



# ***Accessibility Services***

## ***Policies and Procedures For Students***

***Office of Student Success  
Randolph Community College  
629 Industrial Park Avenue  
Asheboro, NC 27205  
(336) 633-0246***

---

***Revised February 2025***

## TABLE OF CONTENTS

### **Accessibility Services Introduction and Overview:**

What is a disability?	3
Purpose of this guide	3
Mission	3
The Policy of Nondiscrimination	3
Rights and responsibilities of the College	4
Eligibility for Disability Services from Randolph Community College	5
Procedure for Qualifying/Requesting Accommodations	5
Communication with the Assistant Director of Student Success Counseling	6
How to Receive Academic Accommodations	6
Self-Advocacy	7
Record Maintenance	7

<b>Accessibility Services:</b> [OBJ]	8
Communication Access for the Deaf	8
Classroom notes	8
Tape Recording	9
Accessible Materials	10
Assistive Technology	10
Alternative Testing	10
Service Animals	11
Personal Devices and Care	11
Class attendance/Tardiness	11

Facilities	12
Handicapped Parking	12

<b>The Appeal of Student Accommodation Decisions</b>	12
<b>Campus and Community Resources for Help</b>	13
<b>ADA Contact Information</b>	13
Appendix	14

# **Disability Services Introduction and Overview:**

## **What is a disability?**

Under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, a disability is a mental or physical impairment substantially limiting a significant life activity. Examples of impairments that can significantly impact a significant life function are visual impairments and blindness, hearing impairment and deafness, mobility impairment, learning disabilities, or systemic medical conditions. Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning, and working. Disabilities can be temporary or permanent.

The definition of a disability and criteria for establishing eligibility for accommodations services under 504 and ADA for post-secondary institutions may differ from those implemented in the public schools, rehabilitation programs, Social Security, Veterans Administration, or as covered under insurance policies.

## **Purpose of this Guide**

This guide has been created for students with diagnosed disabilities. Accessibility Services: Policies and Procedures for Students include policies and procedures on how and where to declare a disability, what documentation to submit, and how to request reasonable accommodation as a Randolph Community College student. Students are responsible for knowing and abiding by the procedures and timelines stated in this guide. This document will continue to evolve as Randolph Community College and Disability Services identify and address changing needs.

The Office of Disability Services is here to help you with your academic journey at Randolph Community College. To speak with our Disability Services Coordinator, please use the following contact information:

Assistant Director of Student Success  
336-633-0200

Office location: Student Services Welcome Center, Asheboro Campus

## **Mission**

The mission of Accessibility Services is to respond to the specialized, individual needs of otherwise qualified students with disabilities to provide equal access to all programs and facilities.

## **Policy of Nondiscrimination**

The Americans with Disabilities Act (ADA) gives individuals with disabilities civil rights protection against discrimination, similar to that provided to all individuals based on race, sex, national origin, and religion. The act guarantees equal employment opportunities, public accommodations, transportation, state and local government services, and telecommunications. In addition, Section 504 of the Rehabilitation Act of 1973 states:

“No otherwise qualified individual with a disability in the United States...shall, solely because of their disability, 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...A disability is a physical or mental impairment substantially limiting one or more major life activities. Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning, and working.”

Consistent with the ADA and Section 504, Randolph Community College is committed to equal educational opportunity and ensures that no qualified person shall, because of a disability, be denied access to, participation in, or the benefits of any program or activity operated by the college. Each qualified person shall receive reasonable accommodation to ensure equal access to educational opportunities, programs, and activities in the most integrated setting appropriate.

The ADA emphasizes accessibility for those who wish to pursue education at the postsecondary level. Randolph Community College is not obligated to make fundamental changes to its courses or curriculum for students with disabilities.

The Disability Services policy is not intended to supersede the ADA law and separate college policies and procedures for addressing violations of ADA and Section 504 issues of concern. Students, faculty, and staff are encouraged to consult with the Office of Student Success Counseling regarding the most appropriate policy or procedure to address a particular problem.

## **Rights and Responsibilities of the College**

Randolph Community College has the right to:

- ❖ Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, and activities to evaluate on this basis.
- ❖ Request and receive documentation verifying a student’s disability and limitations from a qualified professional in a timely manner.
- ❖ Request clarification and further documentation of a student’s disability.
- ❖ Deny a request for accommodations, academic adjustments, and auxiliary aids and services if the documentation does not demonstrate that the request is warranted or if the individual fails to provide the appropriate documentation.
- ❖ Determine appropriate accommodations by selecting among equally effective accommodations, adjustments, and auxiliary aids and services.
- ❖ Refuse to provide accommodation, adjustment, and auxiliary aid and service that imposes a fundamental alteration on a program or activity of the college.
- ❖ Select from equally effective accommodation options that consider cost and availability.

