

**Dr. Dollye M. E. Robinson Liberal Arts Complex  
Jackson State University**

**Thursday, April 29, 2004  
Theme – “Accommodation Bring Compliancy”**

**The “ABC” Handouts  
Contents**

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**ATTENTION!**

- What: If you are a **person with a disability** and would like Jackson State University to assist you during your stay?
- Where: Contact the **Office of Support Services for Students and Employees with Disabilities**. We are located at B. F. Roberts Hall Office # 112.
- 601.979.3704 (telephone)**  
**601.979.6919 (TTY)**  
**601.979.6918 (fax)**  
<http://ccaix.jsums.edu/ada/>
- Why: We are committed to reasonably accommodate all of the JSU Family and we welcome your presence. Good luck in your endeavors and visit us for all of your disability concerns.

## **Intake Process**

- **Person must meet qualifications**
- **Must self identify**
- **Must successfully complete a Request for Services Form and an Interview at B. F. Roberts Hall #112 (ADA Office)**
- **Must provide Supporting Documentation**
- **The ADA Coordinator will authenticate the process**
- **A Letter of Notification is forwarded on a need-to-know basis only.**

## Involvement Opportunities

Office of Support Services for Students and Employees with Disabilities

### **Jackson State University**

“ADA Involvement Possibilities”

Spring 2004

The following exists to enhance interacting with persons with disabilities within the JSU family. These efforts have been designed to promote inclusiveness and to encourage representation from persons and organizations matriculating within the university. Additionally, they serve as catalysts for strengthening ties with the ADA Office and the university family as a whole. Interested persons should contact the Office of Support Services for Students and Employees with Disabilities at 601.979.3704 (telephone), 601.979.6919 (TTY), 601.979.6918 (fax), or visit our website at <http://ccaix.jsums.edu/ada/>.

**The ADA Volunteers** – persons from the JSU family that would like to voluntarily participate in university efforts through the ADA Office as needed

**The ADA Emergency Preparation Task Force** – this effort consist of volunteers from the JSU family that participate in advisory efforts centered around enhancing the evacuation efforts for persons with disabilities during emergencies

**The ADA Technology Task Force** – this effort consist of volunteers from the JSU family that participate in advisory efforts centered around enhancing technological efforts for persons with disabilities within the university

**The ADA Advisory Board** – persons from the JSU family meet to give input on reasonably accommodating persons with disabilities at scheduled dates and times; this is designated to involve representation that reflects inclusiveness

**The ADA Signage Advisory Task Force** – persons from the JSU family participate in advisory efforts centered around enhancing signage efforts throughout the university for persons with disabilities

**The Individual Newsletter Advisory Board** – persons from the JSU family that participate in advisory efforts in collaboration with the *Individual: the Official Newsletter of the ADA Office*; this is designed to promote healthier interactions and awareness for persons with disabilities

**The ADA Executive Advisory Board** – consists of one or two representatives from the various ADA university committees, the JSU General Counsel’s Office representative, and committed at-large participants designated by the ADA Coordinator; this group serves as the premier advisory cabinet to the ADA Coordinator

## **Questions and Answers: A Faculty Guide to Accommodating Students With Disabilities**

### **Q. Who is considered to be disabled in the eyes of the law?**

A. A person with a disability includes any person who has a physical or mental impairment which substantially limits one or more of the person's major life activities (e.g., reading, writing, speaking, hearing, seeing, walking, etc.). "Substantially" means that one's ability in a particular major life activity is significantly worse than that of the average person in the general population. The Americans with Disabilities Act and Section 504 of the Rehabilitation Act protects the civil rights of individuals who are qualified to participate and have disabilities such as, but not limited to:

- Attention Deficit Disorders
- Blindness or low vision
- Cerebral palsy
- Chronic illnesses
- Deafness or hearing impairment
- Drug or alcohol addiction (only those in recovery programs and not currently using)
- Epilepsy or seizure disorders
- Learning Disability
- Orthopedic impairment
- Psychological or psychiatric disorders
- Speech disorders
- Spinal cord or traumatic brain injury
- Tourette's Syndrome

### **Q. What are the most common disabilities in college students?**

A. The American Council on Education stated in its 1999 report on college freshmen with disabilities that about 9% of all full-time, first-time students report have disabilities. Of this number, 41% report having learning disabilities, 19.3% report having health-related disabilities, 13.3% report being partially sighted or blind, 11.6% report a hearing disability, 9.1 % report an orthopedic disability, 5.3% report a speech disability, and 21.8% report some other disability (the figures quoted exceed 100% because students could report more than one disability).

