



Student Guide for Accessing Disability Services

With information specific to students enrolled in the Department of Online Education and Extended Programs

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Introduction

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

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

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

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

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

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

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

Questions or comments about this manual should be directed to Laura Rich, Director of Student Success / ADA/504 Compliance Officer.

Section I: Disability Services-Who to Contact

Campbell Disability Services Staff

The individuals in the positions described below are the primary contacts for students with disabilities at Campbell.

Campus ADA Coordinator

- Serves as an initial point of contact for students on extended campuses
- May assist in management of accommodations on extended campuses

Director of Student Success/ADA/504 Compliance Officer

The Director's responsibilities include the following:

- Serve as a primary source of information to students and university community regarding access to disability services at the university.
- Collect documentation and paperwork from students and use this information to determine eligibility for services.
- Accept referrals from campus counselor or faculty members
- Prepare and make available to approved students the Letter of Accommodation (LOA) for students to give to their faculty members and to assist, where appropriate, in arranging accommodations.
- When appropriate, communicate with counselors regarding the implementation and use of accommodations for approved students.
- When appropriate, provide support for students in accessing university programs and services, career services, counseling services, financial aid, and academic affairs,
- Interact with relevant external agencies, departments, vendors, and groups providing services and information to people with disabilities. These include: the Division of Vocational Rehabilitation, the Commission for the Blind and Visually Impaired, the Division for the Deaf, organizations for particular constituencies, support groups for people with specific disabilities, vendors with product lines that may assist in accommodations, and etc.
- Encourage and assist students to develop self-advocacy skills.
- When necessary, serve as a liaison between students and faculty or counselors and administrators.
- Ensure that services are being provided consistent with university, state, and federal guidelines.

Section II: How Does a Student Obtain Services?

General Procedure for Receiving Accommodations

Step 1: The student must contact the Office of Student Success to request services during his/her time as a Campbell University student. *The University is not responsible for identifying students with disabilities and is not required to provide services unless proper procedures have been followed in making a request.*

Step 2: The student must schedule an appointment (online, in person, or on the phone) with the Director to provide documentation of the disability and to complete the appropriate paperwork.

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

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

Foreign Language Accommodations

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

More Info

For any student who has been deemed eligible for special services, Campbell provides accommodations and/or modifications to policies and practices in order to ensure that all students have equal access to all Campbell programs, services, and activities. ***The purpose of***

accommodations is not to ensure success, but rather to provide access and equal educational opportunity.

Accommodations will not be provided retroactively. Any student who is approved for accommodations is entitled to services and accommodations only from the date that approval is given. For academic accommodations, this is the date that the student's instructor receives and signs the LOA. Even if the student can establish that he or she had a disability at the time of the course in question, Campbell will generally not expunge or re-examine coursework completed before the student was reviewed and approved for accommodation.

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

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

Standard services for students approved for accommodations include:

- accessible classrooms
- academic accommodations

Reasons for denial of an accommodation may include the following:

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

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

Confidentiality of Information

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

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

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

A student must give written authorization to release information when he/she wishes to share it with others. The student must specify the information to be released, the purpose of the release, and to whom the information is to be forwarded. This release can be handwritten or a form can be obtained from Student Success.

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

Section III: Student Responsibilities

General Student Responsibilities

1. Identify him/herself to the Disability Services Office (housed in Student Success)
2. Provide documentation which conforms to the University's guidelines
3. Any student approved for accommodations is responsible for retrieving his or her Letter of Accommodation from the Director
4. Once approved, the student must provide the Director with a list of instructors for each semester that accommodations are desired
5. See headings below for additional responsibilities

Responsibilities of a Student Approved for a Note Taker

Any Student approved for a note taker or note manuscript must make this request as soon as possible, preferably ***within the first two weeks of the beginning of the term***. Note Takers may take up to 14 business days to be assigned.