Randolph Community College has the responsibility to:

- ❖ Provide accessible educational programs and services that offer the opportunity for student success.

- ❖ Provide reasonable accommodations for students with disabilities.
- ❖ Maintain confidentiality of students' records and communications.
- ❖ Ensure continual collaboration between administrators, faculty, and staff on disability issues.
- ❖ Offer in-service training for college employees to develop their awareness and understanding of the needs and rights of students with disabilities.
- ❖ To maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction.

## **Eligibility for Disability Services from Randolph Community College**

If you think that you have a disability that requires accommodations, you can ask yourself these questions:

- ❖ Are there documents on file at my school, with my psychologist, or at my medical doctor's office that indicate I have a disability?
- ❖ Did I receive accommodations on testing in school, such as extra time, reading help, or a scribe? Did I access classroom communication using a sign language interpreter or textbooks using audio technical assistance?
- ❖ Do I have a condition that limits my ability to learn or otherwise participate in any aspect of the college programs or activities?

To qualify for reasonable accommodations, students must provide documentation of a disabling condition and evidence of how the disability impacts participation in academic and other college programs. Accommodation (s) is determined to be reasonable by verifying that they support the identified documented disability, and that the modification does not fundamentally alter the course or program.

## **Procedure for Qualifying/Requesting Accommodations**

Students requesting disability accommodation from the college must contact the Assistant Director of Student Success. Students must submit the Student Request for Accommodation Form (each semester) and documentation about their disability to determine eligibility before the implementation of the services. Students requesting accommodations from the college must have a disability as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Self-identification and providing documentation can be initiated at any time; however, the student must allow reasonable time for processing to provide accommodation.

## **Communication with the Accessibility Services.**

During the accommodation process, the student will be asked to provide their perspective on their medical condition or disability in the following areas:

- ❖ How do you describe your condition, and how have you described it to others?
- ❖ Describe in as much detail as possible how the diagnosed condition has or has not impacted and substantially limits your academic performance.
- ❖ What accommodation, auxiliary aids, adaptive equipment, modifications, and services have been provided in the past?
- ❖ The student must also follow the following procedure to receive academic accommodation(s).

### How to Receive Academic Accommodations

Students are encouraged to complete the FERPA Consent Form.

<https://www.randolph.edu/student-success/student-forms.aspx>.

1. Students must self-identify as having a disability by completing the ADA Student Request for Accommodations Form; the form may be completed electronically by clicking on this link <https://powerforms.docusign.net/a3e9e565-9e70-4158-9053-f217e6bf782?env=na2&acct=83137fc2-e493-46bc-82f4-4b4c7c63e1ee>

**Accommodations are not retroactive. The Student Request Form must be completed each semester.**

2. Students must provide medical documentation that supports the need for accommodation (s). The documentation may come from any medical or licensed professional; however, it must specify the diagnosis and any impact the disability may have on academic function

If needed, students may click on the link to download the Medical Documentation form to take to a medical provider to complete.

<https://www.randolph.edu/student-resources/forms.html?id=740#disability-services-forms>.

**Unless the disability/condition changes, this documentation is not required each semester.**

**An IEP may be attached to additional supporting documentation.** Acceptable documentation of disability may include a medical report, psycho-educational evaluation (s), records from a Licensed Professional Counselor or psychologist, the Division of Services for the Blind, the Division of Deaf and Hard of Hearing, Vocational Rehabilitation, and, in some cases, a physician's statement on letterhead and signed. While this list is not inclusive, it should serve to set the parameters for acceptable documentation.

Documentation must be provided a **month** before the semester begins; doing so may ensure that processing and services are provided.

3. The Assistant Director of Student Success will send each instructor accommodation form (s) after receiving the Student Request for Accommodation form and Medical Documentation. After the instructor has signed the accommodation form, the student will receive a copy to keep for their records.
4. Requests for separate testing in the Assessment Center must be submitted two business days before the test date and time. The instructor must complete the Testing Room Request

Form in Etrieve; the form is also located on the website in student forms under Disability Support Services: <https://www.randolph.edu/student-resources/forms.html?id=740#disability-services-forms>.

