



Disability Services Center and ADA Compliance

POLICIES AND PROCEDURES MANUAL

JSU STUDENT CENTER
BOX 17156
2nd Floor, Room #2110
Jackson, MS 39217
(o) 601.979.3704
(f) 601.979.2187
adaservices@jsums.edu

STAFF:
Arron L. Richardson
Assistant Director
arron.l.richardson@jsums.edu
Samantha Manning
Administrative Assistant
samantha.e.manning@jsums.edu

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MISSION

The mission of the Disability Services Center/ADA Compliance (DSC) is to facilitate reasonable accommodations to students and employees in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The DSC is dedicated to seeing that each individual is afforded an inclusive environment with equal access to all educational programs, in the classroom and online, and university life.

We are committed to:

- Review presented documentation of disabilities
- Establish that students are eligible for disability services
- Determine reasonable accommodations
- Provide support and to advocate

It is the policy and practice of Jackson State University to comply fully with the requirements of the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008, and all other federal and state laws and regulations prohibiting discrimination on the basis of disability. The ADA was designed to extend civil rights protection to people with disabilities. Title II of the ADA mandates that government agencies or those that receive government funds make their programs and services accessible to persons with disabilities. Even before the passage of the ADA, JSU was covered by the Rehabilitation Act of 1973, sections 503 and 504, which mandated that programs and services be accessible to people with disabilities.

A disability is an impairment that substantially limits one or more major life activities. Disabilities covered by legislation include (but are not limited to) AIDS, blindness, cancer, cerebral palsy, diabetes, epilepsy, head injuries, hearing disabilities, specific learning disabilities, loss of limb(s), multiple sclerosis, muscular dystrophy, emotional disabilities, speech disabilities, spinal cord injuries, and vision disabilities.

Under the provisions of Section 504 of the Rehabilitation Act of 1973, Jackson State University may not:

- Limit the number of students with disabilities admitted
- Exclude a student with a disability from any course of study on the basis of his/her disability
- Counsel students with disabilities towards a more restrictive career than students without disabilities, unless such counsel is based on strict licensing or certification requirements in the profession
- Measure student achievement using modes that adversely discriminate against students with disabilities
- Institute prohibitive rules that may adversely affect the performance of students with disabilities

Students who have self-identified, provided documentation of disability, and requested 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.

DISABILITY SERVICES CENTER/ADA STAFF

Director

Responsible to the President's Office and Vice President for Student Affairs for serving as compliance officer for the university for the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act; developing and modifying ADA facility plan for the university including conducting physical audits and maintaining knowledge of needed improvements; approving renovation and new design projects to assure compliance with disability standards; reviewing documentation of disability and determining reasonable and appropriate accommodations for all students, faculty, and staff with disabilities; providing direct service to self-identified students based on disability; providing faculty with Faculty Accommodation Forms and consultation for accommodating students in the classroom; providing workshops for faculty, staff and administrators regarding disability issues and federal legislation; providing professional consultation regarding disability issues to major divisions of the university including Academic Affairs, Business and Finance, Human Resources, General Counsel, Student Affairs, and Intercollegiate Athletics; maintaining confidential files on students, faculty, and staff with self-identified disabilities; and performing other related duties as assigned.

Administrative Assistant

The Administrative Assistant is under general supervision of the Director of Disability Services and is responsible for performing a variety of administrative duties and manages the day to day clerical and administrative operations for the Department of Disability Services and ADA. The Administrative Assistant will provide clerical and administrative assistance to the Director of Disability Services and ADA. Responsible for receiving and answering calls for the Director and, as appropriate, provide requested information, take messages or redirect inquiries to the appropriate office; assist the Director in timely management of all communications, written, oral and telephone communication; maintains the Director's calendar by scheduling appointments and meetings; prepares agendas and materials for meetings; plans and coordinates visits to vocational rehabilitation, insuring appropriate administrators are notified of visits; plans and coordinates related vocational rehabilitation events as necessary; coordinates travel arrangements for the Director of Disability Services and ADA; maintains liaison with all levels of administration, including the President and Provost; composes routine correspondence for the Director from general oral instruction; proofreads drafts of correspondence for correct grammar, punctuation, spelling; makes corrections as needed to correspondence; manages documents including contracts, articles, and confidential proprietary materials; assists in the development of policies and procedures as appropriate; maintains financial records for the department and assists in the budgetary process for the department; creates and maintains Disability Services and ADA filing systems; maintains supplies inventory by checking stock to determine inventory level, anticipating needed supplies, placing and expediting orders for supplies, verifies receipt of supplies; tracks inventory of departmental office equipment such as PC's, laptops, printers, etc.; maintains workflow by studying methods, implementing cost reductions, and developing reporting procedures for computerization; and performs other duties as assigned.

Graduate Assistant

Attend class with assigned student and take notes for that student; proctor exams; assist student with lab class; provide clerical assistance; secures and administers exams; communicates with faculty and

students to schedule, maintains integrity of the exam process, and facilitates distribution and retrieval of documents; performs other duties as assigned.

Student Employee (Work-Study, Work-Aide)

Perform a variety of duties to assist students in the learning process. Maintain the Resource Room. Communicate on a regular basis with the administrative assistant and/or graduate assistant in order to maintain continuity of service to the students. Assist with Resource Room (computer lab) orientation to new students; Assist students with selection of programs and use of programs; Assist students with computer applications (Windows, Word, Excel, Internet, etc.); Assist students in accessing their email account if needed; Report computer malfunctions to the appropriate support person; Assist the administrative assistant and/or graduate with tasks that can be completed while staffing the Resource Room (computer lab); Maintain a clean work area; Additional duties as needed.