### **Q. What are learning disabilities?**

A. Learning Disabilities is a generic term that refers to a heterogeneous group of neurological disorders that interfere with an individual's ability to receive, process, store, retrieve, or produce information. These disorders create a gap between an individual's true capacity to learn and his or her productivity and performance. Learning disabilities can affect reading, spelling, written and spoken language, acquisition of foreign

language, comprehension, mathematics ability, organizational skills, reasoning abilities, and social interaction. Learning disabilities occur in the presence of average or above average intelligence - the term is not synonymous with mental retardation.

**Q. How can I recognize learning disabilities?**

A. Learning disabilities may be indicated when a student's performance is significantly lower in some area(s) than would be expected given his or her intelligence and ability in other areas. Some symptoms include pronounced difficulty in:

- Keeping letters and words in order when reading or writing
- Dropping endings off words and omitting small "function" words (e.g., "if," "but," "so," "to") when reading or writing.
- Sequencing ideas in logical fashion.
- Expository as opposed to informal or narrative writing
- Oral expression of ideas is significantly better than written expression
- Comprehending what one has heard or read
- Efficiently retrieving information from memory
- Organization, time management skills
- Understanding time and number concepts
- Visual-spatial awareness, sense of direction
- Maintaining consistent levels of performance
- Accurately perceiving verbal and non-verbal social cues

Sometimes students with learning disabilities display poor attitudes towards learning and demonstrate self-defeating behaviors such as lateness to class, frequent absences, lack of participation in class, and a tendency to avoid rather than seek out help from professors. These behaviors are usually not the root of the problem in a student with a learning disability, but rather are maladaptive responses to the problem.

**Q. What should I do when a student requests accommodations in my class?**

A. Ask the student for a letter of verification of disability from the ADA Office that describes the accommodations needed for that class. You are encouraged to refrain from granting requests for accommodation by students who cannot present you with this letter, as you will not have any way of knowing whether or not the student actually needs such accommodation. It is the student's responsibility to obtain a letter of verification after providing acceptable documentation of disability to the ADA Office, and to deliver it to his/her professors. Take the time to engage the student in a discussion of his/her learning difficulties and to encourage him/her to seek your assistance when encountering difficulty with the class material.

**Q. What should I tell students who do not have a letter from the Office of Disability Services?**

A. Simply refer them to The Office of Support Services for Students and Employees with Disabilities, B. F. Roberts Hall, #112. Phone # is 601.979.3704. If the student has

provided the ADA Office with acceptable documentation, she will prepare a letter of verification and accommodation.

**Q. Will I be permitted to review the documentation of a student's disability?**

**A.** No, the ADA Office is legally bound to ensure that all information pertaining to a student's disability remains confidential, just as all medical information is confidential. Specific information about a student's disability may be shared with others only when the student has signed a consent form which explicitly states with whom the information may be shared, or if the student signs a consent form that allows information to be shared with key administrators on a need-to-know basis.

**Q. What if a student thinks he might have a learning disability but has never been tested?**

**A.** Refer the student to the ADA Office. A screening assessment will be conducted to determine the need for comprehensive diagnostic testing and an appropriate referral will be made to a professional qualified to render diagnoses of LD (or other possible disorder). The ADA Office does not conduct learning disabilities assessment. However, limited services are provided through the Applied Psychological Services Clinic in the Dr. Dollye M.E. Robinson Liberal Arts Complex, Third Floor, 601.979.3381. It is the responsibility of the student to procure and pay for such assessment.