5. Tutoring is free for RCC students; if a tutor is needed, students must complete the tutor request form. This form is found in Etrieve under the Student Success tab or on the website in student forms: <https://www.randolph.edu/student-success/student-forms.aspx>. If students have any questions concerning tutoring, contact Student Success at 336-633-0200.

## **Self-Advocacy**

Students with disabilities must meet the qualifications and maintain the essential institutional standards for courses, programs, activities, and facilities. Self-advocacy is important for students. Students are encouraged to be independent thinkers who know their learning strengths and weaknesses and subsequently develop appropriate coping strategies for academic success, including approaching instructors and discussing any disability services that they are eligible to receive. This philosophy promotes independence and develops the skills needed to function successfully in the workplace. Students must follow the above overview and procedures to establish eligibility for accommodations.

## **Record Maintenance**

Records for students with disabilities are maintained and secured in the office of the Assistant Director of Success Counseling. Documentation that relates to a student's disability is not a part of the academic record in the Registrar's Office. Information shall be considered confidential and shall be shared with others within the institution on a need-to-know basis only. Information in files will not be released except by federal and state laws. If a student wishes to have records expunged, they must make a written request to the Vice President of Student Services, who will decide whether the office must retain a record. Five years after the student's last day of enrollment, documents about any disability will be destroyed.

# **Accessibility Services**

## **Communication Access for Deaf**

The college can arrange and provide interpretation and transliteration of the English language for qualifying deaf students for scheduled classes, labs, and appointments. Other forms of English language communication access should be discussed with the Assistant Director of Student Success to determine eligibility.

Procedures:

Local and national shortages of sign language interpreters make providing their services a critical concern for the Assistant Director of Student Success. The college has adopted the following procedures governing the provision of interpreting services for deaf students:

- ❖ Registering for a semester as early as possible is the best way for a student to ensure that interpreter services can be arranged before the first day of class. An appointment with the

Assistant Director of Student Success should be made well before the date the services are required to allow time to arrange an interpreter. The Assistant Director of Success also needs appropriate documentation as soon as possible.

- ❖ When students drop and/or add courses, the arrangements for interpreters must be altered. Students must immediately notify the Assistant Director of Student Success of the schedule change. Students who register in the late registration period may experience a delay in receiving the accommodation of interpreters. Hiring an interpreter may require up to 60 days.
- ❖ Students who need an interpreter for college-sponsored meetings, appointments, activities, or class changes must submit a written request for those services to the Assistant Director of Student Success at least two (2) weeks before the event. When an interpreter is requested within less than two (2) business weeks, the service may be provided based on availability.
- ❖ A student who requests interpreter services and cannot attend class or a meeting must notify the Assistant Director of Student Success within 24 hours. A student who fails to cancel an interpreter request for a class or a special proposal for an event will be considered absent.
- ❖ An interpreter can only be canceled through the Assistant Director of Student Success or the Director of Student Success.
- ❖ The interpreter will wait 15 minutes (30 minutes for classes to last three or more hours) after a class begins. If the student has not arrived at the allotted time after the class or meeting is scheduled to start, the interpreter will leave, and the student will be considered absent. If the student misses two consecutive class periods on the same day, the interpreter may be reassigned or leave campus.
- ❖ The Assistant Director of Student Success assumes the student is not coming to campus the entire day if they have not called or arrived for the second class. Suppose the student does arrive on campus after the second class and wants an interpreter. In that case, they should go to the Assistant Director of Student Success and request another. The Assistant Director of Student Success will attempt to assign an interpreter; however, the initially scheduled interpreter may have been reassigned for the day (or may have left campus), and a substitute may not be available.
- ❖ If a student has three (3) unreported absences in each class, they will be notified, in writing, that their interpreting services have been suspended.
- ❖ Before interpreting services may be reinstated, the student must schedule an appointment with the Assistant Director of Student Success.
- ❖ Any student with a problem or concern regarding an interpreter should report it to the Assistant Director of Student Success. Every reasonable effort will be made to resolve the situation fairly and expeditiously.

## **Classroom Notes**

Students with legitimate functional limitations, whose disability makes it impossible to take notes independently, require an alternative method of obtaining classroom notes comparable to those of



non-disabled students. The method recommended for getting classroom notes is based on disability documentation, class format, and the Assistant Director of Student Success interview with the student. It is the student's responsibility to be proactive in acquiring acceptable classroom notes. The Assistant Director of Student Success is available to discuss issues related to receiving messages.

