	89.1	87.2
Baccalaureate (Liberal Arts) Universities and Colleges I and II										
Elizabeth City	662,511	94.2	100.0	100.0	97.8	74.0	72.9	100.0	-	55.5
UNC-Asheville	690,399	97.1	100.0	100.0	100.0	88.7	75.2	100.0	100.0	96.3
Subtotal	1,352,910	95.7	100.0	100.0	99.2	80.1	73.8	100.0	100.0	74.2
Schools of Art, Music, and Design										
NC School of the Arts	477,816	90.9	-	100.0	86.0	54.4	56.0	8.0	100.0	49.9
Teaching Hospitals										
UNC Hosp. at Chapel Hill	1,098,400	100.0	100.0	100.0	-	-	100.0	100.0	-	100.0
Community Colleges										
Alamance	213,747	99.8	-	100.0	100.0	100.0	97.2	100.0	-	-
Asheville-Buncombe	563,461	97.5	-	99.3	97.0	95.9	77.3	100.0	98.9	94.8
Beaufort Co.	165,979	99.9	-	100.0	100.0	99.3	98.6	100.0	-	-
Bladen	96,670	96.9	-	100.0	98.4	100.0	99.6	100.0	100.0	-
Blue Ridge	229,785	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	-
Brunswick	170,297	98.6	-	100.0	100.0	98.2	98.7	100.0	76.1	100.0
Caldwell	295,618	99.8	-	100.0	100.0	95.4	96.5	100.0	100.0	100.0
Cape Fear	440,964	99.2	-	100.0	100.0	97.6	99.3	99.4	100.0	100.0
Carteret	147,482	96.2	-	-	71.1	91.5	96.4	100.0	100.0	-
Catawba Valley	368,414	99.7	-	-	100.0	100.0	100.0	-	100.0	100.0
Central Carolina	332,605	99.5	-	100.0	98.5	100.0	100.0	-	100.0	0.0
Central Piedmont	1,150,764	99.2	-	-	99.6	99.8	96.5	93.2	94.2	100.0
Cleveland	163,822	98.9	-	100.0	100.0	100.0	91.9	100.0	100.0	53.9
Coastal Carolina	224,837	100.0	-	100.0	100.0	100.0	92.9	100.0	-	-
College of the Albemarle	235,360	99.9	-	100.0	100.0	100.0	100.0	100.0	-	100.0
Craven	165,512	99.8	-	100.0	61.7	100.0	94.8	86.6	100.0	-
Davidson Co.	261,109	97.8	-	19.9	92.4	100.0	99.5	100.0	98.2	-
Durham	277,029	99.7	-	-	99.8	100.0	93.8	11.2	100.0	100.0
Edgecombe	152,225	93.5	-	100.0	98.0	100.0	100.0	100.0	59.8	-
Fayetteville	558,713	94.6	-	100.0	97.4	97.9	86.9	56.9	100.0	70.5