Note Taker

Provide the student with an accurate set of notes for each class meeting the student attends. (Diagrams, examples, student questions and answers, and student comments shall be included in the notes to provide a complete picture of classroom activities); listens and stores information while writing or typing with speed and accuracy; Does not advise, interject personal opinion, or counsel the student; May not omit important information. They may not add personal opinions to recorded notes. Note-takers shall choose assignments appropriate to their experience or skill in the subject area. Adhere to the confidentiality guidelines and code of ethics outlined in the student handbook. Keep any and all information shared confidential concerning the student receiving note taking assistance.

Interpreter

Translates spoken material into sign language for students during scheduled classroom sessions, and in addition for faculty, staff, and others during meetings, colloquia, telephone calls, and other related occasions; Interprets and transliterates American Sign Language and signed English into oral or written language for hearing individuals or others not conversant with sign language; Assists in mentoring practicum students as and when assigned; models good interpretation practices during observation, and provides feedback to students during mentoring; Provides direction and integrative coordination in the planning, development, and implementation of a comprehensive University program; Preps for classes by reading and becoming familiar with technical vocabulary and content; Establishes and maintains a good working relationship with students, staff and/or off-site agencies as may be required by the assignment; May provide transcribing services meaning-for-meaning what is being said in classroom lectures and discussions via laptop computer using abbreviation software and provide transcripts to students after class; Performs other related duties as assigned.

ESTABLISHING AN ACCOMMODATION PLAN

If you're a JSU student or employee and you have a documented disability, the Disability Services Center (DSC) can assist you with a reasonable accommodation in an inclusive learning community at Jackson State University.

First, staff, faculty, or student must establish an Accommodation Plan with us. This is done preferably at the beginning of each semester/year.

Steps for success:

1. Set an appointment.
2. Meet with the Learning Specialist or Coordinator.
3. Be prepared to provide legal documentation of the disability and have recommended accommodations attached.
4. Attend a New Student Orientation (NSO). **(FOR STUDENTS NEW TO JSU)**
5. Meet with your professors. **(FOR STUDENTS)**
6. Renew every semester. **(YEARLY FOR FACULTY/STAFF)**

Step 1: Set an Appointment

Make an appointment to meet with Disability Services for your accommodations. Our office is located in the JSU Student Center on the 2nd floor in suite 2110. You may also schedule an appointment by contacting us at 601.979.3704 or email at adaservices@jsums.edu.

Step 2: Meet with a Learning Specialist or Coordinator.

Bring a list of questions, and be prepared to talk about your disability and how it affects your learning and your ability to participate in JSU programs.

Step 3: Be prepared to provide documentation.

If you are requesting accommodations, you will be asked to provide supporting documentation of your disability (also referred to as third party documentation). Third party documentation may consist of an IEP/504 plan, recent diagnostic evaluation, or a letter from a qualified professional that explains more about your disability and how your disability impacts your participation in University programs. If you have third party documentation, you are encouraged to bring it with you for the initial appointment.

Step 4: Attend New Student Orientation (NSO). (FOR STUDENTS NEW TO JSU)

At New Student Orientation (NSO), you'll receive a folder containing information about the Disability Services Center, explanations of policies and procedures and an Accommodations Memo for your professors (The memo will be emailed to each student but a paper copy is available upon request.)

Step 5: Meet with your professors. (FOR STUDENTS)

Before classes start set up appointments to meet with your professors, preferably during their office hours. Talk about your disability, and present each professor with Faculty Rights and Responsibilities and an Accommodation Memo. Then develop a plan for the semester. If you've been approved to receive exam accommodations, complete the Accommodated Exam Request Form so your professors can complete their section.

Step 6: Renew your Accommodation Plan every semester. (YEARLY FOR FACULTY/STAFF)

Once you have received accommodations for your first semester, you can quickly and easily renew your accommodation plan for all following semesters/years. Each semester/year you will need to renew your accommodations by setting an appointment to come into the office or contacting us via our email adaservices@jsums.edu. Students should meet with all of your professors and present your Accommodation Memos at the beginning of each semester.

NOTE: Documentation of the disability must be updated in Disability Services every 3 years.

DOCUMENTATION CRITERIA

Diagnostic Information

If you are requesting accommodations, you must show documentation of your disability. Documentation usually is a letter from a qualified professional that states you have a disability and explains what accommodations you need to participate in university programs. If you are a student requesting accommodations, it is your responsibility to self-disclose your disability and to submit all appropriate documentation.

Documentation should include:

- Credentials of the evaluator
- A diagnostic statement identifying the disability
- Description of the diagnostic methodology and evaluation methods used (Clinical Narrative)
- Description of the current functional limitations
- Description of the expected progression or stability of the disability
- Description of current and past accommodations, services and/or medications
- Recommendations for accommodations and/or services
- Description of criteria for specific diagnosis
- Evaluation methods
- Procedures/Tests
- Dates of administration
- Observations
- Specific results
- One measure of aptitude (**for a learning disability assessment**)
- Measures of achievement in reading, math and written language (**for a learning disability assessment**)

Qualified professionals

Each qualified professional must have expertise in the areas for which he or she is rendering a diagnosis — including the differential diagnosis of the documented medical, physical or psychological condition — and follow established practices in the field. A qualified professional should be fully licensed and credentialed and have no personal relationship with the individual being evaluated.

Qualified professionals include:

- Physicians
- Psychiatrists
- Psychologists
- Optometrists/vision specialists
- Audiologists
- Neurologists
- Oncologists
- Other specialist trained and certified in their respective fields.