Note-takers or access to a shared copy of class notes may be used for students who are visually impaired, deaf, and hard of hearing, mobility-impaired, and students with learning disabilities. Suppose a student has a note-taker as part of their accommodation plan. In that case, the Assistant Director of Student Success will contact the instructor to discuss the easiest way to meet this accommodation, understanding that various class formats will determine the best method. Sometimes, copies of power points from the instructor are sufficient. Other times, the instructor may need to ask for a volunteer student to take notes for the student with the accommodation.

The following methods are suggestions for volunteer note-takers:

- ❖ The student receiving the note-taking accommodation can copy the notes on a copier if there is one nearby and convenient or bring them to the Office of Student Success and arrange for them to be copied.
- ❖ If the note-taker has a laptop and can type notes, they can be emailed to the student.

The notes that the note-taker provides are meant to supplement the student's notes. The student using a note-taker should come to class prepared and participate in class activities. The note-taker is not responsible for providing notes for an absent student unless the student is sick or has other extenuating circumstances and notifies the note-taker in advance.

## **Tape Recording/Use of Personal Laptop in Class**

Students can have disabilities that limit their ability to take adequate notes. Sometimes, they will have accommodations to tape-record classes or use their personal laptop computer. Students may purchase their tape recorders or use personal cell phones. Battery-operated recorders with counters are recommended. If a tape recorder is unavailable upon request, arrangements will be made to meet the need as soon as possible. If a student requests to use a laptop in their classes, they are responsible for purchasing the computer.

Taped lectures may be used for personal studies only. They may not be reproduced or distributed. Students can only tape-record the courses they attend. Students must inform instructors that the class is being recorded. Students will be asked to sign a statement that outlines the appropriate use of any tape-recorded material. Likewise, students are expected to use laptops for academic purposes, not to disturb the learning environment. Questions or concerns about tape recording must be addressed with the Assistant Director of Student Success.

## **Accessible Materials**

In converting printed text to another medium, the Assistant Director of Student Success will try to honor the student's preference. However, the expected time for return depends on the date the material is presented to the department, the quality of the printed material, the volume, and the expected time for return. The Assistant Director of Student Success must decide the most appropriate

medium. The student must agree not to copy and distribute alternative format materials to others, which may infringe copyright laws.

## **Assistive Technology**

Special requests for assistive technology should be discussed with the Assistant Director of Student Success. A reasonable time must be allowed for the accommodation to be implemented. Examples of Assistive technology are read-aloud books, braille materials, and scribe pens.

## **Alternative Testing**

1. Testing accommodation based on disability documentation may include extended time, breaks, isolated distraction-reduced environment, scribe, reader, computer for written exams, or enlarged print. Alternative testing may be provided by the instructor, the Disability Services Coordinator, or other school personnel approved by the Assistant Director of Student Success Counseling should discuss the particulars of alternative testing with the Assistant Director of Student Success Counseling.

### Extended Time

Extended time for exams and in-class written assignments is the most recommended testing accommodation because it is relevant to many disabilities. Ample time does not mean "unlimited time" or "untimed tests." Extended time is allowed in increments of time and one-half or double time. Increments are based on functional limitations described in the documentation. Most students who are allowed extra time will receive time and one-half hours. Additional time may be allotted for class assignments, essays, or quizzes.

### Separate Testing:

A separate testing location effectively accommodates students with neurological, psychological, or attention deficit disorders. A separate testing location should be free of ringing telephones, conversation, and traffic. If an area near the classroom provides a distraction-free and convenient environment, the student and instructor can arrange for the student to take the tests/exams there. The student can also request the use of the Assessment Center. This procedure will be used only when students wish to use the Assessment Center for testing. The student is responsible for talking to their instructor, and the instructor will complete the Testing Room Request form in Etrieve.

## **Service Animals**

Following the Americans with Disabilities Act, service animals assisting students with disabilities are permitted in all college facilities. The service animal must assist the students in overcoming difficulties related to their disability. The student is responsible for maintaining, upkeep, and controlling the service animal. The Americans with Disabilities Act (ADA) defines a service animal as "any guide dog, signal dog, or other animal individually trained to assist an individual with a disability. For additional information regarding service animals, please visit [www.ada.gov/service\\_animals\\_2010.htm](http://www.ada.gov/service_animals_2010.htm).

