

OFFICE OF DISABILITY SERVICES

Division of Student Services

STUDENT GUIDE ON POLICIES AND PROCEDURES

**Accommodations, Accessibility, and
Testing Student Handbook**

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Mission and Philosophy

Crowder College is committed to the goal of achieving equal educational opportunity, an accessible community where students are judged on their ability, and provide tools for full participation in the post-secondary environment for student with disabilities. Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act of 2008 (ADAA), Crowder College ensures that no “qualified individual with a disability” will be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination on the basis of disability under any program or activity offered by the College.

Policy on Reasonable Accommodations

Federal Regulations:

Crowder College provides service to all students with disabilities as defined by federal regulations of ADA and the Rehabilitation Act of a “qualified person”. A qualified person with a disability is defined as an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs for the activities provided by a public entity.

(Public Law 101-336, Section 201)

The federal definition of a disability includes a person who:

- (i) has a physical or mental impairment which substantially limits one or more of such a person’s major life activities;
- (ii) has a record of such impairment, or
- (iii) is regarded as having such impairment.

(Public Law 101-336, Section 3)

College Regulations:

By law, the College is not allowed to ask if a prospective student has a disability prior to admission. Therefore documentation of a disability will not be needed until after admission to the College and when requesting entry-level test accommodations (i.e., COMPASS).

1. Crowder College will reasonably accommodate “otherwise qualified individuals” with a disability unless such accommodation would pose an undue hardship or would result in a fundamental alteration in the nature of the service, program, or activity or undue financial or administrative burdens. The term reasonable accommodation is used in its general sense in this policy to apply to students.

2. A student must self-identify as an individual with a disability with the Office of Disability Services (ODS) located in McDonald Hall room 115 (Neosho Campus, in the Student Success Center), or telephone number 417-455-5733. Subsequently, faculty members are encouraged to provide students the opportunity to self-identify by including a statement regarding accommodations for students with disabilities on their syllabus. Current students are always encouraged to contact the Office of Disability Services directly, as soon as possible, to request services or accommodations. The Office of Disability Services then will assess the impact of the

disability on the student's academic program and record the required academic accommodations in a memo to the instructor. All diagnostic information is confidential; however, letters of notification on accommodations accessibility requirements are distributed to the students' instructor(s) upon self-identifying and at the student's request.

3. Individuals who have complaints alleging discrimination based upon a disability may file them with the College's Affirmative Action Officer (Vice President of Student Affairs, located in student services, Farber Building, Neosho Campus, or telephone number 417-455-5636) in accordance with College Discrimination grievance procedures. Contact the Office of Disability Services (ODS) or the Vice President of Student Affairs to obtain a Crowder College handbook which includes our discrimination complaint procedures. The handbook is also available on the Crowder College website. Students can also file a formal complaint with the U.S. Department of Education, Office for Civil Rights (OCR) by submitting in writing the following:

- Your name, address, and phone number;
- The name and location of the school that you believe discriminated against you;
- A detailed description of what happened and when it happened; and
- Basis of the complaint (e.g., that you are a person with a disability or a member of another protected class based on race, disability, sex, age, national origin, or color).
- To find the OCR office closest to you, visit the following webpage: www.ed.gov/offices/OCR/complaintform.cfm or call 1(800) 421-3481.

By Law ...The Family Education Rights and Privacy Act (FERPA) or Buckley Amendment of 1974, provides for certain personnel of a given institution to have access to the educational records of enrolled students. Disability-related information, however, are considered medical in nature and is therefore exempt from this policy. Information regarding a student's disability must be maintained in separate, secure files with limited access, and is to be shared on a need-to-know basis.

Confidentiality of Documentation

By Law...The Office of Disability Services is committed to ensuring that all information regarding a student is maintained as confidential as required or permitted by law. Any information collected is used for the benefit of the student. This information may include test data, grades, biographical history, disability information, performance reviews and case notes. Faculty members have the right to request information on a student need-to-know basis.