STUDENT RIGHTS AND RESPONSIBILITIES

It is the student's responsibility to identify himself or herself to the Disability Services Center/ADA

case-by-case basis. Students with disabilities have similar responsibilities as the rest of their peers. It is each student's responsibility to comply with all University standards and codes (e.g., academic integrity and code of conduct) and to monitor his or her own academic progress. Students should meet with their academic advisors for important information about academic progress towards graduation. In addition, students with disabilities who wish to receive accommodations must:

- Provide comprehensive disability documentation to the Disability Service Center
- Check-in with Disability Services at the beginning of each semester
- At the start of the semester, provide the Letter of Accommodation to each faculty member to initiate accommodations
- Follow Disability Services processes for specific accommodations
- Alert Disability Services if there is a problem with their accommodations

The Accommodation Process/Faculty Notification

Each semester, students must complete a check-in appointment with Disability Services to remain eligible for accommodations. Each check-in appointment considers the student's current state of functioning relative to their disability. This discussion is a fluid and interactive process throughout the student's education.

Students are then provided a Letter of Accommodation outlining the academic accommodations for which they have been approved. It is the student's responsibility to deliver this letter and discuss their accommodation needs with their instructor.

Testing

If using Disability Services testing space, it is the student's responsibility to comply with test administration procedures and confirm testing times.

A student who has received accommodations must work cooperatively with designated staff and faculty to determine and sustain reasonable and appropriate academic accommodations. Once a written accommodation plan has been agreed upon by the student and Disability Services, the student is responsible for taking reasonable steps to ensure that the plan is meeting his or her special needs. Students are therefore responsible for communicating with faculty and conferring with faculty and Disability Services staff regularly regarding the effectiveness of accommodations.

If a student perceives a need for additional accommodations or for the modification of existing accommodations, the student must request in writing, a revision of the accommodation plan. Such requests should be addressed to Disability Services.

Providing proper accommodations requires timely student input. Immediate accommodations may be impossible to facilitate. Students who have registered with Disability Services are encouraged to contact their professors at the beginning of the semester to make arrangements for the academic accommodations for which they have been approved. Such arrangements should be made at least 5 business days in advance of when the requested accommodation will be needed. It may not be possible to arrange accommodations requested on shorter notice.

FACULTY RIGHTS AND RESPONSIBILITIES

It is the responsibility of faculty to work in conjunction with Disability Services to provide approved accommodations, in a fair and timely manner, to students with disabilities. Encourage students with disabilities to approach you early in the semester by placing a statement on your syllabus such as the one provided below, and being available for conversation with students during office hours or scheduled appointments.

Sample Syllabus Statement:

Jackson State University is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Disability Services Center at 601.979.3704 or visit their office in the JSU Student Center Room #2110.

Students with disabilities have the right to privacy and are not required to disclose the nature of their disability to faculty. Follow individual student's leads in discussing their disabilities. Some students may be very open about the nature of their difficulties, while others may be less comfortable. A student's disability information should always be treated as confidential and not shared or disclosed to others.

Focus your conversation and questions on how to best provide the accommodations within the context of your course.

The knowledge of a disability should be treated in a confidential manner by the instructor. Identifying a student to peers or making comments about a student's disability in class violates the student's right to privacy.

Please note:

- Accommodations may be requested at any point in the semester.
- Accommodations are not retroactive.
- Grade the performance of a student with disabilities as you would all other students.

Letter of Accommodation

Disability Services identifies appropriate accommodations in the Letter of Accommodation that the student presents to a faculty member. A student's medical information is private and is not included in the Letter of Accommodation. The Disability Services Center maintains the information in secure files.

If a student requests accommodations (such as additional time on exams) and faculty/staff have not received notification or Letter of Accommodations from the Disability Services Center, then faculty/staff should refer the student to Disability Services. Further, if the disability is visible and the accommodation appears appropriate, faculty/staff should provide the accommodation while awaiting verification from Disability Services.

The Disability Services Center welcomes faculty and staff to contact our office with any disability-related questions or concerns.

Testing Accommodations

Testing accommodations are specific to the needs of the student depending on his/her disability. The accommodation must be provided regardless of whether it is managed by the faculty member or the Disability Services Center.

Faculty Administered Test Accommodations

Faculty who administer testing accommodations for their students should do so at a time and location that is mutually determined by the faculty member and the student as long as the student receives the accommodations outlined in their letter. Testing accommodations typically relate to the time limit and testing environment. Faculty should contact the Disability Services Center with questions. Please be mindful that all testing accommodations, including a low distraction test environment, are relevant and should be provided in order to comply with disability law.

Disability Services Administered Test Accommodations

When the Disability Services Center testing center is to be used, please follow the steps below:

1. The student should meet with you and provide testing form.
2. Complete the Disability Services Test Administration Form in full
3. Return the completed form to the student. The student is responsible for submitting the completed form to Disability Services 5 days prior to the first test.

At least 24 hours prior to the testing date, forward your test to Disability Services. If you prefer to send the test electronically, please contact the office at 601.979.3704.

Every effort is made to schedule exams for the same date and time as the classroom exam. However, students may be scheduled for a different time if there are conflicts with their semester schedules. No student will be scheduled for a different date without instructor permission.

Rescheduling an Exam

If a testing date or time is modified, faculty should contact Disability Services directly at 601.979.3704

COMMON ACADEMIC ACCOMMODATIONS

The types of course and testing accommodations that faculty may see on authorized letters from Disability Services are explained in more detail below. With the exception of approved accommodations, students with disabilities should be treated the same as students without disabilities. The purpose of academic accommodations is to provide equal opportunity and access. They are not meant to provide an unfair advantage or to guarantee academic success. If you ever have concerns about how the approved accommodation might affect the integrity of your course, please contact Disability Services.

