

## Requesting and Receiving Accommodations

This section is designed to help students, faculty and staff know the proper procedures for requesting and receiving specific, approved accommodations. Each student will have different accommodations based on their documentation, intake interview and other information that might be provided. Approved accommodations that impact the classroom or that faculty otherwise need to know about are included in the Disability Verification Letter (“DVL”) sent to the student’s professors each quarter. If the professor has not received a DVL and a student requests an accommodation, the professor should direct the student to the DSS office (see Faculty’s Responsibilities). It is the student’s responsibility to follow through with requesting accommodations **each quarter** through DSS. Most requests need to be made four weeks in advance to ensure time to facilitate accommodations.

### Examples of Academic Accommodations (Note: not all students are entitled all these accommodations)

- **Permission to record lecture or lab:** It is the student’s responsibility to provide their own tape recorder and tapes. In some classroom situations, such as nursing classes where specific patients may be discussed (although we understand patients should not be identified), the need for confidentiality may take precedence over this accommodation. When this occurs the Coordinator for DSS may work with the professor to find another accommodation that gives the student access to the material. If there is any concern about the need for confidentiality, the student and/or professor should contact the Coordinator for DSS to discuss the situation.
- **Notetaker:** Students should be able to find their own notetaker by asking someone in the class they already know. On occasion, students may need assistance with locating a notetaker. If this should happen, the student may contact their professor for help. The professor can help the student by making an announcement at the beginning of class asking for a volunteer. To help keep the student’s disability confidential, the professor should not announce the student’s name to the entire class. Instead, the professor should encourage the student with a disability to contact the volunteer notetaker after class to arrange the exchange of notes. Volunteer notetakers can make copies of their notes or obtain NCR paper in the DSS office. If there is a problem with the accuracy of the notes, notetaking style, or inconsistent notes, the student should first contact the notetaker to explain the issue so they can come to a resolution. If the problem continues, the student can contact the professor or the Coordinator for DSS.
- **Assignments and handouts in alternative format:** Students may need printed materials in alternative format in order to access the material. Alternative format may include enlarged print, Braille or documents on disk. Students should contact their professors in the first two weeks of the quarter if they will need this accommodation. Whenever possible, the professor should put the information into the format requested. The DSS office can help transfer materials to other formats as needed. Materials should be brought to the DSS office at least three days in advance for a four to six page document (larger documents will require more advanced notice).
- **Study guide or lecture outline:** Students with this accommodation should notify their professor to request this accommodation. Whenever possible, the professor should give the student a study guide or lecture outline prior to the beginning of each class session. Not all professors use study guides or lecture outlines. When these are not available the student can request a notetaker instead.

- **Test-taking Accommodations:** For testing accommodations, professors may need to identify a location for the student to take the exam. The DSS office has limited space for students to take tests if no other location is available. Students taking tests in the DSS office should not be allowed to bring any personal items into the testing room, except as permitted by the professor or as otherwise permitted. If scratch paper is need for the exam, the DSS office proctor should provide it. Students are responsible for bringing their own blue book or scantron when needed. Any other materials allowed during the exam must be identified by the professor on the Exam Accommodation Form (see Appendix). Because students may not have the opportunity to ask clarifying questions of the professor, the student may write a brief explanation of how they understood the question so the professor may have a better understanding of the point of view of the answer. Tests should be delivered to the DSS office prior to the exam time so the student does not have to go to the classroom to get it. This may help keep the student's disability confidential.

The DSS office has limited testing locations. It is the student's responsibility to let the professor and the DSS office know when they will be taking exams in the DSS office. Students should sign up with DSS for a test at least one week ahead of time to help ensure space is available and give the Exam Accommodation Form to their professor at least three days before the exam. Generally, the test should be taken during the normal class time. If the DSS office testing locations are full, then arrangements should be made with the professor's permission to give the student the exam during another time or at another location.