- The faculty member will be informed that certain conditions or situations may occur as a result of defined disability and what procedures must be followed to assist in an emergency situation.
 - Faculty members are not prohibited from asking the student for additional information to better assist in maximizing learning.
 - Faculty members do not have the right to access such information from the Office of Disability Services. Students are guaranteed privacy and confidentiality as outlined in FERPA regulations.
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- Some records related to student affairs contain private health information and are subject to the provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA, Public Law 104-191). For more information on HIPAA and the protection of private health information, visit <http://dukehealth.org/Privacy/HIPAA>.

CHAPTER TWO: DOCUMENTATION

Eligibility and Documentation

No “otherwise qualified” individual with a disability...shall, solely by reason of her or his 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. **(29 U.S.C. § 794).**

1. Eligibility will be determined on the basis of the presence of a disability and a need for services and accommodations to support an equal educational opportunity.
2. Documentation. In order to establish that one is a student with a disability and has a need for accommodation, the student must provide adequate documentation from an appropriate source as to their status as a person with a disability and the functional limitations created by the disability that may be addressed through accommodations. In most cases, documentation will be needed from professionals such as psychologists, medical doctors, psychiatrists, licensed psychiatric social worker or neurologists. Documentation must be typed or word-processed and printed on the letterhead of either the practitioner or the agency. Handwritten notes on prescription pads or handwritten treatment records are not acceptable.
3. In most cases, diagnostic evaluation must have been completed within the past 3 years. Flexibility in accepting documentation, which exceeds a 3-year period, must be evaluated under the following conditions:
 - The previous assessment is applicable to the current or anticipated setting.
 - Documentation is adequate in scope or content, or addresses the individual’s current level of functioning and need for accommodation(s), reevaluation may not be warranted.
 - There are no observed changes in the individual’s performance or physical impairment since previous assessment was conducted.

A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery.

In general documentation of a disability should include:

- I. A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis;
 - II. A description of the diagnostic criteria used;
 - III. A description of the current functional impact of the disability;
 - IV. Treatments and medications, assistive devices currently prescribed or in use;
 - V. A description of the expected progression or stability of the impact of the disability over time; and
 - VI. The credentials of the diagnosing professional.
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Attention Deficit Hyperactivity Disorders (ADD/ADHD)

Students applying for services and accommodations on the basis of ADD/ADHD must submit a comprehensive report of a psycho-educational assessment completed by a psychiatrist, licensed psychologist, or licensed medical doctor who has experience diagnosing and treating this condition and must address the following criteria:

- DSM-IV Diagnosis
- Narrative summary of assessment procedures
- Description of present symptoms, fluctuating conditions, and prognosis
- Medication needs and side effects
- Recommendations for reasonable accommodations.

Psychiatric Disabilities

Students applying for services and accommodations on the basis of psychiatric disabilities must submit documentation completed by a psychiatrist or licensed psychologist who has experience diagnosing and treating this condition and must address the following criteria:

- DSM-IV Diagnosis
- Psychological test
- Medications, and
- Therapeutic interventions

Learning Disability

Students applying for services and accommodations on the basis of a learning disability must submit a comprehensive report of a psycho-educational assessment performed by a qualified professional, e.g., licensed psychologist, school psychologist, neuropsychologist, learning disabilities specialist. As the manifestations of a disability may vary over time and in different settings, in most cases the evaluation should have been conducted within the past three (3) years.

In accordance with guidelines developed by the Association on Higher Education and Disability (AHEAD), the psycho-educational assessment should contain:

- Aptitude
- Academic achievement
- Information processing
- Clinical summary

Physical Disorders

Physical disorders are typically grouped into five general categories according to the affected organ or body system: neurological, musculoskeletal, visual, auditory, and miscellaneous medical. Documenting physical disorders begins with a clear diagnosis, which demonstrates that the students meet the generally accepted criteria for the medical condition. This is particularly necessary in the case of “invisible” physical disabilities such as conditions with primary manifestation of pain and fatigue (as in fibromyalgia and multiple sclerosis, respectively).

Documentation should include:

- Clinical diagnosis
- Confirmatory evidence from tests such as X-rays or neuroimaging
- Functional assessment (mobility, manual dexterity, information retrieval, communication, and Endurance).