1. Meet with the Campus ADA Coordinator to request a note taker. Students may recommend a student to serve as his/her note taker.
2. Communicate with the Note Taker or instructor and determine how notes or manuscripts will be obtained.
3. Report any Difficulties to the Campus ADA Coordinator as soon as possible. Waiting to the end of the term to report any problems is not considered an excuse for poor performance
4. Note Taking services do not excuse a student from attending or paying attention in class.
5. Promptly Inform the Campus ADA Coordinator if this service is no longer needed

Responsibilities of a Student Approved for Testing Accommodations

1. At the beginning of the term and at least one week prior to the first scheduled test, the student should discuss with the instructor all approved exam accommodations.
 - a. This should be done when the student delivers his/her LOA to the instructor. This discussion should answer the questions of how the instructor will provide testing accommodations. If the instructor is unsure of how to provide the accommodations, please see the Campus ADA Coordinator or contact the Director of Student Success.
 - b. Students with accommodations for a separate test setting should discuss this with their instructor ***no less than one week*** prior to the test so as to allow ample time to find a space to accommodate this need.
2. A test taken with extended time should be taken at the same time as regular exams
 - a. This relates to any timed exam that is open for a specified period of time

If at any time you feel your instructor is not adequately meeting your accommodations, discuss this with the instructor and the Coordinator immediately. Remember, the instructor is only required to provide accommodations specifically listed in the LOA.

Responsibilities of a Student Approved Books/Text in Alternate Formats

Student Responsibilities:

1. At least 30 days prior to the start of the term provide the Coordinator with a list of all books and texts and provide specific requests as to which parts of the provided materials require conversion.
2. Arrange for receipt of converted materials
3. The Department of Online Education will work collectively with online students and the Department of Student Success to accommodate needs for alternately formatted texts appropriately.

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

Responsibilities of a Student Approved for interpreting/captioning services

1. Any student approved for interpreters/captionists must make his/her request through the director at least 30 days prior to the start of the term. Requests made after this time will be honored, but delays may occur.
2. As a courtesy, inform professors that an interpreter/captionist will be present in the class.
3. Immediately inform the director if this service is no longer required.
4. Immediately report to the director any difficulties experienced with the interpreting/captioning service.
5. Inform the director at least 48 hours before a planned absence that services will not be required for the class that will be missed.

Section IV: Documenting a Disability

General Documentation Guidelines

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

- A clear diagnostic statement of the disability prepared by a **licensed professional**,
- A description of the manner in which the disability limits the student in a specified major life activity and the severity of the limitation,
- A letter prepared by the student describing any past experiences with disability accommodations in an educational setting, including any additional information the student believes will be helpful in determining his/her accommodation plan,
- Test Results (if applicable).

It is the responsibility of the student requesting the accommodations and services to document the disability. As such, any related costs of evaluations are also the responsibility of the student. Campbell does not conduct **any** onsite evaluative testing.

Documentation must be descriptive of **current functioning**. As such, the age of documentation accepted may vary depending on the condition. If you are unsure that your documentation describes how your disability is affecting you currently, please contact the Director of Student Success for further guidance.

An Individualized Education Plan (IEP) or a 504 plan may help to supplement a more comprehensive test battery but are generally insufficient documentation when presented alone.

Section V: Grievance Procedure

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

- 1.** All Requests for accommodations or special services should first be brought to the Director of Student Success (see section II). Problems with approved accommodations or services should first be reported to the Campus ADA Coordinator in writing.
- 2.** If the Student is unable to resolve the matter with the coordinator, the student and should forward the complaint to the Director of Student Success for an informal resolution.
- 3.** If a resolution is still not found, the complaint will be forwarded to the Dean of Extended Programs. The Dean will arrange a meeting with the student and the Director within 10 business days of receiving the complaint.