- **Extra time on exams:** Extra time does not mean unlimited time. For most students extra time may be one and a half times the normal allotted time.
- **Quiet Location:** Some students with disabilities need a quiet location for exams to reduce distractions.
- **Readers for exams:** The reader will read only what is written on the exam and are not to offer clarification. To request a reader during the exam, the DSS office must be notified at least one week in advance.
- **Scribes for exams:** Scribes are to write accurately what the student dictates and are not to offer clarification. To request a scribe during the exam, the DSS office must be notified at least one week in advance.
- **Computer for exams:** Some students may need to use a computer due to physical limitations impacting writing or other disabilities. The DSS office has computers available for testing purposes. To request the use of a computer for an exam, the DSS office must be notified at least one week in advance.
- **Exams in Alternative Format:** Alternative formats may include oral, multiple choice, or essay exams that differ from the exam given to the rest of the class. Documentation should be provided to support the need for an alternative testing format, and this should be discussed with the professor. If the professor can demonstrate that the alternative format considerably changes the nature of the course, then the professor has the right to refuse to provide such an accommodation. Students should contact DSS as soon as possible if they want to request an alternate format. Discussion of changes to alternative formats should begin as soon as possible, but in no event later than the second week of the quarter. Discussions should include the professor, student, and Coordinator for DSS.

- **Interpreting/Captioning Services:** The University has made a commitment to provide high quality interpreting/captioning in the classroom for its students whenever reasonably possible. When students are required to attend a lecture/program that is supplemental to the class and part of the grade, interpreters/captioners are provided by DSS. It is imperative that students adhere to the following procedures to assure the timeliness and quality of services:
  - ◆ **Student Responsibility**
    1. All students receiving interpreting/captioning services are required to have a documented hearing loss on file with DSS.
    2. The student's quarter course schedules need to be given to the DSS office at least four weeks prior to the first day of classes (or earlier if possible) to assure that interpreters/captioners will be available at the first class.
    3. Room/Time Changes: The DSS office must be notified of any changes that differ from the student's scheduled class locations and times as soon as the student is aware of the changes.
    4. Student cancellations must be called in or emailed by the student to the Coordinator for DSS (and interpreter/captioner if possible) as soon as the student is aware of the need to cancel.
    5. Instructor Cancellations: When a class has been cancelled by the instructor, students are responsible for notifying the Coordinator for DSS (and interpreter/captioner if possible) as soon as possible.
    6. No show: Students must notify the Coordinator for DSS as soon as possible as to the reason for the failure to cancel an interpreter/captioner when not attending class. Students may be subject to suspension of interpreting/captioning services when the no-show behavior occurs the second time in a quarter unless the student can demonstrate a good cause for the failure to provide the required notice.
    7. Tardiness: Students are expected to show up on time to class. Interpreters/captioners are required to wait 20 minutes for a 50-minute class and 30 minutes for all other classes.
    8. Supplemental Interpreting/Captioning: If students need additional interpreting/captioning time for a meeting with the instructor, group assignments, or to attend a co-curricular event as assigned by the instructor, a special and timely request must be made to the Coordinator for DSS.
    9. Short notice: Requests made with short notice may impede the ability to provide services.
  - ◆ **Interpreter/Captioner Responsibility**
    1. Interpreters/captioners must adhere to the standards of their certification and their field.
    2. Tardiness: When the student(s) are late, the interpreters/captioners are required to wait 20 minutes for a 50-minute class and 30 minutes for all other classes.
    3. Interpreters/captioners will report the student's no-shows or consistent tardiness to the Coordinator for DSS.
    4. Interpreters/captioners will arrange for a substitute in the event of an inability to attend class.
    5. If a problem arises between the interpreter/captioner and any persons involved in an assignment (student, teacher or other students), the interpreter

should first discuss it with the persons involved. If no resolution can be reached, the Coordinator for DSS should be contacted.

6. The interpreter/captioner should contact the Coordinator for DSS as soon as possible if he/she desires a textbook. Textbooks can usually be borrowed from the bookstore at no cost for a limited time unless there is damage or loss.