CHAPTER THREE: ACCOMMODATIONS AND ACCESSIBILITY

Accommodations and Services

Accommodations are provided for people who are eligible to attend, enroll or benefit from the College's programs, services, and activities. This obligation includes both students and non-students. Accommodations are provided on an individual basis dependent on the need for services, student request for reasonable accommodations, and documentation of disability. Per the students' request and submission of appropriate documentation, the College may provide the following support services and accommodations:

- Academic advisement, tutoring, note takers, tape recorders
 - Counseling services and referral
 - Accessible computer labs and Web pages
 - Library assistance
 - Faculty notification and follow-up
 - Test taking accommodations, such as extended testing time; giving exams in alternate formats (giving a written exam orally, or changing the way answers are recorded); permitting use of a dictionary or spell checker (unless test is designed to measure spelling ability); providing quiet room for test taking in order to decrease auditory or visual distractions; repeating instructions.
 - Use of auditory recording device
 - Information and referral for additional services
 - Proctored exams
 - Magnifiers, visual field expanders, and glare reducing and contrast enhancing devices (for vision problems)
 - Environment that optimize illumination and reduce noise level (for auditory problems)
 - Classroom accessibility aids (screen magnifiers, voice-activated software, text in Braille or on tape)
 - Course substitutions and waivers (In accordance with ADA, accommodations will not be made to course or degree requirements which are considered to be essential; or, would otherwise alter the fundamental nature and purpose of the course and/or program).
 - Written materials in alternative formats such as large print, Braille, computer diskette, or audiotape readers
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- Assistive listening devices

Accessibility/Telecommunication

Students must be afforded an equal opportunity to access the full range of services offered by the institution. Hence, all programs and services must be provided in a manner that affords the student maximum integration with his/her non-disabled peers. In accordance with ADA regulations, Crowder College has adopted the Americans with Disability Act Accessibility Guidelines, to meet requests for architectural accessibility and building improvements. These modifications may include but are not limited to, ramps, curb cuts, automatic door openers, sidewalk repairs, and restroom renovations.

The institution will take steps to ensure that people with communication and visual disabilities have access to goods, services, and facilities. Effective communication devices under the ADA may include having necessary auxiliary communication aids and accessibility services/software available, and making auxiliary delivered information available to persons with hearing and speech impairment such as a TDD (Telecommunication Device for the Deaf).

Services Not Provided

Crowder College does not provide the following:

- Comprehensive diagnostic evaluation for determining disabilities
 - Special classes for students with disabilities
 - A reduced standard for academic performance
 - Exemption from graduation requirements (some substitutions are allowed with Dean approval)
 - Personal devices such as wheelchairs, hearing aids, glasses, personal aids, or adaptive computer software for personal home use.
 - Personal services such as assistance with eating, toileting or dressing.
 - Accommodations that would fundamentally alter the nature of a program.
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CHAPTER FOUR: QUICK GUIDE

Quick Guide to Disability Services

A. Enrolled students will need to register with the disability support officer or whoever is responsible for arranging disability accommodations. Currently, this office is located in the Student Success Center on the Neosho campus, McDonald Hall room 115. The telephone number is 417-455-5733.

- Self-Identify. Upon enrollment or registration the student must contact the Office of Disability Services (ODS) regarding their need for academic accommodations. While students can register with the ODS office at any point throughout a semester early notification is encouraged. Accommodation plans established after the first day of classes are not retroactive.
- Make an appointment to meet with the ODS staff.
- Complete the application for academic accommodations. Explain in your own words what your disability is and how it affects you. The application is part of the process in determining accommodations at Crowder College.
- Provide documentation of your disability. Make certain it is recent (within past 3 years), and includes information related to the current functional impact of the disability. This is especially necessary for disabilities that are not clearly visible or that can change over time.
- Help decide what accommodations are appropriate (note taker, books on tape, interpreter, assistive listening devices, etc.)

B. Meet with an Academic Advisor to decide what classes you need to take.

- Register as early as possible. This is especially true if you need books on tape or interpreters.
- When planning your schedule make certain you will be able to get to class on time in the mornings if you receive attendant services.
- Provide yourself with enough time to get from class to class through out the day.
- Plan for breaks if there are disability related issues that will need to be handled during your school day.
- Look at other scheduling issues: class sizes (large vs. small), length of class time, days of the week, times of the day, total number of credit hours (full-time vs. part-time) and the amount of reading involved.