Class Attendance

Students with some disabilities, such as chronic illness or mobility difficulties, may miss class as a result. The student is responsible for contacting faculty EACH TIME class is

Services will meet with students to discuss the potential implications of missing class (i.e. missed notes, greater difficulty in understanding the material). The instructor and the student should discuss the specifics of a flexible attendance policy. In very rare cases an attendance accommodation may not be feasible. If faculty have questions about how an attendance accommodation would work with the class pedagogy contact Disability Services to discuss options.

Permission to Record Classes

Students with disabilities may require recorded class lectures and discussions. Recording class materials in audio format is allowed when the student provides notification of the accommodation to the instructor. The student may discuss with the instructor the best placement of the recording device. Disability Services can serve as a resource for questions regarding the recording accommodation.

Access to Overheads or Power Point Presentations

Students with disabilities may need course materials that are displayed on overhead projectors or Power Point slides available for review. Instructors can post the materials using online software, make copies of the materials and distribute these copies to students or place copies of the material on reserve in a library. Students will work with instructor(s) to determine an appropriate time frame for viewing materials.

Alternative Text

Some students require course materials in alternate formats. Common alternate formats include enlarged texts, recorded texts, electronic texts or brailled course materials. Disability Services works with the student and the instructor to ensure that course materials are available in an appropriate format for the student. Depending on the specific alternative text format conversion can be a slow, time consuming process. Thus, Disability Services may require that faculty provide course materials in advance.

Braille

While most course materials can be made available to students with visual impairments in electronic or audio formats, it may be necessary to provide key passages, handouts or diagrams in Braille. Disability Services can provide limited Brailing services.

Class Notes

The need for supplemental class notes is appropriate for a variety of disabilities. When you receive a student accommodation letter stating that class notes are appropriate please make a generic statement in class encouraging students to volunteer. Disability Services sends an email to all students requesting a volunteer note taker in your class. Students are not eligible to receive this accommodation until the instructor has been provided a letter of accommodation. If the instructor provides a detailed class outline with notes, additional class notes may not be necessary. Please reply to the email sent by Disability Services advising the office of your notes.

Deaf and Hard of Hearing Accommodations

Students with hearing loss vary greatly in the assistance that is needed to ensure access to

in Disability Services. Whenever possible, faculty are notified in advance that an interpreter or CART provider will be in class.

Computer Assisted Real Time Transcription (CART) is usually accommodated by an on-site provider. This individual types or “shadow speaks” information occurring in class into a laptop is then visible to the student who sits alongside.

Interpreters

There are several different forms of interpreting that may be provided to a student with hearing loss. The specific type of service is identified during the meeting with the student and is based on the medical documentation. Interpreters typically stand in the front of the class to the side of the instructor. In higher level classes, interpreters may ask for a copy of the text so that they can ensure access to discipline specific vocabulary.

Captioning Videos that are part of the class or are on the course syllabus should be captioned. Faculty should review videos prior to the start of the semester for accessibility and if not captioned, contact Captioning@uncc.edu immediately for assistance.

Frequency Modulation (FM) Systems are like miniature radio stations operating on special frequencies. The personal FM system consists of a transmitter microphone used by the instructor and a receiver used by the student with a hearing impairment. The receiver transmits the sound to the ears of the student or directly to the hearing aid.

Breaks as Needed

For some students with disabilities, sitting for long periods of time and/or remaining in the same position for the duration of a class period can exacerbate symptoms of the disability. Similarly, some students may need to leave class for brief periods to attend to medications or other medical needs. DS encourages these students to move around or leave class in the least disruptive manner possible. Students should discuss seating arrangements and the timing of breaks with their instructors.

Preferential Seating

Students with disabilities may request an instructor’s assistance in obtaining appropriate classroom seating. While reasons for accessible seating vary widely, common disability-related requests include seating near the front of the room, seating near the board or overhead projector, seating near an interpreter or microphone, seating near (or away) from windows, seating near the door and seating on the entry-level of a multi-level classroom. DS staff can assist with any modifications to classroom furniture that are necessary due to an accessible seating request.

Use of a Laptop for Taking Notes

Students who, because of a disability, have difficulty taking notes by hand may be eligible to use a laptop in class as an accommodation. Activities such as checking email, instant messaging, and other web related involvement are forbidden.

Extended Time

Students with disabilities may require additional time for taking tests and completing work in class. Unless efficiency or speed is the essential skill that is being assessed, students may be

Based on the documentation submitted to DS, extended time is typically approved for one and one half the allotted time. The extended time accommodation does not apply to take home exams. Extended time ensures that a student's performance is reflective of his/her mastery of material rather than the speed at which a student performs.

Lower Distraction Environment

Students with disabilities may be approved for and request a separate "reduced distraction" testing space. This space may be a conference room, unused classroom, instructor's office or DS Testing Center. This accommodation is a quiet space where students have few distractions and are thus better able to maintain focus.

Screen Readers for Exams

Some students with disabilities may require having exam questions read to them rather than reading the information on the screen. DS employs a variety of computer software programs that utilize text-to-speech capability and can "read" the exam aloud to a student. Disability Services discourages the use of other individuals for the purpose of reading text.

Use of a Calculator for Exams

This accommodation allows students to use a calculator as long as the calculator is unable to perform the functions that are being tested. This accommodation typically allows for the use of four-function calculator so that students who understand the concepts will not be penalized for errors in basic calculations. Instructors will approve the type of calculator to be used by the student.