Adapted from Hill, 2000, 7:4-5

- **Assistive Listening Devices:** An Assistive Listening Device works as a personal amplifier. Students who need an Assistive Listening Device can check one out from the DSS office for the needed amount of time. It is the student's responsibility to return the Assistive Listening Device in working condition. Professors or speakers will need to wear a lapel microphone that will transmit their voice to the student's headset. Information on how to use the Assistive Listening Device can be obtained from the DSS office.
- **Absences/Incompletes/Retroactive Withdrawals:** Excessive absences due to a disability may not necessarily be accommodated and requests for absences from class should be considered on an individual basis. The course syllabus should outline expectations and assignments with due dates so the student has notification of expected course work and can work on assignments well in advance. The student should be aware of the potential adverse impact absences may have on learning the material and on course completion. If a proportion of the grade is dependent on classroom participation or attendance, and the student has or may have too many absences, then the student should contact the professor to explore what accommodations (if any) might be possible. It is the student's responsibility to obtain any missed lecture or other information if not in class. The professor may want to work with the student to make reasonable due date adjustments for assignments with short turn around time, such as assignments given that day in class and due the following day. If at all possible, the student should plan ahead and attempt to address the issue of absences before any absences occurs.

The University's academic policy regarding withdrawals and incompletes should be followed. If a student has gained the major portion of the information disseminated to the class and has failed to complete a final exam, project or paper due to mitigating circumstances, the professor can choose to give that person an incomplete. The Coordinator for DSS may act as liaison as needed. If the condition is such that it may not be possible to complete the coursework in one year, the Coordinator may encourage the student to petition a withdrawal from the course so the student's GPA will not be penalized by an incomplete becoming an E. Dependent upon the student's financial aid, an incomplete could affect the financial aid for the upcoming quarter or year. Please refer to the satisfactory progress policy in the University catalog for information on financial aid.

Retroactive withdrawals are considered by a petition committee in Student Academic Services. If deemed appropriate, the Coordinator for DSS may provide a letter of support for the petition. Students may also petition for refund of tuition/fees. All petitions regarding tuition refunds are considered by the Student Financial Services Committee. Room and board refunds are handled by University Services. Again, if circumstances

warrant it, the Coordinator for DSS may recommend the refund; however, the committees make the final determination.

- **Relocation of Classes:** Because not all classrooms are wheelchair accessible, the Coordinator for DSS should work with the University's room scheduler two weeks prior to a new quarter to relocate classes for students who need wheelchair accessibility or have other mobility difficulties that require a class be relocated. This should help ensure that the student has access to his/her program. Students who have temporary disabilities that make mobility difficult may also need classes relocated. If a student has special mobility needs, they should contact the Coordinator for DSS at least four weeks prior to the start of a quarter to make an accommodation request.
- **Books in Alternative Format:** It is the student's responsibility to notify the Coordinator for DSS when they will need books in alternative format. Requests should be made at least four weeks before a quarter begins to give the DSS office enough time to order materials or assign readings. Because reading assignments do not always follow the order in the book, readings of textbooks (except when ordered through Recordings for the Blind and Dyslexic (RFBD) or other talking book libraries) will not be started until the DSS office receives a syllabus or reading schedule from the student. Students must give the DSS office a copy of their syllabus in the first week of the quarter (or sooner if possible) to make sure readings are done in the correct sequence. Requests that are made after the quarter begins will start with the readings for the following week. Readings may be slightly behind until the reader/transcriber has time to catch up.
  - **Books on Tape:** Books on tape may be needed for a student to gain access to the reading material. Whenever possible, books may be ordered through RFBD or other talking book libraries. When books are not readily available through RFBD, the DSS office may hire and train students to record books on tape.
  - **Books in Braille:** Books in Braille may either be borrowed through Braille libraries or translated into Braille at the University. This may also be a needed accommodation for classroom handouts or exams. Students should discuss these needs with their professors. Professors should then send electronic (whenever possible) or hard copies of the materials to the Coordinator for DSS at least three days in advance for a four to six page document (larger documents will require more advance notice).
  - **Electronic Books:** With the increase in technology and reading software the option to receive books in electronic format may be explored based on the student's needs and available electronic books.
- **Technology Accommodations:** The University recognizes that having accessible computers for doing research, accessing the internet and writing papers may be crucial to a student's learning. There are three computers on campus that have adaptive technology. At present, the computer in the computer lab on the lower level of the library has JAWS for Windows (4.5) and Arkenstone Openbook (5.0). One computer in the DSS office has Dragon Naturally Speaking (4.0) and Zoom Text (8.1). Another computer in the DSS office has Arkenstone Openbook (5.0), Kurzweil 3000 (6.0) and Zoom Text (8.1). Students are expected to have their own headphones when using this software. Use on all these computers is currently on a first come basis. If the need should arise, a sign up sheet may be used.
- **Priority Registration:** Students may receive priority registration so the DSS office has time to arrange accommodations, such as interpreters or books in alternative format. Priority registration is keyed into the Banner system by the Coordinator for DSS. Students should be notified of their registration times every quarter through an email

from the registration office. Students may also check their registration time on Banner. It is the student's responsibility to make sure no holds are in place that would keep them from registering and should register as early as possible. If a student does not register early, services and accommodations may be delayed.