**See Appendix**

## **Personal Devices and Care**

The Assistant Director of Student Success does not provide prescriptive devices, devices of a personal nature, community-based workers, or personal attendant care; however, the Assistant Director of Student Success may determine the appropriateness of using personal devices or care on campus. Any community-based worker or personal attendant attending class with a student must sign a Personal Attendant Agreement, which the Assistant Director of Student Success will provide.

## **Class Attendance/Tardiness**

The Assistant Director of Student Success does not have a role in determining course attendance/tardiness policies. Students are expected to attend all lectures, laboratory sessions, and field experiences punctually in the courses for which they are registered. Students anticipating absences/late arrival should notify their instructors in advance. Refer to the Student Handbook's attendance policy or each class syllabus. The Assistant Director of Student Success does not issue official written excuses for absences/tardiness. The Assistant Director of Student Success can provide written disability verification based on appropriate documentation. This verification may address the legitimacy of, but not necessarily excuse an absence/late arrival. It is a curriculum decision to determine a course's essential functions and if absence/late arrivals beyond the attendance policy alter those functions of the program. The Office for Civil Rights has stated that each request should be evaluated individually. The class format must be considered in determining if absences/tardiness beyond the attendance policy are acceptable. The format relates to how the course material is presented. For example, a science lab requires the student's presence for hands-on participation; a lecture may afford other opportunities to access missed course material.

The Assistant Director of Student Success is available to discuss this decision case by case. Please note the following:

- ❖ In case of an absence related to the student's disability, the student must contact the instructor and the Assistant Director of Student Success as soon as possible.
- ❖ With the instructor's permission, the student must make up any assignments missed during an absence related to the disability.
- ❖ The student must discuss any alterations to the test as stated on the course syllabus with the instructor.
- ❖ Extra travel time between classes—Instructors are expected to work with students should disabilities require a little extra time between classes. This is especially important for students who use wheelchairs, walkers, or crutches and have scheduled back-to-back courses. Students should attempt to schedule classes accordingly to avoid missing classroom materials.

## **Facilities**

Qualified persons may not be denied the benefits of, or be excluded from participation in, any program or activity because the facilities are inaccessible to or unusable by persons with disabilities. Otherwise, qualified students with disabilities may not be excluded from a specifically requested course offering, program, or other activity because it is not offered in an accessible

location. Priority will be given to methods that offer programs and activities to people with disabilities in the most integrated setting appropriate. It is not required that every outside entrance be accessible, and structural changes in existing facilities are not required where other methods provide program accessibility. New construction will be planned by the Americans with Disabilities Act Accessibility Guidelines and the Uniform Federal Accessibility Standards.

## **Handicapped Parking**

Due to the ease of unauthorized use of state-issued handicap parking tags, an RCC handicap tag will also be required. Hangtags shall be attached to the rear-view mirror as designed. Parking in an accessible parking space will be ticketed under the provision of North Carolina Laws and is subject to fines by the city, county, and state. Any student wishing to address issues regarding physical barriers should meet with the Assistant Director of Student Success.

## **The Appeal of Student Accommodation Decisions**

Randolph Community College is committed to providing equal access to educational opportunities for qualified students with disabilities. Should a student wish to appeal a student accommodation decision, the appeal should be initiated within five business days and should be directed as follows:

1. Meet with the Assistant Director of Student Success in person by emailing at [twcheek@randolph.edu](mailto:twcheek@randolph.edu) or (336) 633-0246.
2. If the issue is not resolved, appeal in writing to the Director of Student Success in person, by email at [rbkingston@randolph.edu](mailto:rbkingston@randolph.edu), or by phone at (336) 633-0376.
3. If the issue is not resolved, appeal in writing to the Vice President for Student Success in person, by email, or at 336-633-0200.
4. Additional steps are available if unresolved, as outlined in the College Catalog.

## **Campus and Community Resources for Help**

Please visit the Campus and Community Resources page of the Office of Student Success at: <https://www.randolph.edu/student-success/campus-and-community-resources.html>

Always communicate with your instructor if you are experiencing difficulties in a class. They are great resources as well!

## **ADA Contact Information**

The Department of Justice operates a toll-free ADA Information Line to provide information and materials to the public about the requirements of the ADA.

ADA Specialists, who assist callers in understanding how the ADA applies to their situation, are available Monday, Tuesday, Wednesday, and Friday from 9:30 a.m. until 5:30 p.m. (Eastern Time) and Thursday from 12:30 p.m. until 5:30 p.m. (Eastern Time). Calls are confidential.

To get answers to technical questions, obtain general ADA information, order free ADA materials, or ask about filing a complaint, please call:

800-514-0301 (voice).