Use of a Computer for Testing

Some students with disabilities will be approved for a computer to complete exams. Using a computer allows these students the opportunity to avoid physical fatigue and/or to provide legible, better-organized answers to essays. Students may use a computer in the DSC testing center or a personal computer that is pre-approved by the instructor. Computers in the DSC testing center allow for word processing and assistive technology programs without Internet access unless otherwise indicated.

Use of Spell Check for Exams

This accommodation allows students to use a spell check device during exams so that they will not be penalized for basic spelling and grammar errors when they are otherwise able to provide accurate responses to the questions be asked.

TYPES OF DISABILITIES

A disability is an impairment (usually permanent) that substantially limits one or more major life activities. The most represented categories of disabilities that the Disability Services Center provides academic accommodations for include, but are not limited to:

Attention Deficit/Hyperactivity Disorder

ADHD is a neurobiological, genetic disorder, characterized by difficulty sustaining focus and attention, hyperactivity, and/or difficulty controlling behavior. Although ADHD appears in

Medical

A condition that is medical in nature and currently impacts at least one major life activity, including learning. Often the impact of a medical disability is unpredictable and can change depending upon external stressors. Treatments for medical conditions are often more disabling than the condition itself.

These conditions include but are not limited to:

Allergies, Asthma, Cancer, Cerebral Palsy, Crohn's Disease, Cystic Fibrosis, Epilepsy, Fibromyalgia, Irritable Bowel Syndrome, Lupus, Migraine Headaches, Multiple Sclerosis, Rheumatoid Arthritis, Sickle Cell Anemia, Spina bifida, Ulcerative Colitis

Cognitive

A learning disability is a neurological disorder where the brain works differently in how it takes in, uses, and outputs information. Although most individuals with a learning disability possess average to above average intelligence, they have difficulty with one or more areas such as math, reading, speaking, writing, spelling, visual-spatial perception, processing speed and understanding language.

Traumatic Brain Injury

A traumatic brain injury is an acquired injury to the brain. It can manifest limitations in multiple disability categories, including cognitive impairments.

Visual

A visual impairment describes vision loss, resulting in either impaired vision or a complete lack of sight. Visual impairments may be categorized as partially-sighted, low vision, legally blind or completely blind.

Hearing

A hearing impairment describes an impaired ability to hear and/or discriminate sounds. There may be a decreased ability to hear, no ability to hear at all, or a student may struggle with processing sounds, i.e. (central) auditory processing disorder. Hearing impairments can occur in different areas of the hearing pathway and may be genetic or caused by non-genetic factors.

Physical/Mobility

A mobility impairment is a broad category that includes any condition that makes it difficult for the student to move about and use their upper and/or lower limbs.

Psychological

Mental or behavioral patterns that may cause significant impairment or distress in several aspects of a student's life, such as school, relationships, career, etc. These conditions include but are not limited to:

Anxiety, Depression, Bipolar disorder, Schizophrenia, PTSD

DISABILITIES SERVICED AT JSU:

Consultation Services	Assistive Devices for students and employees	Accommodations provided by Disability Services
Hearing Impairment	Assistive devices needed: <ul style="list-style-type: none"> • Fire alarms with visual and auditory alerting systems • Assistive listening devices (e.g., FM, infrared, loop systems, and/or closed-captioning decoders.) • Captioned video training materials • Real-time captioning for conferences and audio streaming of web teleconferences 	<ul style="list-style-type: none"> • Interpreters provided with note takers in every class and event
Visually Impaired	Assistive device needed: <ul style="list-style-type: none"> • Optical character recognition system (also known as scanner with speech output) • Text-based web browser with screen reading software or Braille output • Accessible company websites – CCTV (Closed Circuit Television System) • iPad • Braille 	<ul style="list-style-type: none"> • Large-print materials • Qualified reader • Computer with voice output • Note taker • Screen magnification product • Optical magnifier • Large-print label • Raised lettering on room labels
Students in a wheelchair <i>(Multiple Sclerosis [MS], Paraplegia, Quadriplegia, Post-Polio, Carpal Tunnel Syndrome, Repetitive Stress injuries, etc.)</i>	Assistive devices needed: <ul style="list-style-type: none"> • Trackball for easier mouse manipulation • Touch Screens • Ergonomic keyboard • Adjustable keyboard tray • Portable cart • Writing and grip aids • Page turners and book holders • Stand/lean stools • Adjustable height desks and work tables • Speech amplification systems 	<ul style="list-style-type: none"> • Note taker • 15 minute breaks • An extra 5 minutes for class arrival • Extended time on test, assignments, and projects
Cognitive and Developmental Disabilities Autistic, PTSD, Traumatic Brain Injury, and Intellectually Development Delayed <i>(Mental retardation, autism, cerebral palsy, neurological conditions, etc.)</i>	Assistive devices needed: <ul style="list-style-type: none"> • iPad • Larger button on equipment • Memory aids (electronic notebook, pop-up timer on computer) • Communication Device • Voice output with optical character recognition to read documents or use a reading pen 	<ul style="list-style-type: none"> • Note taker • 15 minute breaks • An extra 5 minutes for class arrival • Extended time on tests, assignments, and projects

3. The investigation shall be conducted by the Americans with Disabilities Act Compliance Officer. The investigation shall be informal but thorough, affording all interested persons and their representatives an opportunity to submit evidence relevant to a grievance.
4. A written determination as to the validity of the grievance and a description of the resolution, if any, shall be issued by the Americans with Disabilities Act Compliance Officer and a copy forwarded to the complainant no later than 10 days after its filing.
5. The Americans with Disabilities Act Compliance Officer shall maintain the files and records of Jackson State University relating to the complaints filed.