- **Foreign Language Substitutions:** When a student has a disability that impacts the student's language acquisition, the possibility of a foreign language substitution may be explored. The substitution courses cannot count for another General Education category and must be taken from the approved list (see Appendix). The procedures for substitution course approvals are included on the Foreign Language Substitution Form (see Appendix).
- **Overseas Programs:** Unless required by law, accommodations may not be provided for overseas programs. However, a student with a disability may still apply to participate in overseas programs. Participation should be evaluated on a case-by-case basis. When a student with a disability cannot participate in an overseas program that is a part of his/her academic program or major requirement, the Coordinator for DSS may work with the faculty of the academic program or major to determine if alterations can be made to the program or major that do not substantially alter the program or major.

## **Full-time Status with a Reduced Course Load**

### **Purpose:**

The University recognizes that some qualified students with disabilities may not be able, by reason of that disability, to successfully manage a full time course load of a minimum of twelve credits per quarter. Reasons for this commonly include such considerations as the amount of time required by daily living activities, extra time needed for specialized study approaches or difficulty with studying for extended numbers of hours. In order that these students may continue to participate in and benefit from University programs and services, the University may make available an accommodation of full time equivalency with a reduced course load.

### **Policy:**

Students who are full time with a reduced course load by reason of disability are entitled to all of the services, benefits, rights, privileges and responsibilities of full time status students. The intent of this accommodation is to offer equal opportunity; therefore services based on the number of credit hours (i.e. financial aid or scholarships) may be pro-rated. The student should contact Student Financial Services regarding the particular financial impact to the student. This accommodation need not be permitted to any program or activity in which the University demonstrates that the requirements are essential to the instruction being pursued by the student or that are directly related to licensing requirements.

### **Procedure:**

1. Requests for reduced course loads are submitted to the Coordinator for DSS with supporting documentation. Supporting documentation must meet the documentation guidelines for the particular disability.
2. The Coordinator for DSS evaluates the documentation and the request in terms of the impact of the disability and the demands of the student's current or proposed schedule.
3. The potential consequences of the reduced course load on progress towards graduation, financial aid, etc. should be explained to the student by the Coordinator for DSS.
4. If the student chooses to make use of this accommodation, the Coordinator for DSS may send a letter to Financial Aid, Housing, and any other departments as directed by the student, notifying them of the specific number of hours at which the student is full time.
5. Based on the billing adjustments and reduced credit load, the student's financial aid will likely be adjusted. Within the limits of federal financial aid regulations, every effort should be made to ensure that the student does not incur additional costs.

## On-campus housing

The following is the process for determining housing accommodations for students with disabilities. This process should be used with all students requesting special housing accommodations due to a documented disability. A wide range of documented disabilities may require accommodations to the University's housing process and/or residential units. These disabilities may include mobility impairments, medical disabilities, or psychological conditions.

**Step One**--*Students inform the Coordinator for Disability Support Services (DSS) regarding their desire for special housing accommodations due to a disability.*

Residence Life, Housing or other University offices should refer students requesting housing accommodations to the DSS office. Students who indicate on their Housing Application they have a disability requiring accommodation should also be referred to the DSS office.

**Step Two**—*Students provide supporting documentation that meets the documentation guidelines for the particular disability and should participate in an intake interview with the Coordinator for DSS.* The Coordinator for DSS should serve as the primary point of contact for students regarding these issues. The Coordinator for DSS should also inform students of other resources available to them.

The following deadlines should be included in the Campus Living Booklet and the Undergraduate Catalog. To have all appropriate accommodations available, a new student must contact the Coordinator for DSS by **June 1** for fall quarter housing accommodations. A returning student must notify the Coordinator for DSS by **April 1** for fall quarter housing accommodations. The Coordinator for DSS should send an e-mail message or letter at the end of winter quarter to continuing students who have previously received housing accommodations to determine their needs for the upcoming year. Contacting the Coordinator for DSS later than these dates will significantly limit the staff's ability to respond to requests for accommodations. Students wishing to move onto campus in the middle of the year must contact the Coordinator for DSS at least six weeks before the beginning of the quarter for which they are requesting housing.