C. Find your classes and make sure they are accessible to you.

- Go inside each classroom and see if it has the things you will need (special tables, wheelchair access, etc.)
- If there is a problem with any classroom go to the disability support office and report the problem.

D. Obtain accessible text and materials for class.

- Students may be eligible for text in alternate formats due to blindness, other serious visual impairments, specific learning disabilities, or the inability to hold a book. Students must request alternative text from the Office of Disability Services, be enrolled in the class they are requesting material for, provide proof of purchase, and return all materials no later than the last day of the semester. Request for short documents such as journal articles, handouts, and short stories should be requested at least one week in advance. Textbook request must be submitted at least 4 weeks in advance. The Office of Disability Services will attempt to locate print material through publishing companies. Textbooks which are unavailable through publishers will be scanned and provided in Microsoft Word format.
- Make sure you request the other services you may need for the class (note takers, interpreter, oral exams, etc.)

E. Student are required to identify with each of their instructors regarding their academic accommodations.

- Pick up academic accommodation plans from the ODS office. An academic accommodation plan will be provided for each class you are enrolled in at the time.
- After picking up your accommodation plans make arrangements to meet with each of your instructors to discuss how the accommodations will be implemented for their course.
- Remind instructors of test accommodations at least 5 days before a scheduled test and schedule a test time with the ODS office.
- Notify the Office of Disability Services immediately if there is an implementation problem with any accommodations.

F. Accommodation plan renewal.

- Each semester students need to renew their accommodation plans. Contact the Office of Disability Services to discuss your new class schedule and any possible modifications to the accommodation plan prior to the start of classes. Students who do not contact the Office of Disability Services prior to the start of a semester will not have active plans in place.

G. Provisional Services.

- Provisional accommodations may be granted for one semester when a student has a prior record of a disability but needs additional time to provide the Office of Disability Services with updated documentation. Provisional accommodations are courtesy arrangements evaluated on a case-by-case basis. The college is under no obligation to continue provisional services if documentation standards are not met prior to the next semester.

H. Temporary Accommodations.

Although Crowder College is not federally required to provide accommodations for students with temporary disabilities, the College will work to assist students on a case-by-case basis. To receive temporary academic accommodations documentation should be submitted to the Office of Disability Services. Documentation should indicate the nature of the temporary condition, severity, limitations, prognosis, and time frame. It is also beneficial to know of any side effects caused by medication

which may impact the students functioning. Students may be required to submit additional documentation to verify the need for continued services if the initial time frame of the medical condition has expired.

G. If problems arise.

- If you have trouble with a course, teacher, or accommodation you should go immediately to the disability support office to report it and to request assistance in getting the problem resolved.
- Learn about all the services that are on your campus that might be able to provide you with assistance.

Summary: High School to College

The laws of IDEA (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act of 1973 are very different. In high schools, for example, IEP (Individual Education Plans) are developed for students with Learning Disabilities. High school students with physical impairments or in wheelchairs may fall under a Subpart of Section 504 of the Rehabilitation Act. In college, however, Section 504 does not create a requirement for IEPs in either high school or post-secondary institutions. The misunderstanding comes from the practice of assuming that the "504 Plan" Developed at a high school will be binding on a college or university, since different aspects of Section 504 apply to high schools and colleges.

High School:

Individuals with Disabilities
Education Act (IDEA)
Section 504 of the Rehabilitation
Act of 1973 (See Subpart D)
Americans with Disabilities Act
Civil Rights Restoration Act

Post-Secondary:

Section 504 of the
Rehabilitation Act of 1973
Americans with Disabilities Act
ADA Amendments Act of 2008
Civil Rights Restoration Act

Differences:

In high school the school has responsibilities which include the following:

- Identify students with disabilities
- Provide assessment of learning Disabilities
- Classify disabilities according to specified diagnostic categories
- Involve parents or guardians in placement decisions
- Provide certain non-academic services
- Place students in programs where they can benefit (in any way) by placement committee with parent participation and approval
- Structure a large part of the student's weekly schedule
- Modify educational programs
- Prepare Individualized Education Plans (IEPs)
- Provide a free and appropriate education
- Provide appropriate services by the school nurse or health service