**Q. If I suspect that a student might have a learning disability, is it appropriate to share my observations and concerns with the student?**

**A.** Certainly. However, be sure to engage the student in conversation privately. Remember that students who are struggling academically may be defensive when queried about their difficulties, so try to set a tone of acceptance and genuine desire to help. You could tell the student that certain aspects of his/her performance on assignments or tests are similar to those of students with learning disabilities. Invite the student to consider whether it might be beneficial to set up an appointment with the ADA Office to explore the possibility of an undiagnosed learning disability, or other disorder that interferes with learning.

**Q. Do reasonable accommodations mean lower standards for students with disabilities?**

**A.** No. By allowing reasonable accommodations, students with disabilities are afforded equal opportunity to access information and achieve the same high standards expected of all our students. Appropriate modifications to academic requirements simply remove discriminatory barriers, and allow the student to be evaluated in terms of his/her ability rather than disability. Although it is the responsibility of the ADA Office to determine what accommodations are needed to ensure access and minimize the impact of the disability, it is important that faculty members ensure that the proposed accommodations do not dilute the standards of the course. Faculty members with concerns about

accommodations should not hesitate to discuss their concerns with the ADA Office. Frequently, successful provision of accommodation is the outcome of negotiations between student, professor, and the ADA Office.

**Q. What are some accommodations I might be asked to provide in my class?**

A. Typical accommodations include:

- ◆ Extended (but not unlimited) time on tests
- ◆ Distraction-reduced test environment
- ◆ Audio-tape lectures
- ◆ Peer note takers
- ◆ Copies of overheads
- ◆ Advance outline of lecture topics
- ◆ Readers for exams
- ◆ Textbooks on tape
- ◆ Opportunities for oral demonstration of knowledge
- ◆ Scribes for essay exams
- ◆ Handouts and exams on certain color paper
- ◆ Handouts and exams in enlarged font
- ◆ No penalty for spelling/grammatical errors on in-class work

Less frequent accommodations might include:

- ◆ Alternative test formats
- ◆ Use of FM listening devices (hard-of-hearing or ADHD students)
- ◆ Interpreters (deaf students)
- ◆ A table and chair rather than traditional desk
- ◆ Opportunity to take a short break during the class

**Q. How do I arrange for a distraction reduced test site or a proctor for the student?**

A. The ADA Office will assist in making these arrangements. Tests can be proctored by paid student workers (upperclassmen in good academic standing) in the library's Independent Study Rooms. It is the student's responsibility to request this service at least a week in advance of the test date by contacting the ADA Office. The ADA Office will send professors an exam request form which should be completed and returned with a copy of the exam at least a day before the exam. The ADA Office delivers the completed exam to the professor within 24 hours.

**Q. What should I do if the student does not wish to utilize the accommodations set forth in his or her letter of verification?**

A. The student may choose not to use an accommodation at any time. However, it behooves faculty to document such instances, to protect themselves and the college in the event that a student files a complaint with the Office of Civil Rights (OCR) alleging that his or her need for accommodation has not been met. The ODS attaches a form to record such instances on the letter of verification the student presents to you each semester. You

should keep such documentation on file for 180 days beyond the last day of class, as this is the time frame within which a complaint may be filed with OCR.

**Q. What if I disagree with the accommodations described in the letter?**

**A.** Making reasonable accommodations for students with disabilities is mandated by federal law. However, the manner in which a student's needs are accommodated is negotiable. If you have a pedagogical disagreement with the appropriateness of an accommodation, call the ADA Coordinator to discuss your concern.

If an agreement cannot be reached, register your concern with the Chief of Staff – Office of the President. If changes are made to the accommodations outlined in the letter of verification, a new one will be issued with the agreed upon changes.

**Q. How can I make students with disabilities more comfortable in my class?**

**A.** Include an accommodation statement in your course syllabi such as, "If you have a documented disability that requires accommodation, please let me know so that I can assist you." You could also make such an announcement orally the first day of class. Remember to protect the student's right to confidentiality by speaking to the student about his or her disability in your office rather than in the class or hallway. Refer to the article on etiquette when speaking to people with disabilities found on the ADA Office homepage.