The University should diligently attempt to reasonably accommodate the needs of students with disabilities who desire to live on campus beyond the time required by the Campus Living Policy. However, residential units may not be available at the same level that they are for students who are required to live on campus by the policy.

**Step Three**—*The Coordinator for DSS reviews individual situations to determine the University's responsibility for accommodations under Section 504 and/or ADA.* The Coordinator for DSS then gathers information from Residence Life, Housing Services, Plant Services and Safety & Security as appropriate. Once all necessary information is gathered, the Coordinator for DSS may recommend suitable housing options (if appropriate) to the Housing Accommodation Committee (currently consisting of the Assistant Director of Residence Life, Housing Manager, Manager of Building Maintenance, and Coordinator of DSS).

**Step Four**—*The Housing Accommodations Committee should review recommendations and make a final decision.* The Coordinator for DSS should document the decisions and forward a copy to the Assistant Director of Residence Life, Manager of Building Maintenance, Housing Manager, and Director of Safety and Security (as necessary) who should then act on the

information as appropriate. These departmental representatives should communicate relevant information to their staff as appropriate. Decisions should be made in a timely manner so as to promptly communicate with students and staff.

**Step Five**—*The Coordinator for DSS should communicate final accommodation decisions to the student.*

**Step Six**—*The Coordinator for DSS should follow-up with the Manager for Building Maintenance to confirm completion of necessary work in preparation for specific student's needs.*

**Step Seven**—*The Coordinator for DSS should inform Assistant Director of Residence Life and appropriate Residence Life staff of any additional follow-up that they may need to have with students when they arrive.*

**Step Eight**—*Residence Life staff members should meet with students to discuss their individual situations and to assist them, as appropriate, in making a positive transition to living in their housing placement.*

### **Special Notes:**

The following are the wheelchair accessible rooms on campus (room type is in parenthesis):

- Hill 306 (double, male)
- Hill 368 (double, female)
- Emerson 205 (single with private bath, female)
- Emerson 273 (triple with private bath, female)
- Emerson 274 (double with private bath, female)
- Emerson 374 (double with private bath, male)
- Emerson 421 (double with private bath, female)
- Emerson 423 (double with private bath, female)
- Emerson 474 (triple with private bath, female)
- Emerson 573 (double with private bath, female).

Typically all of the ADA double rooms and the ADA single rooms are reserved for students with mobility impairments who need this kind of adaptive room. This means that these rooms will not be given to returning students in the spring Housing Sign-up process unless they are returning students who have these kinds of special needs. The ADA triple rooms are added to the list of reserved rooms if deemed necessary. A certain number of non-ADA single rooms are also reserved for students whose disabilities require private accommodations. In addition to the ADA single in Emerson (205- female), typically the Hill single (172- female) and four Emerson singles (all with shared baths) are also reserved; more may be reserved if needed. The Housing Manager should keep a waitlist for students who may want these rooms if they are not needed for students with disabilities who need those rooms. Changes may be made to the above list as buildings are renovated and new buildings are developed.

# Service Animals

## Definitions:

- **Partner/handler:** A person with a service or therapy animal. A person with a disability is called a partner; a person without a disability is called a handler.
- **Service Animal:** Any animal individually trained to do work or perform tasks for the benefit of a person with a disability. Service animals are usually dogs but other animals have been used as service animals.
- **Team:** A person with a disability, or a handler, and his or her service animal. The two work as a cohesive team in accomplishing the tasks of everyday living.
- **Therapy or Companion Animal:** Therapy or companion animals do not assist an individual with a disability in the activities of daily living, and therefore are not specifically covered by this policy.