The post-secondary level institutional role changes as follows:

- Protect a student's right to privacy and confidentiality
 - Provide access to programs and services which are offered to persons without Disabilities
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- Inform students of office location and procedures for requesting accommodations
- Accept and evaluate verifying documentation
- Determine that a mental or physical impairment causes a substantial limitation of a major life activity (see definition of disability) based on student-provided verifying documents
- Determine whether students are otherwise qualified for participation in the program or service, with or without accommodations, and if so, whether a reasonable accommodation is possible
- Make reasonable accommodations for students who meet the above qualifying criteria
- Provide reasonable access to program and service choices equal to those available to the general public
- Make reasonable adjustments in teaching methods which do not alter the essential content of a course or program
- Assure that off-campus and contracted program facilities also comply with Section 504 (Subpart E) and ADA
- Inform students of their rights responsibilities

Students have a responsibility to:

1. Self identify or disclose their disability to the designated office for disability services.
2. Provide verifying documentation to that designated office.
3. Obtain assessment and test results and provide them to that office.
4. Act as independent adults.
5. Arrange their weekly schedules.
6. Contact their instructors to activate and adopt accommodations for each class.
7. Arrange for and obtain their own personal attendants, tutoring and individually fitted or designed assistive technologies.

Post-secondary institutions have a responsibility to provide the public, including students and their families with the following information:

1. Notification that any person with an appropriately documented disability has the right to request reasonable accommodations.
2. Guidance regarding the services for students with disabilities and where those Services can be found and accessed.
3. Facts about the student's rights and responsibilities as adults enrolled in a post-secondary educational institution including the student's right to grieve.

(This is a procedure used to resolve disagreements between a student and the institution related to accommodations and other services to students with disabilities).

Post secondary institutions are not required to:

- Reduce or waive any of the essential requirements of a course or program
 - Conduct testing and assessment of learning, psychological or medical disabilities
 - Provide personal attendants
 - Provide personal or private tutors (but tutoring services normally available to persons without disabilities must be accessible to persons with disabilities who are otherwise Qualified for those services)
 - Prepare "Individual Education Plans" (IEPs)
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Remember Privacy Issues: Students in colleges and universities are considered adults, with privacy and confidentiality protections. College staff cannot talk with parents and guardians about a student's academic activities as was typical in K-12.

CHAPTER FIVE: EMERGENCY EVACUATION & SAFETY PROCEDURES

Campus Emergency Evacuation Plan

This section defines actions to be taken in emergencies to ensure emergency preparedness. Emergencies include fires, technological and human-made hazards, natural disasters, or other significantly disruptive events that threaten public safety or cause property damage.

Student Evacuation Procedures

In an emergency situation-either the sounding of a fire alarm, verbal warning, or radio station the following guidelines will assist students with mobility impairments, employees, and/or visitors with emergency evacuation. **DO THE FOLLOWING:**

- If on the ground floor exit through an accessible door
- If above or below the ground floor:
 1. If unable to exit the building due to fire or elevator power failure, seek an area of refuge or safety, preferably a room with an exterior window, a telephone, and a solid door.
 2. Telephone Campus Safety and Security at 417-455-5544 or 5744 and advise them of your physical disability, location in the building (floor, room number, and telephone number) if possible.
 3. If it is safe to do so, remain by the telephone. If the situation worsens, move to a safe location, call the Campus Safety and Security and provide updates on your situation and new location (if possible).
 4. If a telephone is not readily accessible, have the person(s) assisting you advise a responding Campus Safety and Security Officer of your location and physical disability.
 5. If you cannot access an area of refuge or safety, go immediately to an enclosed stairwell. Have someone advise the Campus Safety and Security of your location. If you do go to a stairwell, be sure not to block access to the stairwell or nearby exit doors.
 6. Person(s) with physical disabilities are permitted to stay in a building: During an emergency fire drill, false or accidental fire alarm, or if circumstances do not warrant it, such as non-life threatening situations.
 - If person(s) has a non-ambulatory disabilities.
 - If elevator assistance is essential for evacuation but is inoperable resulting from a fire, power failure, etc. and the person(s) are located either above or below the ground floor.