FORMAL GRIEVANCE PROCEDURE

(Services for Students with Disabilities)

If the Informal Grievance Process has not led to a mutually satisfactory resolution of the problem, at the written request of the faculty, staff, or student, the Associate Vice President for Student Affairs will refer the matter to the Administrative Committee. The Administrative Committee will be comprised of three (3) full-time, non-academic employees appointed by the Associate Vice President for Student Affairs. The committee's purpose is to review the grievance thoroughly and render a decision.

After a thorough review of the grievance, the committee shall have five (5) business days to render a written decision to the Associate Vice President for Student Affairs. The Associate Vice President for Student Affairs shall review the recommendation and make a written recommendation. The decision will be communicated within ten (10) business days to the faculty, staff, or student that filed the grievance or the appeal. The decision of the Associate Vice President for Student Affairs shall be final.

FREQUENTLY ASKED QUESTIONS (FAQs)

Is the information regarding a student's disability and his/her need for academic accommodations confidential? *Yes. Privacy of student information, including that regarding students' disabilities or accommodation needs, should generally be handled according to guidelines of the Family Educational Rights and Privacy Act (FERPA). Personal information of this nature should only be shared with those people within the institution who have an educational need-to-know.*

How can I encourage students with disabilities to talk with me about their accommodations? *Announce at the beginning of the course that you are available to discuss instructional methods and appropriate course accommodations with students who have disabilities. In addition, include a note on your course syllabus*

How do I know a student is qualified to receive disability-related accommodations? *At Jackson State University, a student who wishes to receive disability-related accommodations must register with the Disability Services office. The student must provide documentation from an appropriate professional about his/her condition to determine eligibility for services. Once a student is determined eligible, reasonable accommodations are identified.*

Is it acceptable to ask a student who is having obvious difficulties whether he/she has a disability, or to refer the student to the office that provides disability support services? *No. It is not a good idea to ask directly about a possible disability for a couple of reasons. First, the Americans with Disabilities Act (ADA) states that a public entity may not make unnecessary inquiries into the existence of a disability. These inquiries usually relate to hiring or pre-admission screening, but when talking with students such inquiries should also be avoided. A direct inquiry such as this could be considered intrusive or insensitive. You may simply tell the student that you notice he/she is having academic difficulty and encourage him/her to talk with you about gaining assistance, just as you would any other student.*

Can a faculty member forbid a student with a disability to use a tape recorder in class? *No. An instructor is typically required to allow a student to audio record the course if audio access to the class is determined to be an appropriate accommodation for the student's disability. Audio recording is specifically mentioned in Section 504 of the Rehabilitation Act as a means of providing full participation in educational programs and activities. Occasionally, classroom discussion reveals items of a personal nature about students. During these times, it would be appropriate to ask the student with a disability to stop recording during these discussions.*

Some students with disabilities are provided extended time on examinations. Is this fair to other students? *The Rehabilitation Act and the Americans with Disabilities Act (ADA) state: "the results of an examination should accurately reflect an individual's aptitude or achievement level or whatever the test purports to measure, rather than reflecting an individual's impaired sensory, manual, or speaking skills." The courts have held repeatedly that a lengthening of the standard examination period is a fitting accommodation for some students with disabilities.*

May I fail a student with a disability? *Yes. It is possible to fail a student with a disability. The laws mandate access to education, not guaranteed academic success. A student with a disability is required to meet the same academic, performance, behavioral, or technical standards as a student without a disability.*

How do I know whether or not an academic accommodation is reasonable? *The Americans with Disabilities Act (1990) stipulates that postsecondary institutions are responsible for providing necessary accommodations when a student discloses a disability. Jackson State University is required to make reasonable adjustments or modifications to practices, policies and procedures, and to provide auxiliary aids and services for students with disabilities, unless to do so would "fundamentally alter" the nature of the programs or result in an "undue burden." Providing accommodations do not compromise the essential elements of a course or curriculum; nor do they weaken the academic standards or integrity of a course. Accommodations simply provide an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers. They provide a level playing field, not an unfair advantage. Staff in the DS office carefully review each student's documentation and other resource information to determine reasonable accommodations. The student will provide you with some form of verification from the DS office, such as a Course Accommodation or Exam Reservation form. This verification will outline appropriate accommodations, indicating the student has followed procedures in obtaining accommodations. The student may also share with you strategies/instructional techniques or accommodations that have proven effective for her/him in classes. You can consult with DS staff if her/his requests do not seem reasonable.*

What if my teacher/supervisor doesn't want to provide me with reasonable accommodations? *Teachers/supervisors cannot refuse to implement the terms of an accommodation plan. If you believe your accommodations are not being properly implemented, please contact Disability Services immediately.*

What qualifies as a reasonable accommodation? *Reasonable accommodation are modifications or adjustments to the tasks, environments or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job. Broad categories of accommodations changes to the application process to ensure an equal opportunity to apply for program enrollment, changes that enable a student with a disability to perform the essential functions of the academic program, and changes that enable a student with a disability to enjoy equal benefits and privileges of the program. The Americans with Disabilities Act (ADA) stipulates that postsecondary institutions are responsible for providing necessary accommodations when a student discloses a disability. Providing accommodations do not compromise the essential elements of a course or curriculum; nor do they weaken the academic standards or integrity of a course. Accommodations simply provide an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers. They provide a level playing field, not an unfair advantage.*

APPENDIX A



Office of Disability Services and ADA Compliance Student Procedural Agreement

As a student registered with Jackson State University Office of Disability Services (ODS), I understand that it is my responsibility to:

- Seek advisement with my academic advisor every semester then register for the courses that I choose to take.
- Contact Disability Services Staff every semester to request accommodations ahead of time as I understand that accommodations are not retroactive.
- Pick up accommodation letters in Disability Services and deliver them to my instructors every semester. I will meet privately with each instructor to discuss contents of my accommodation letters.
- Inform Disability Services Staff as soon as possible if approved accommodations are not implemented in a satisfactory manner or if other problems arise.
- For online classes: (1) communicate with instructor or academic department to determine best way to deliver accommodation letters; (2) confirm instructor's receipt of accommodation letters; (3) consult with instructor about how accommodations will be implemented; (4) if student has difficulty delivering letters to instructors, request assistance from Disability Services; (5) for each quiz and exam, remind instructors about plans for implementing accommodations; (6) inform Disability Services if any problems arise.
- Make advance requests for specific accommodations requiring extended preparation time (i.e., document conversion of reading materials, sign language interpreters; finding readers).
- Contact Disability Services Staff to request new accommodations, if needed.
- Contact Disability Services Staff to request "work" accommodations on Jackson State's campus, if needed.
- Provide current documentation to support new accommodation requests or work accommodations for student employment on Jackson State's campus.

Student Name: _____ J #: _____

Student Signature: _____ Date: _____

ODS Staff or
Witness Signature: _____ Date: _____

If you received this form via the mail, sign and have it witnessed. Please make a copy for yourself and return the original to Disability Services in the attached self-addressed, postage paid envelope.

APPENDIX B



Office of Disability Services and ADA Compliance Faculty Rights and Responsibilities

- Stand by academic standards and freedoms, which include full and equitable access to academic programs
- Provide verbal and written notice to your students of your willingness to accommodate. For example: "I encourage students with disabilities to discuss accommodations with me."
- Communicate clear and concise expectations for performance to your students. Distinguish between essential and non-essential components of the course.
- Respect requests for reasonable accommodations.
- Permit students to use auxiliary aides and technologies that ensure access (ex. Notetakers, sign language interpreters, readers, scribes, tape recorders/players, assistive listening devices, etc.)
- Assure that your course materials, whether printed or electronic, are accessible and available in alternative formats (ex. Braille, computer/electronic text, large print, internet, CD/cassettes, videos, etc.)
- You are encouraged to consult with the Office of Disability Services if you have questions when a student requests accommodations.
- The fact, nature, and/or extent of a disability is not subject to challenge by faculty.
- Faculty may not review the underlying documentation of a disability without written consent of the student.
- Faculty have the right to receive a status report of a student accommodation request and clarification of recommended accommodations, and may suggest alternative accommodations they deem more appropriate in light of the nature of the course or program.
- Faculty is encouraged to share information about the course and/or program so that Disability Services is better able to make appropriate accommodation recommendations.
- Accommodations should be implemented as soon as reasonably possible after faculty member receives the accommodation recommendation. Undue delays in accommodation implementation should be avoided as they may undermine a student's ability to fairly access the content of a course.
- Keep student's disability-related information strictly confidential.
- Accommodations which compromise the essential integrity of a course shall not be required of faculty.
- If a student approaches a faculty member directly to request an accommodation related to a physical or mental impairment, the student should be directed to the Office of Disability Services.
- A faculty member is not individually authorized to agree to provide a student with a requested accommodation.

If you have additional questions or concerns, please contact the Office of Disability Services.

APPENDIX C



**OFFICE OF DISABILITY SERVICES
AND ADA COMPLIANCE**

ACKNOWLEDGEMENT OF RECORDS REQUEST

I, _____, hereby acknowledge, that at my request a copy of the following otherwise confidential document(s) will be transmitted to me by the Office of Disability Services and ADA Compliance (ODS/ADA):

- A letter dated _____ in support of modification of accommodations.
- My entire ODS/ADA record
- Other (Specify) _____

I understand that in accepting these copies I assume all responsibility for their disposition and safekeeping.

Signature: _____

Name (print): _____

Date: _____

TO BE COMPLETED BY ODS/ADA STAFF ONLY

Request Received On: _____
Received By: _____
Proof of ID: _____
Copy Issued By: _____

APPENDIX E



**Office of Disability Services and ADA Compliance
Notetaker Transcription Form**

INCOMING

Date: _____ Time: _____

Students Name: _____

Notetaker: _____

Course: _____

Additional Comments:

Signature: _____

OUTGOING

Date: _____ Time: _____

Students Name: _____

Transcribed By: _____

Additional Comments:

Signature: _____

APPENDIX F

Volunteer Note-Taker Script

Instructor Script: Read in Class

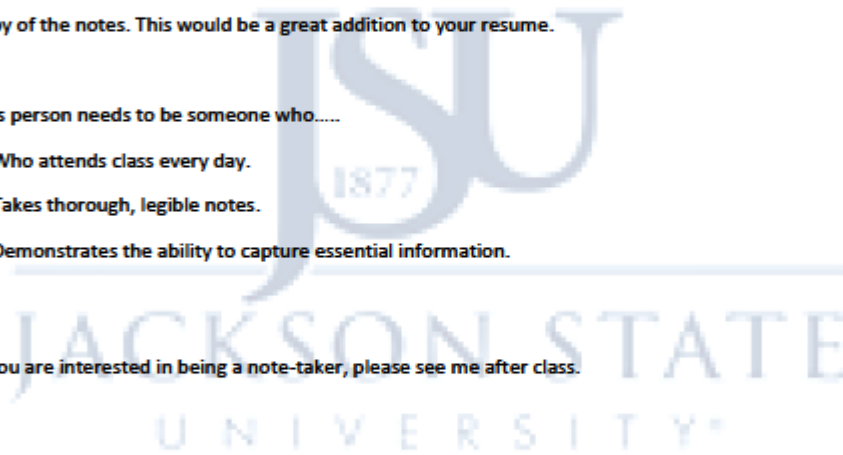
Dear Students,

We have one or more students in this class who are eligible to receive supplemental class notes taken by a classmate and I am looking for a volunteer note-taker. This person would simply take class notes and then go to your nearest advisor or disability services coordinator, and make a copy of the notes. This would be a great addition to your resume.