## Types of Service Dogs (Animals):

- **Guide dog** is a trained dog that serves as a travel tool by persons who are blind or have severe visual impairments.
- **Hearing dog** is a dog who has been trained to alert a person with significant hearing loss or who is deaf when a sound (e.g., when a knock on the door) occurs.
- **Service dog** is a dog that has been trained to assist a person who has a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after the person falls, etc. Service dogs are sometimes referred to as assistance dogs.
- **Sig dog** is a dog trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the movement (e.g. hand flapping). A person with autism may have problems with sensory input and need the same support services from a dog that a dog might give to a person who is blind or deaf.
- **Seizure response dog** is a dog trained to assist a person with a seizure disorder; how the dog serves the person depends on the person's needs. The dog may stand guard over the person during a seizure or the dog may go for help. A few dogs have somehow learned to predict a seizure and warn the person in advance.

## Documentation Requirements:

Generally, animals are not permitted in University buildings. There is an exception for service animals. The partner of the service animal may be asked by DSS to show proof that the animal has met the following regulations:

- **Licensing:** The animal must meet the licensing requirements of the city and wear the tags designated by the city. (For nonresidents, home state tags may be accepted in lieu of the city tags as long as the requirements are met.)
- **Health Records:** The Seattle Municipal Code requires dogs and cats to be vaccinated against rabies annually, and the University may require proof of vaccination. For all other animals, the University may require a statement from a licensed veterinarian dated within the past year regarding the animal's good health. If health records are not available or cannot be provided, then the partner should contact DSS about possible alternatives to determine the health of the service animal. Partners must comply with all applicable laws and regulations regarding the health of the service animal.

- **Training:** Verification that the animal meets those minimum training requirements as prescribed by Assistance Dogs International (or any other recognized service animal training organization), or such other adequate evidence that the service animal has been trained to provide the disability related service required by its partner.
- **Identification:** The animal should wear some type of identification tag (such as a license tag or owner identification tag) so that its owner can be contacted, if necessary.

### **Control Requirements:**

- **Control:** The partner must be in full control of the animal at all times, whether by leash or otherwise. The partner must be sure to comply with all applicable laws and regulations regarding control of the service animal. Without limiting the foregoing, the partner should insure that the service animal does not pose a danger to the health or safety of others. If the service animal disrupts the educational environment, the partner may be asked to control the animal (or remove the animal) to prevent further disruptions (just as other disruptions might be handled in similar situations), or may be asked to consult with DSS or others about ways to reduce the chance of future disruptions. The appropriate immediate response at the time of the disruption will depend on the circumstances (for example whether it is in a classroom setting or not), the nature and extent of the disruption, the number of prior disruptions, and the effect the disruption has on the education environment. For example, an isolated bark will be handled differently than constant barking or an attack on a student or faculty member.
- **Exclusion for behavior:** A service animal may be excluded from the campus when that animal's behavior poses a direct threat to the health and safety of others, or if the service animal's behavior disrupts the educational environment to such an extent that the disruption fundamentally alters the educational environment. Although the campus may exclude any service animal that is out of control, it should generally give the individual with a disability who uses the service animal the option of staying without having the service animal on the premises.
- **Consequences for behavior:** When an assistance animal is determined out of control as reported by students, staff or administration, the infraction should be treated on an individual basis. If the animal poses a threat to the health or safety of others or the animal's disruptions fundamentally alters the educational environment, complaints should be investigated by Safety and Security. A report of findings should be issued by Safety and Security to determine appropriate consequences. The Judicial Officer (or designee) should make a determination of the consequences based on the provided information. Consequences may include but not be limited to muzzling a barking animal, requiring completion of approved refresher training for both the animal and the partner, or exclusion from University facilities. An outline of standard procedures for judicial process can be found in the Community Standards and Policies in the Student Life section of the Undergraduate Catalogue.

### **Public Etiquette by Students and Employees:**

- Do not pet a service animal. It distracts them from the task at hand and service animals may be very protective.
- Do not feed a service animal.
- Do not deliberately startle a service animal.
- Do not separate or attempt to separate a partner/handler from his/her service animal.
- Do not hesitate to ask a student if he/she would like assistance if the team seems confused about a direction to turn, an accessible entrance, entrance to an elevator, etc.

**Relief Areas:**

Relief area(s) should be designated throughout the campus and the handler or partner should clean up after the animal. Locations of relief areas should be included in the orientation of new students, as necessary.

It is the partner's responsibility to be aware of the service animal's needs to relieve itself and act accordingly. In the event that the student does not get the animal to the designated relief area, it is the student's responsibility to remove the waste and properly dispose of feces. Partners who require reasonable accommodations regarding the performance of these responsibilities should contact DSS regarding such accommodations.