In the event of an extreme emergency, and the person(s) unable to exit the building safely,

the fire department will be responsible for evacuating that person(s) from the building. The responding CSS Officer and the fire department personnel will determine whether the circumstances warrant an evacuation of non-ambulatory disabled persons. All other person(s) with disabilities need to evacuate the building in an emergency

CHAPTER SIX: GUIDELINES

Office of Disability Services Guidelines and Information

Concussion Management Guidelines

Once a student is ready to return to school, providing appropriate accommodations can help facilitate a successful recovery. As such, The Office of Disability Services at Crowder College will provide reasonable post-concussion academic accommodations to students who identify. Documentation which supports the diagnosis needs to be provided by a physician or nurse practitioner and should address the concussion symptoms which often include headaches, nausea, dizziness, and delayed processing. A temporary accommodation plan may include the following services:

- Absence allowance – An absence allowance may be provided for both physical and cognitive rest. The absence allowance prevents grade penalties based on class attendance. Students will be allowed to make-up tests and homework assignments which fall in the date range of the temporary accommodation plan. During this process, students are encouraged to speak with their professors to determine new course work deadlines.
- Testing accommodations – Testing accommodations may include extended testing time in an out of class limited distraction environment to account for processing delays, sensitivity to light or noise, memory recall, and poor concentration issues.
- Note taking services – Notes of class lectures can be provided to the student to assist with processing delays and concentration issues. After a request is made, the instructor will be notified and can either decide to provide their own lecture notes or assist with identifying a student in the class to be a note-taker.

When the appropriate accommodations have been established, students will receive an accommodation letter. It is the student's responsibility to deliver the letter to each of their instructors. This allows the student to meet directly with faculty to review and discuss the accommodations. Students and faculty should contact the Office of Disability Services regarding any questions with the implementation of the accommodation plan.

In order to facilitate accommodations and provide an on-going dialogue with faculty, the student is encouraged to attend weekly meetings with the Office of Disability Services throughout the time span of the temporary accommodation plan. This allows the student, the Office of Disability Services, and faculty to work together to ensure that accommodations are appropriate yet not fundamentally altering to a course or program component. If post-concussive symptoms persist and the coursework missed becomes too difficult to make up, the student may need to consider withdrawing from some classes or requesting a hardship withdrawal.

Specific issues to watch for when returning to academic work:

- Poor attention span
 - Difficulty concentrating
 - Difficulty following directions
 - Reduced short-term memory recall
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- Delayed processing
- Inability to complete routine tasks
- Sensitivity to light and noise

Service Animal Guidelines

Crowder College is committed to reasonably accommodate persons with disabilities who require the assistance of service animals in accordance with Title II of the Americans with Disabilities Act. Students are encouraged to contact the Office of Disability Services if they will be accompanied by a service animal, especially if other academic accommodations are required. These guidelines have been developed with the understanding that most service animals working on the college campus will be dogs. Crowder College must balance the need of the individual with the disability with the potential impact of animals on other campus patrons. The College is also mindful of the health and safety concerns of the campus community. The Office of Disability Services is responsible for implementing these guidelines. The successful implementation of these guidelines requires the cooperation of all students, faculty, and staff. If you have any questions or concerns not addressed here, please contact the Coordinator of Disability Services at (417) 455-5733. The Office of Disability Services is located in McDonald Hall, room 115 in the Student Success Center.

The Service Animal: Must meet the service animal definition which Title II of the ADA defines as any dog that is 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. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

Health: The service dog should be kept clean and in good health. Measures should be taken for flea/tick and odor control.