800-514-0383 (TTY)

You can also visit: [www.ADA.gov](http://www.ADA.gov)

ADA Information Line at [www.ada.gov/infoline.htm](http://www.ada.gov/infoline.htm)

## **Appendix**

### **Animals on Campus**

#### **I. Policy**

The policy of Randolph Community College (the “College”) is that individuals are prohibited from bringing animals onto college property. However, the College welcomes the presence of trained service animals assisting people on its campus in areas open to the public, consistent with the provisions of this policy and applicable law.

#### **II. Rule**

Individuals with disabilities are permitted to bring service animals onto college property as provided in this policy. Service animals in training and their trainers can bring them to college property as provided in this policy.

#### **III. Definition**

A. A service animal, as defined by the Americans with Disabilities Act, is any dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks must be related to the individual’s disability. The potential crime-deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for this definition.

B. In limited circumstances, miniature horses may qualify as service animals.

C. When accompanied by a trainer, a service animal in training has the same rights as a fully trained service animal. The animal wears a collar and leash, harness, or cape that identifies it as a service animal in training. Trainers must provide prior documentation to Accessibility Services demonstrating that the animal is a service animal in training and must adhere to the responsibilities outlined in this policy.

#### **IV. Places of Access**

Service animals are permitted to accompany individuals with disabilities in all areas of the College where members of the public, students, faculty, staff, and invites, as applicable, are allowed to go.

However, the College may prohibit the use of service animals in specific locations where health or safety restrictions prevent their presence, where service animals may be in danger, or where the use of service animals may cause health issues, for example, laboratories, food preparation areas, mechanical rooms, or other places where the health or safety of others may be compromised. The Assistant Director of Student Success and other appropriate individuals will be consulted when determining if the service animal's presence can be allowed. If the animal cannot be present, every effort will be made to provide reasonable accommodation to help the individual have equal access to the required tasks.

## **V. Requirements**

A. No request to bring a service animal on campus is required, and no documentation supporting the need for a service animal is required. An individual does not need to register with Disability Services to be accompanied by a service animal. However, when the need for a service animal is not readily apparent, College staff may make the following two inquiries of the individual:

1 "Is the dog a service animal required because of a disability?"

2. What work or task has the animal been trained to perform?

B. Although not required, individuals who wish to bring service animals to campus are encouraged to voluntarily inform Accessibility Services. Advance notice can allow for effective communication with College staff and more flexibility in meeting an individual's needs.

C. A service animal will not be permitted if it behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or is not under the control of the owner/handler.

## **VI. Rules and Responsibilities Regarding Service Animals**

All individuals are responsible for complying with the College's policies and procedures.

### **A. Responsibility for the Animal**

1. The owner/handler is fully responsible for:

- a. the care and supervision of the animal (including toileting, feeding, grooming, veterinary care, cleaning up after the animal, etc.),
- b. the well-being of the animal, and
- c. any damage or injury caused by the animal.

2. Evidence of mistreatment or abuse may result in immediate removal of the service animal and/or discipline for the owner/handler.

### **B. Animal Health and Hygiene**

1. Animals must be current on all state and local vaccination requirements. The College may, in its discretion, require the owner/handler to provide documentation establishing that such vaccination requirements have been met.

2. Animals must be housebroken (i.e., trained so that, absent illness or accident, the animal controls its waste elimination).

### **C. Control over the Animal**

1. The owner/handler must always be in full control of the animal; the animal may not be left unattended at any time.

2. A service animal must have a harness, leash, or other tether unless either the owner/handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the owner's/handler's control (e.g., voice control, signals, or other effective means).

#### D. Identification

It is recommended, but not required, that the animal wear a commonly recognized identification symbol indicating that it is a working animal.

#### E. Removal of the Animal

Upon approval of a designee, a service animal may be removed from campus if it is out of control (e.g., uncontrolled barking, wandering, displaying aggressive behavior). The owner/handler does not take effective action to control it if it poses a direct threat to the health or safety of others or if it is not housebroken.

### **VII. Conflicts**

Individuals who encounter a service animal regularly and experience reactions to the animal (for example, because of allergies or a fear of dogs) should contact Accessibility Services.

### **VIII. Appeals and Grievances**

A. Students dissatisfied with a decision made in accordance with this policy may appeal through the Student Grievance Procedures (Due Process).

B. Employees dissatisfied by a decision made in accordance with this policy may appeal through the employee Grievance and Due Process.