**Bathing and Bedding (when the team is living on campus):**

- **Bathing:** The partner will be expected to take preventative measures for flea and odor control. The team should be sensitive to the residential community where other people may be impacted by the presence of a service animal. The partner will be expected to have the service animal bathed on a regular basis. If residence hall bathrooms are used for bathing, then the Peer Advisor of that floor should notify cleaning services on days the service animal has been washed to ensure that any remaining dirt or animal hair gets cleaned up in a timely manner.
- **Bedding:** The partner will be responsible for providing appropriate bedding for the service animal. This will allow the service animal to have a comfortable place of its own when not on duty.

**Areas of Safety:**

There are certain instances when it may be considered unsafe for animals, such as medical facilities, laboratories, mechanical rooms or any other place where the safety of the animal or partner may be threatened. Each place should be assessed for its safety potential by a team of individuals, such as the laboratory director, faculty, and the director of Safety and Security.

If an area is determined unsafe for the team, reasonable accommodations should be provided to assure the student equal access to the activity.

**Emergency Situations:**

In the event of an emergency, the Emergency Responders (e.g., Security Officers) that respond should be trained to recognize service animals and to be aware that the animal may be trying to communicate the need for help. During emergencies the animal may become disoriented from the smell or smoke in a fire, from sirens or wind noise, or from shaking and moving ground. The partner and/or animal may be confused by the stressful situation. The ER should be aware that the animal is trying to be protective. The ER should make every reasonable effort to keep the animal with its partner. However, the ER's first effort should be toward the partner; this may necessitate leaving an animal behind in certain emergency evacuation situations.

**Conflicting Disabilities or Health Issues:**

It is common for persons to have an allergic reaction to animals. Persons making an asthmatic/allergy/medical complaint should be directed to file a complaint with Safety and Security or DSS. The person making the complaint should show medical documentation to support the complaint. Actions should be taken to consider the needs of both persons and to resolve the problem as efficiently and expeditiously as possible.

**Housing:**

The guidelines herein also apply to students with animals who reside in on-campus housing. If there is an allergy/animal conflict within the housing unit that cannot be resolved agreeably, the Fair Housing Act (1988), which prohibits housing discrimination on the basis of a disability, must be considered.

**First-person rights:** If the first person allowed in the housing unit uses a service animal and another person comes along with serious allergies, whenever possible, the first person should not be moved to accommodate the second person.

**Safety and Security:**

A service animal is used by individuals with disabilities to facilitate access. DSS will usually inform the Office of Safety and Security when a student has a service animal so that office is aware of the animal's status as a service animal and its presence on campus.

- Safety and Security should report any incidents involving service animals to DSS.
- If there is any valid complaint regarding the animal and its behavior, Safety and Security or the Judicial Officer should contact the partner and, in collaboration with the Coordinator for DSS, inform the student of the policies regarding service animals.
- If a student fails to act in accordance with these policies, then student conduct actions may be taken.
- Visitors to the campus are not required to register their service animals with the Office of Safety and Security.

## **Emergency Plan**

The University recognizes that some students with disabilities may need assistance during an emergency. The University's Emergency and Crisis Management Plan includes a section on evacuation of persons with disabilities and can be found at <http://www.spu.edu/info/emergency/index.asp>.

## **Building Accessibility**

The University is committed to making programs accessible to students. If a building where the program, class or event is located is not accessible, meeting locations may be moved (if possible) to provide access. If a faculty office is not accessible, the faculty member is expected to make arrangements to meet with the student elsewhere on campus. If a University event is scheduled in a non-accessible building, the student should notify the sponsoring department or the DSS office at least two weeks prior to the event so the event can be moved or other accommodations can be made. If notification is given in less than two weeks, the sponsoring department or the DSS office should still try to move the location (or make other accommodations) as time and room availability will allow.

## **Non-academic programs**

For non-academic programs, such as New Student Orientation and Graduation, the Coordinator for DSS should work with the sponsoring department to provide access. Students with disabilities should contact the sponsoring department or the DSS office by the date designated in event publications or at least two weeks (whichever comes first) in advance to request accommodations for any non-academic program.