Appendix A: Staff Contact information

Laura T. Rich
Director of Student Success / ADA/504 Compliance Officer
Student Services Building
227 Main Street
Buies Creek, NC 27506
(910) 814-4364
(910) 814-5710 fax
richl@campbell.edu

Dr. John Roberson
Dean of Extended Program
79 Bolton Rd.
PO Box 265
Buies Creek, NC 27506
(910) 893-1278
robersonj@campbell.edu

Julianne Rowland
Office Manager, ADA Coordinator, **Camp LeJeune**
(910) 451-2836
Rowland@campbell.edu

Amanda McRae
Lead VA Counselor, ADA Coordinator, **Fort Bragg**
(910) 436-3242
mcraea@campbell.edu

Philip Ledford
Academic Director, ADA Coordinator, **RTP/Morrisville**
(919) 468-8844
ledfordp@campbell.edu

Thomas Ferguson
Enrollment Counselor, ADA Coordinator, **Online Education**
(910) 893-7899 (option 1)
fergusont@campbell.edu

Jessica Hatcher
Tutoring information, questions and requests, **All Extended and Online Programs**
(910) 893-7899 (option 1)
hatcherj@campbell.edu

Appendix B: Tips for Working with Faculty Members

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

Introduce yourself to each instructor as soon as possible. You may want to email your professor to set up an appointment or to inform them of any special needs that may arise and share your LOA. Do this during the first week of class if possible.

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

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

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

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

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

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

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

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

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

Appendix C: Legal Decisions and Implications

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix D: Compliance Statements

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

Campbell University reaffirms its standing policy of nondiscrimination. It is the intention of the University to cooperate as fully as possible with the applicable requirements and provisions of the various state and federal employment, educational, and labor laws, including but not limited to Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act, Executive Order 11246, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, Title IX of the Education Amendments of 1972 (Title IX), or any other federal or state nondiscrimination laws, rules, or regulations.

The University is committed to administering all educational programs and employment activities without discrimination as to race, color, sex, gender, age, national origin, religion or disability, or status as a veteran, except where exemption is appropriate and allowed by law. This policy of nondiscrimination is applied to the recruitment, hiring, assignment, retention, and discharge of employees. Employees, students, and applicants of Campbell University will not be subjected to any form of harassment or discrimination for exercising rights protected by, or because of their participation in, an investigation or compliance review related to a violation of any of the foregoing laws.

Campbell University also maintains affirmative action programs to implement our equal employment opportunity policy. Employees or applicants who wish to review appropriate portions of these affirmative action programs may schedule an appointment to do so by contacting the Vice President for Business and Treasurer at the Buies Creek campus, during normal business hours.

Family Education Rights and Privacy Act of 1974

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

Rehabilitation Act of 1973

In accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Inquiries may be directed to James O. Roberts, Post Office Box 97, Buies Creek, North Carolina 27506.

Americans with Disabilities Act of 1990 (ADA) as amended (ADAAA)

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

Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681, et seq)

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not discriminate on the basis of race, color, sex, gender, age, national origin, religion or disability, or status as a veteran, except where exemption is appropriate and allowed by law in admissions nor in the administration of educational programs, activities, and policies and Title IX requires it not discriminate in such a manner. Students who believe they have been subjected to discrimination or harassment in violation of this policy should follow the procedure outlined in the Student Handbook for a Title IX violation. Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to: Mr. Robert C. Cogswell, Jr., Title IX Coordinator, 95 Bolton Rd., Buies Creek, NC, 27506, 910-893-1217/FAX 910-814-4361; cogswell@campbell.edu. Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, District of Columbia Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-1475. Telephone:(202) 453-6020; Facsimile:(202) 453-6021; Email: OCR.DC@ed.gov

If you believe you have been the subject of sexual assault, harassment, discrimination, or violence, this should be reported to the Title IX Coordinator. The process involves an immediate initial investigation to determine if there is reasonable cause to believe the nondiscrimination policy has been violated. If so, the University will initiate a prompt, thorough and impartial investigation. This investigation is designed to provide a fair and reliable determination about whether the university's nondiscrimination policy has been violated. If so, the university will implement a prompt and effective remedy designed to end the discrimination, prevent its recurrence and address its effects. Please refer to the Student Handbook for the policy and procedures.