**Q. What considerations should I bear in mind when advising a student with a disability?**

**A.** Remember that it is not permissible by law to counsel students with disabilities toward more restrictive careers than are recommended for non-disabled students, or away from an area of interest simply because of the disability. However, it is permissible, and certainly most ethical, to inform the students of the requirements of a profession and help them understand the difficulties they may encounter in a particular career that relate to their disability. For example, if a student has a learning disability in the area of mathematics (dyscalculia) and wishes to pursue a career in teaching, the student should be made aware that he/she will be expected to pass exams requiring solid math skills as part of the teacher certification process. It is also important that students with disabilities seek adjunctive academic advising from the ADA Office. Because students with disabilities frequently have priority registration as an accommodation, course schedules can be arranged that give them classes at peak learning times (e.g., a student taking morning medication for control of epilepsy may need to avoid early classes due to sedation), with adequate breaks between classes (e.g., a student with ADHD may need substantial "downtime" between classes to be able to regain focus.), and so on.

## **Assisting People with Disabilities In A Disaster**

**People with disabilities who are self-sufficient under normal circumstances may have to rely on the help of others in a disaster.**

**Please visit: <http://www.fema.gov/rrr/assistf.shtm>**

### **Emergency Evacuation**

In working with students or employees with disabilities, safety during emergencies is a priority concern. Discussion with the person with the disability should occur as soon as possible.

Before this discussion, you will need information about building. Is there a sprinkler system? Are fire drills held? Where are the designated areas of refuge? What are the planned evacuation routes? The employee and student may know their best means of egress and can inform you of their preferences. It is important to keep in mind that no one evacuation techniques will work with all disabilities or even with several individuals who have the same disability. Be sure all evacuation materials/information are available in alternate format. A plan must be in place for visitors or guests.

As part of project HEATH, in 1978 the College and University Personnel Association conducted a national series of three-day seminars on Section 504 compliance. Addressing more than 100 college administrators in each of 12 cities, CUPA presented guidelines that emphasized the philosophy that planning for emergency evacuation of individuals with disabilities must be based on respect for their right to unrestricted access to the same choices that others on the college campus enjoy. They indicated that the following points must be recognized in developing campus emergency evacuation plans:

1. Activities in which individuals with disabilities have an interest cannot be restricted to the first floor of a building.
2. Emergency plans cannot depend on having schedules for individuals with disabilities pre-posted with security.
3. Individuals with disabilities cannot be required to carry a beeper to be activated when an alarm sounds.
4. Plans cannot require that individuals with disabilities not be alone in a non-ground floor area.
5. If special "safe" areas are provided on each floor of a building, there must be contingency plans for circumstances that make access to these areas impossible.

6. Universities should adopt a policy of encouraging individuals with disabilities to take responsibility for pre-planning for emergencies for themselves, including provision for getting word to building and outside-building authorities.
7. An all-out emergency may leave no alternative to carrying an individual with mobility impairment out of the building with the help of officials or “Good Samaritan” civilians. However, other alternatives should be considered in lesser emergencies, given the severe risk to an individual with mobility impairment when carried down a lengthy stairway by any method. There is particular risk to an individual with considerable sensory loss in lower limbs and trunk. An unintentional spill on the stairs or ground can easily result in a two or three day hospitalization before the presence of any fractures or internal injuries is even realized.

## **Evacuation: The ADA Link**

Facility access considerations include ensuring that all building occupants and visitors have a clear path out in an emergency

For more details please visit:

<http://www.facilitiesnet.com/MS/Nov/nov03security.shtml>

## **Helpful Communication Hints**

There are no strict rules when it comes to relating to people with disabilities. However, here are some helpful hints.

### **General**

- Treat people with disabilities with the same respect and consideration that you do with others.
- Ask a person with disability if he/she needs help before helping
- Talk directly to the person with a disability, not through the person's companion.
- Avoid negative descriptions of a person's disability. For example, "a person who uses a wheelchair" is more appropriate than "a person confined to a wheelchair."
- Refer to the person first and then the disability. "A man who is blind" is better than "a blind man" because it emphasizes the person first.