Table 25. Accessible Area by Summary Programs

Institution	Accessible Sq. Ft.	In-struction 10	Research 20	Public Service 30	Academic Support 40	Student Services 50	Inst. Admin. 60	Physical Plant 70	Indep. Opns. 90	Un-assigned 00
Forsyth	428,010	97.7	-	100.0	99.1	100.0	99.6	100.0	100.0	100.0
Gaston College	339,505	91.7	100.0	-	93.4	98.2	86.1	80.2	100.0	100.0
Guilford	709,017	99.6	-	81.6	85.9	100.0	74.5	100.0	100.0	87.7
Halifax	184,950	100.0	-	98.8	100.0	100.0	99.1	98.4	-	-
Haywood	214,628	96.3	-	100.0	100.0	100.0	88.4	100.0	100.0	3.1
Isothermal	182,826	94.2	-	100.0	33.0	100.0	99.2	88.0	-	-
James Sprunt	108,271	91.8	-	100.0	100.0	96.2	99.0	65.3	100.0	-
Johnston	274,443	99.8	-	0.0	100.0	99.6	94.5	74.6	100.0	-
Lenoir	274,927	96.9	-	100.0	94.3	100.0	85.2	100.0	100.0	100.0
Martin	143,988	92.3	-	100.0	94.7	79.5	94.0	100.0	-	0.0
Mayland	101,107	99.9	-	22.9	100.0	100.0	88.3	48.1	-	100.0
McDowell	109,351	97.7	-	100.0	100.0	98.8	91.4	100.0	100.0	-
Mitchell	212,399	95.8	-	100.0	99.0	70.1	73.8	93.3	100.0	87.4
Montgomery	87,262	97.6	-	100.0	100.0	100.0	99.7	100.0	-	-
Nash	166,875	99.5	-	100.0	100.0	99.8	91.5	100.0	100.0	-
Pamlico	43,925	99.9	-	100.0	100.0	100.0	99.1	58.0	100.0	-
Piedmont	127,796	98.3	-	97.6	100.0	100.0	99.7	100.0	100.0	-
Pitt	238,774	100.0	-	100.0	97.7	98.4	91.8	100.0	-	47.3
Randolph	232,548	99.9	-	-	100.0	99.8	99.5	100.0	100.0	100.0
Richmond	154,225	95.6	-	99.8	94.5	55.4	100.0	24.9	-	-
Roanoke-Chowan	115,329	100.0	-	100.0	100.0	100.0	69.7	100.0	100.0	99.2
Robeson	194,508	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Rockingham	214,034	89.9	-	97.6	99.3	99.1	99.9	100.0	100.0	-
Rowan-Cabarrus	283,440	100.0	-	100.0	100.0	100.0	99.9	100.0	-	100.0
Sampson	134,793	98.7	-	100.0	100.0	100.0	99.5	100.0	100.0	100.0
Sandhills	291,954	99.2	-	-	99.9	99.0	74.4	66.1	100.0	-
South Piedmont	224,383	100.0	-	100.0	100.0	100.0	97.8	98.4	100.0	53.0
Southeastern	138,137	93.3	-	100.0	99.4	91.6	99.4	100.0	70.6	69.8
Southwestern	176,059	96.9	-	100.0	100.0	100.0	98.7	17.5	100.0	-
Stanly	141,194	100.0	-	100.0	100.0	100.0	97.2	100.0	100.0	100.0
Surry	261,396	98.2	-	-	100.0	97.5	91.7	100.0	96.7	-
Tri-County	99,689	98.4	-	100.0	89.6	100.0	91.6	-	100.0	-
Vance-Granville	238,984	99.2	-	100.0	90.4	100.0	84.3	100.0	-	0.0
Wake	587,328	99.3	-	-	100.0	100.0	65.3	84.0	98.9	100.0
Wayne	237,212	98.7	-	-	100.0	99.5	98.6	100.0	100.0	-
Western Piedmont	184,906	99.8	-	-	100.0	99.7	94.5	13.7	100.0	16.9
Wilkes	278,191	98.9	-	0.0	100.0	94.7	99.7	100.0	97.7	-
Wilson	133,425	98.5	-	-	98.1	100.0	87.6	100.0	-	-
Subtotal	14,484,182	98.1	100.0	97.0	96.6	97.1	91.9	81.2	96.6	75.5
Private Institutions										
General Baccalaureate Colleges										
Subtotal	1,349,248	80.9	100.0	86.1	90.4	50.0	47.9	84.1	60.6	62.2
Grand Total	50,156,916	94.3	82.6	90.0	96.3	73.0	80.5	79.8	94.0	63.9

UNC R&R Allocations and Amounts Directed toward ADA

Funding 2003 - 2007

	2003		2004		2005		2006		2007	
	R&R	ADA Share	R&R	ADA Share	R&R	ADA Share	R&R	ADA Share	R&R	ADA Share
ASU	246,200		1,497,400	950,000	3,132,800	140,000	4,907,000	250,000	3,296,700	250,000
ECU	387,500	19,500	2,391,700		6,112,400		10,031,200	31,100	6,555,400	136,000
ECSU	106,400		619,500	20,000	1,375,800		1,214,300		1,606,000	
FSU	102,700		604,200		1,375,800	150,000	2,394,300		1,606,000	160,000
NCA&T	247,900		1,482,500		2,916,100	100,000	4,880,700	183,000	3,038,800	92,000
NCCU	181,500	97,698	1,078,000		1,715,300		1,300,000	45,000	2,036,700	35,000
NCArts	95,900		564,400	55,100	1,375,800	12,800	2,394,300	56,000	1,606,000	21,000
NCSU	778,000		4,426,022		9,609,100	150,000	20,353,100	687,000	13,564,500	705,000
UNC-A	119,200				1,375,800		2,258,300		1,606,000	84,200
UNC-CH	897,387		5,165,922	625,000	13,275,900	350,000	21,496,000	500,000	13,689,200	1,875,000
UNC-C	226,900		1,408,200		2,971,600	110,000	5,060,700	386,200	3,419,000	
UNC-G	337,700	17,700	1,930,800		3,604,100	180,000	5,496,600	180,000	3,216,100	160,000
UNC-P	113,400		687,700		1,375,800		2,394,300	445,000	1,606,000	312,800
UNC-W	149,100		876,700		1,697,400		2,971,400	60,000	1,989,700	
WCU	165,300	10,000	966,900		1,743,000		3,292,900	50,000	2,190,400	144,800
WSSU	108,400		643,100		1,375,800	190,000	2,394,300		1,606,000	370,000
	4,263,487	144,898	24,343,044	1,650,100	55,032,500	1,382,800	92,839,400	2,873,300	62,632,500	4,345,800
		3.40%		6.78%		2.51%		3.09%		6.94%
Total R&R (Excluding one-time 2003 COPS R&R)=					239,110,931					
Total ADA (Excluding one-time 2003 COPS R&R)=					10,396,898					
Avg %					4.35%					
Average per year					2,079,380					
MDT										
1/23/2009										