Appendix E: Policy for Service Animals on Campus

I. Service Animals (Including Service Animals in Training)

The Americans with Disabilities Act (ADA) requires that a covered entity permit the use of a service animal by an individual with a disability in any area open to the general public. The ADA defines a service animal as any dog (and in some cases miniature horses) 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. The work or task performed by a service animal must be directly related to the person's disability. Dogs, and in some cases miniature horses, are the only species considered as service animals under the ADA.

Additionally, in compliance with North Carolina law, service animals in training may be brought into the premises of entities that serve the public for the purpose of training when the animal is accompanied by a person who is training the service animal and the animal wears a collar and leash, harness, or cape that identifies the animal as a service animal in training.

Campbell University does not require documentation, such as proof that the animal has been certified, licensed, or training as a service animal. Campbell University should not ask about the nature or extent of a person's disability to determine whether a person's animal qualifies as a service animal. Campbell University may make two inquiries to determine whether the dog qualifies as a service animal, which are:

1. Is the service animal required because of a disability?
2. What work or task(s) has the animal been trained to perform?

II. Responsibilities of Individuals with Service Animals

Campbell University is not responsible for the cost, care or supervision of service animals. Handlers are responsible for the control of their service animal at all times. The handler is responsible for designating an alternative caregiver for the animal if the handler is unable to do so.

Service animals must be restrained with a harness, leash, or tether at all times, unless either the handler is unable because of a disability to use a harness, leash, or 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. If the service animal is not tethered, it must be otherwise under the handler's control (e.g. voice control, signals, or other effective means).

The handler is responsible for immediate clean-up and proper disposal of all animal waste. Campbell University will designate specific relief areas. Students should contact Student Success and employees should contact Human Resources for more information.

Campbell University will not require any surcharges or fees for service animals. However, a handler may be charged for damage caused by the service animal to the same extent that Campbell University would normally charge a person for the damage they cause. A person who brings a service animal onto Campbell University property has all the responsibilities and liabilities placed on any person by any applicable law when that person owns or uses any animal, including liability for any damage done by the animal.

The handler is responsible for providing a copy of the animal's vaccination and immunization records to the College and is responsible for adhering to all local animal health ordinances. Students should provide this information to Student Success and employees should provide this information to Human Resources.

IV. Exceptions and Exclusions

Campbell University may pose some restrictions on and may even exclude a service animal in certain instances. Restrictions or exclusions will be considered on a case-by-case basis in accordance with applicable laws.

A service animal may be excluded from campus, classrooms, or other facilities, if:

- It poses a direct threat to the health or safety of others that cannot be reduced or eliminated by reasonable modifications;
- it is out of control or is disruptive and the animal's handler does not take effective action to control it;
- it is not housebroken; or
- its presence alters the nature of the programs, services, or activity.

For students, Student Success is responsible for the verification of and making decisions about the exclusion of any service animal. For employees, Human Resources is responsible for the verification of and making decisions about the exclusion of any service animal. The exclusion procedure will include an individualized assessment of all pertinent facts and evidence in support of the exclusion. Handlers will have an opportunity to resolve the issues that would warrant the exclusion prior to final decisions about the exclusion.

V. Grievances

Handlers who are dissatisfied with a decision concerning a service animal have the right to file an appeal or grievance of the decision. Students who wish to file a grievance must follow the grievance procedure found in the Student Guide for Accessing Disability Services. Employees who wish to file a grievance must contact Human Resources.

VI. Guidelines for Members of the Campbell University Community

To ensure equal access and nondiscrimination of people with disabilities, members of the Campbell University community must adhere to the following guidance and practices:

- Do not assume that a service animal is a pet.

- Refrain from asking questions about a person's disability. However, if an individual's need for a service animal and the qualifications of the animal are not obvious, the handler may only be asked: (a) whether the animal is required because of a disability; and (b) what work or task(s) the animal has been individually trained to perform.
- Do not pet a service animal, as it distracts the animal from its work or task.
- Direct all questions and concerns about service animals to Student Success.