### **Visual Impairments**

- Be descriptive for people with visual impairments. Say, "The computer is about three feet to your left," rather than, "The computer is over there."
- When guiding people with visual impairments, offer them your arm rather than grabbing or pushing them.
- Always ask permission before you interact with a person's guide or service dog.

### **Learning Disabilities**

- If asked, read instructions to users with a specific learning disability.

### **Mobility Impairments**

- Try sitting or crouching to the approximate height of people in wheel chairs when you interact.

**Speech Impairments**

- Listen carefully and ask people with speech impairments to repeat what they have said if you don't understand.

**Hearing Impairments**

- Face people with hearing impairments and speak clearly when you talk to them so they can see your lips.

## Emergency Evacuation Preparedness

- Master the Skill of Giving Quick Information on How Best to Assist You. Please visit: <http://www.cdihp.org/masterskill.htm>
- Establish a Personal Support Network. Please visit: <http://www.cdihp.org/personalnetwork.htm>

## ADA Resources

- [www.icdi.wvu.edu/Others.htm](http://www.icdi.wvu.edu/Others.htm)
- Assistive Technology: [www.abilityhub.com/index.htm](http://www.abilityhub.com/index.htm)
- Training: [www.disabilitytraining.com/](http://www.disabilitytraining.com/)
- Emergency Evacuation: [www.fema.gov/rrrr/assistf.shtm](http://www.fema.gov/rrrr/assistf.shtm)
- Emergency Evacuation Preparedness: [www.cdihp.org/masterskill.htm](http://www.cdihp.org/masterskill.htm)
- Academic Exchange: [www.higher-ed.org/AEQ/](http://www.higher-ed.org/AEQ/)
- A Guide for People with Disabilities Seeking Employment: [www.eeoc.gov/facts/adaguide.html](http://www.eeoc.gov/facts/adaguide.html)
- Attention Deficit Disorder Association: [www.add.org/index.html](http://www.add.org/index.html)
- DO-IT Program (For Faculty and Students): [www.washington.edu/doi/](http://www.washington.edu/doi/)
- Higher Education resource Hub: [www.higher-ed.org/](http://www.higher-ed.org/)
- Learning Disability Association of America: [www.1danati.org/](http://www.1danati.org/)
- Learning Disability on Line: [www.1doonline.org/](http://www.1doonline.org/)
- Mental Health Network: [www.mentalhelp.net/](http://www.mentalhelp.net/)
- National Association for the Deaf: [www.nad.org/](http://www.nad.org/)
- National Federation for the Blind: [www.nfb.org/](http://www.nfb.org/)
- Recording for the Blind and Dyslexic: [www.rfbd.org/](http://www.rfbd.org/)
- The Faculty Room: [www.washington.edu/doi/Faculty](http://www.washington.edu/doi/Faculty)

- U. S. Department of Justice ADA Home Page: [www.usdoj.gov/crt/ada/adahom1.htm](http://www.usdoj.gov/crt/ada/adahom1.htm)
- Title II And ADA: [www.usdoj.gov/crt/ada/pubs/t2qa.txt](http://www.usdoj.gov/crt/ada/pubs/t2qa.txt),  
[www.usdoj.gov/crt/ada/reg2.html](http://www.usdoj.gov/crt/ada/reg2.html)
- Organizations/Meetings: [www.ahead.org/conferences.html](http://www.ahead.org/conferences.html),  
[www.janweb.icdi.wvu.edu/NAADAC/](http://www.janweb.icdi.wvu.edu/NAADAC/)

**Ability Self-Assessment – Phase One**  
**Office of Support Services for Students and Employees with Disabilities**  
**Jackson State University**  
**Emergency Evacuation Preparedness**

**Possible area(s) of concern during an emergency:**

- Evacuating a site after usual business hours
- Visual
- Hearing
- Deaf
- Blind
- Speech
- Memory
- Judgment
- Learning and Related Information Processing
- Physical
- Assistive Device Users
- Allergies
- Multiple Chemical Sensitivities (MCS)