- Vaccination: A valid vaccination tag which includes rabies must be worn by the animal at all times. All vaccinations should be current. Owners/keepers must comply with applicable state laws and city ordinances regarding animals. Please see in particular: <http://www.neoshomo.org/index.aspx?NID=208>
 - Licensing: Owner/keepers must comply with applicable state laws and city ordinances regarding animals. Please see in particular: <http://www.neoshomo.org/index.aspx?NID=208>
If the animal accompanies a commuter student and resides in another town, the animal must meet the licensing requirements of the student's resident town and wear the tags designated by that community.
 - Under particular circumstances, a miniature horse may qualify as a service animal.
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- Care and Supervision: The humane care, feeding, and supervision of a service animal is the sole responsibility of the owner/handler. Maintaining control of the animal is necessary at all times.
- Public Behavior of the animal: The health and safety of other students, faculty, and staff may also be taken into consideration. Every attempt will be made to insure that neither the individual with a service animal or others on campus will be negatively impacted. It is the Owners responsibility to refrain their service dog from aggressive behavior or noises that are disruptive to others, such as barking, whining, or growling. The service animal must be harnessed, leashed, or tethered while in public places unless these devices interfere with the animals work or the person's disability prevents use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the animal. Damage: Owners of service animals are financially responsible for any damage to persons or college property caused by their animals including but not limited to any replacement of furniture, carpet, or wall covering, etc. The owner is also responsible for any expenses that are required due to cost incurred for cleaning which is above and beyond a normal cleaning. Crowder College shall have the right to bill the owner for any unmet obligations.
- Relief Areas: Areas will be designated on an individual basis. The owner should utilize these areas and clean up after the animal if physically able to do so. If the owner is not physically able to clean up after the animal, it is their responsibility to make all necessary arrangements for assistance.
- Identification: It is recommended that the animal wear some type of commonly recognized identification symbol, identifying the animal as a working animal.

Etiquette for Faculty, Students, and Staff: Service animals are working companions and are not considered pets. Students and campus personnel should not:

- Prevent a service animal from accompanying its partner at all times on campus except where prohibited due to the safety of both the service animal and others.
- Pet, feed, or otherwise distract a service animal.
- Startle, tease, or taunt the service animal.
- Attempt to separate the service animal from its owner.
- Ask the owner to discuss their disabling condition. However, as permitted by the ADA, an owner may be asked if the animal is required because of a disability and what task the animal has been trained to perform. These questions may be asked if it is not obvious that the animal is required because of a disability.

Areas of Safety: The service animal must be permitted to accompany its owner to all areas of campus where students, employees, or members of the public are normally allowed to go however, there may be certain instances when it may be unsafe for animals and others.

Examples would include mechanical rooms, electric closets, classrooms with research/demonstration animals, wood and metal shops, motor pools, area's requiring protective clothing, and custodial closets due to the fact that the machinery and/or chemicals in these rooms may be harmful to animals. Exceptions to restricted areas may be granted on a case-by-case basis by contacting ODS and the appropriate department representative. However, the person directing the restricted area has the final decision. If Crowder College determines that the use of a service animal will not be permitted in an area the Office of Disability Services will work with the handler to otherwise reasonably accommodate the owner's needs.

Service Animals in Training: An animal being trained to be a service animal has all the same rights as a fully trained animal when accompanied by a trainer and identified as such. However, service animals in training must adhere to the same requirements for service animals as listed above.

Conflicting Disabilities: Crowder College is aware that faculty, staff and students may have asthma/allergy/medical issues with dogs. Persons with medical issues should contact the Office of Disability Services located in the Farber Building, Neosho campus, or telephone 417-455-5733. The individual making the complaint must provide verifiable medical documentation to support their claim. Action will be taken to consider the needs of both persons to resolve the problem as efficiently and effectively as possible.

When a Service Animal Can Be Asked to Leave: A service animal may be excluded from Crowder College if the animal's behavior or presence poses a direct threat to the health or safety of others or fundamentally alters the nature of a program or activity. Service animals that are ill should not be taken into public areas and may be asked to leave the college property.

Grievance: Any individual dissatisfied with a decision concerning the above can appeal or grieve the decision by contacting Crowder College's Affirmative Action Officer (Vice President of Student Services, located in student services, Farber Building, Neosho Campus, or telephone number 417-455-5636) in accordance with College discrimination grievance procedures. Grievance procedures are located in the Crowder College Student Handbook.

Questions: Questions or concerns should be addressed to the Office of Disability Services.

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