Evaluate your capabilities, limitations and needs, as well as your surroundings to determine what type of help you will need in an emergency. Please indicate **yes** – (X) or **no** - (X ) for every question or **boldface indicator**, i.e., (yes) – (X) - **essential flashlight?**

Yes	No	Abilities/Preparedness
		Do you know the location of all fire alarms and extinguishers in your area? <ul style="list-style-type: none"> <li>• Are you able to activate the fire alarms?</li> </ul>
		Can you operate a fire extinguisher in your area? <ul style="list-style-type: none"> <li>• If yes, have you had practices using one?</li> </ul>
		<b>Do you know the location of ALL exits in your area?</b> <ul style="list-style-type: none"> <li>• Have you <b>evaluated your ability to use them</b> in case of <b>emergency?</b></li> </ul>
		<b>Have you determined how you may be of assistance to others in an emergency?</b> <i>(i.e. guiding people to and through darkened spaces and exits if you have no or low vision, offering calming and emotional</i>

		<i>support, etc.)</i>
<b>Yes</b>	<b>No</b>	<b>Abilities/Preparedness</b>
		<b>If applicable, have you anticipated how a person will function if their service animal becomes confused, panicked, frightened or disoriented during an emergency evacuation effort? Note: A harness leash, pad protectors (for hot asphalt, hot metal stairs, broken glass) are important items for managing a nervous or upset animal. Be prepared to use alternative ways to negotiate your environment (i.e. sighted guides, members of your personal support network who can offer emotional support).</b>
		Do you keep <i>critical carry-with-you supplies</i> in case of an emergency?
		<ul style="list-style-type: none"> <li>• <i>Essential medication?</i></li> </ul>
		<ul style="list-style-type: none"> <li>• <i>Small flashlight?</i></li> </ul>
		<ul style="list-style-type: none"> <li>• <i>Fully charged portable devices and extra batteries</i>, such as a cell phone. Many people used cell phones and two-way pagers on 9/11/01 to alert authorities or to call loved ones.</li> </ul>
		<ul style="list-style-type: none"> <li>• <i>Paper and pencil?</i></li> </ul>
		<ul style="list-style-type: none"> <li>• <i>Customized, pre-printed message?</i></li> </ul>
		<ul style="list-style-type: none"> <li>• <b>Emergency Health Information</b> – Note: It should communicate to rescuers what they need to know if they find you unconscious or incoherent or if they need to quickly help evacuate you (list of current medications, allergies, special equipment, names, addresses, and telephone numbers of doctors, pharmacies, family members, friends, and any other important information).</li> </ul>

### Evacuating a site after usual business hours

Determine your risks regarding being in the building after usual working hours when there are fewer people to provide emergency assistance.

<b>Yes</b>	<b>No</b>	<b>Abilities/Preparedness</b>
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		<ul style="list-style-type: none"> <li>• <b>Is there a way you can make your presence known to others including personnel in the security or emergency control center, when in the building after hours?</b></li> </ul>
<b>Yes</b>	<b>No</b>	<b>Abilities/Preparedness</b>
		<ul style="list-style-type: none"> <li>• <b>Do you know how to reach emergency personnel in case on an emergency?</b></li> <li>• <b>Would you like to receive helpful awareness training to assist you in being better prepared for potential emergency evacuation situations that may occur in your area, i.e., facility where you work?</b></li> </ul>

## SPECIAL EVENTS ACCESSIBILITY CHECKLIST

For advanced planning during activities, please consider the following for accessibility:

Criteria Considerations		If “No,” Consider the following
Accessible Entrance		
<ul style="list-style-type: none"> <li>○ <b>Path of Travel</b> – Is there a path of travel that does not require the use of stairs</li> </ul>	Yes No	<ul style="list-style-type: none"> <li>○ Add a ramp if possible</li> <li>○ Add an alternative route on level ground if possible</li> <li>○ Relocate the program, or call the ADA Office to discuss other potential options</li> </ul>
<ul style="list-style-type: none"> <li>○ Is the path at least 36” wide?</li> </ul>	Yes No	<ul style="list-style-type: none"> <li>○ Enlarge the pathway if possible</li> <li>○ Relocate the program, or call the ADA Office to discuss other potential options</li> </ul>
<ul style="list-style-type: none"> <li>○ Are curb cuts located in the parking lot and at drop-off areas?</li> </ul>	Yes No	<ul style="list-style-type: none"> <li>○ Install curb cut or add ramp to curb if possible</li> <li>○ Relocate the program, or call the ADA Office to discuss other potential options</li> </ul>
<ul style="list-style-type: none"> <li>○ Are sufficient numbers of accessible parking spaces available closest to the accessible entrance?</li> </ul>	Yes No	<ul style="list-style-type: none"> <li>○ If JSU site, contact the Facilities Management Department to reconfigure spaces to provide accessible regular spaces (8’ wide + 5’ access aisle) and lift-equipped van spaces (16’ wide 98” of vertical clearance)</li> <li>○ Relocate the program, or call the ADA Office to discuss other potential options</li> </ul>

Criteria		If “No,” Potential Remedies
<ul style="list-style-type: none"> <li>○ If there are stairs at the main entrance, is there a ramp, lift or another accessible entrance?</li> </ul>	Yes No	<ul style="list-style-type: none"> <li>○ If it is not possible to make the main entrance accessible, create a dignified, alternate accessible entrance</li> <li>○ Relocate the program, or call the ADA Office to discuss other potential options</li> </ul>
<b>Usability of Rest Rooms</b> Are there at least 1 fully accessible male and female rest room or 1 accessible unisex rest room?	Yes No	<ul style="list-style-type: none"> <li>○ Reconfigure rest room or combine rest rooms to create one unisex accessible rest room if possible</li> <li>○ Relocate program, or call the ADA Office to discuss other potential options</li> </ul>
<b>Meeting Room(s)</b> If the site has multiple floors, is there an accessible elevator to the meeting room?	Yes No	<ul style="list-style-type: none"> <li>○ Relocate program, or call the ADA Office to discuss other potential options</li> </ul>
Is an accessible path of travel available to the meeting room?	Yes No	Relocate program, or call the ADA Office to discuss other potential options
<b>Publicity/Invitations for Event</b> Does your publicity/invitation contain information regarding reasonable accommodations?	Yes No	Use the suggested accommodation statement language on the ADA website ( <a href="http://www.jsums.edu/ada/">www.jsums.edu/ada/</a> )  If no permanent system, contact the ADA Office
Has a participant requested a sign language interpreter?	Yes No	View the ADA website ( <a href="http://www.jsums.edu/ada/">www.jsums.edu/ada/</a> ) for resources as well as tips for securing qualified interpreters

Has a participant requested handout materials in alternate format?	Yes No	See the ADA Office website for relevant information
<b>Criteria</b>		<b>If “No,” Potential Remedies</b>
Audiovisual Materials If videos are part of the program, are these videos captioned for participants with hearing impairments?	Yes No	When purchasing or renting AV materials, request closed captioned capability.  If unavailable contact the ADA Office to discuss options

Note: This information is available in alternative format upon request.

**Common Questions About title II of the Americans with disabilities act (ADA)**

- Please look at: <http://www.usdoj.gov/crt/ada/pubs/t2qa.txt>

## **Right Here**

**Can it start right here and be right here,  
See right here or flee right here?**

**Does it matter what happened before “right here,”  
Does it even matter what’s going on right here and right now?**

**Will you see clear - this year my dear,  
Will I stay near or far or even say mine or yours?**

**Is this dangerous to only deal with it like this,  
Not to check it out – search it out or direct it out?**

**Is that even your place – my place or our place,  
To taste and not waste is only part of a disgrace,  
Could it be okay to learn about right here before we move,  
Groove, sooth or even choose or began to loose?**

**Is right here wrong over there and not our air,  
Caused by a dare – standing on a snare and is that even fair,  
What if our start was simply a lowly continuation,  
And can that lowliness be based on humbleness or our stubbornness?**

**Again, can it start right here and be right here,  
See right here or flee right here?**