This person needs to be someone who.....

1. Who attends class every day.
2. Takes thorough, legible notes.
3. Demonstrates the ability to capture essential information.

If you are interested in being a note-taker, please see me after class.



APPENDIX G

Volunteer Note-Taker Application

Semester: _____

JSU Location (Please Check One): (DAY CLASS) _____ (NIGHT CLASS) _____

Note-Taker Information:

Name: _____ JSU ID# _____

Phone: _____ Email: _____

I, _____, agree to share my notes with a student

(Note-taker)	First Name	Last Name	
Enrolled in	_____	_____	
	Course Name	Course #	Section #

Note-Taker Responsibilities:

- Provide the student with an accurate set of notes for each class meeting the student attends. (Diagrams, examples student questions and answers, and student comments shall be included in the notes to provide a complete picture of classroom activities. It is better to provide information students do not need than to take the chance that they will miss something important.)
- Ability to listen and store information while writing or typing with speed and accuracy.
- Note-takers shall not advise, interject personal opinion, or counsel the student. Just as note-takers may not omit important information. They may not add personal opinions to recorded notes.
- Note-takers shall choose assignments appropriate to their experience or skill in the subject area.
- Adhere to the confidentiality guidelines and code of ethics outlined in the student handbook.
- Keep any and all information shared confidential concerning the student receiving note taking assistance.
- Contact the Department of Disability Services at 601-979-8820 if there are questions or concerns.

By signing, I agree that I have a firm understanding of my responsibilities as a note-taker.

Note-Taker Signature

Date

APPENDIX H



Office of Disability Services and ADA Compliance

STUDENT SELF-ADVOCACY STATEMENT

Good self-advocacy and personal responsibility skills are vital to help you make the transition to post-secondary education and to have a successful college experience.

Jackson State University will make a good-faith effort to provide reasonable accommodations and modification, which may be necessary for you to have equal access to educational opportunities. It is the student's responsibility to use your approved accommodations, access other types of university support if needed, and to work towards academic success.

- Know your disability and how it impacts your learning. You are the expert on how your disability impacts you and it is important that you be able to articulate that impact.
- Be proactive. Request your accommodations early or 30 days prior to classes starting. Take action immediately if you start to struggle academically.
- Keep written records. Keep copies of forms and emails; take notes about your contact with instructors and others. This will help you keep track of your efforts to self-advocate.
- Admit your disability to others. You cannot be a successful self-advocate if you hide your disability and needs from those who may be able to help you.
- Understand your learning style. Understanding your learning style can help you articulate your academic needs and ask for appropriate assistance.
- Know what you need. Students should be able to articulate clearly, what they need so that if those needs are not met, the student can advocate for more assistance that is appropriate.
- Know your rights and responsibilities. Students should be familiar with their legal rights and responsibilities. Knowing your rights and responsibilities will help you advocate appropriately for the assistance you may need.
- Be willing to compromise. Students should be willing to negotiate and compromise when necessary in order to receive the most appropriate assistance in the class.

Student Name: _____ J #: _____

Student Signature: _____ Date: _____

ODS Staff or
Witness Signature: _____ Date: _____

APPENDIX I



**Disability Services Center and ADA Compliance
Incident Report**

NAME OF INVOLVED PERSON (S) _____

CONTACT INFORMATION _____

DATE & TIME OF INCIDENT _____

LOCATION _____

WAS ILLNESS OR INJURY INVOLVED (if yes, describe below)? _____

DESCRIPTION OF INCIDENT (Please include name of individuals involved, nature of the incident, names and contact information of witnesses, and narrative of what occurred)

Signature: _____ Date: _____

APPENDIX J



SERVICE AND EMOTIONAL SUPPORT ANIMAL POLICY AND PROCEDURE

This document describes the procedures for the use of service animals by students and employees and emotional support animals (ESA) by students on the Jackson State University campus. Jackson State University (JSU) complies with the Americans with Disabilities Act (ADA) in allowing use of service animals for students, staff and visitors. JSU complies with the Fair Housing Act in allowing students the use of emotional support animals that are approved as an accommodation. Employees may not bring emotional support animals to work.

DEFINITIONS

Service Animal:

A service animal as per the ADA is defined 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 owner'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, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.”

Emotional Support Animal:

The Fair Housing Act defines an emotional support animal as any animal that provides emotional support, well-being, or companionship that alleviates or mitigates symptoms of the disability; the animal is not individually trained. Emotional support animals are not limited to dogs and can be other species of animal. Emotional support animals are not considered service animals. In order to

(DSC) no less than 60 days prior to arrival, in order to permit time to gather all necessary documentation. Animals should not be brought to campus prior to approval being granted.

The University will make an individualized assessment of each proposed emotional support animal. Dogs must also be completely trained and housebroken. The use of “puppy pads” will not be permitted. For dogs under 12 months old that are not already living with the student at the time the ESA is requested, DCS will ask for a statement that the puppy is housebroken from the breeder, adoption agency, or person providing the animal to the student. For animals already known to the student, the student can self-attest to the housebroken status of the animal.

Owner:

A person with a service or emotional support animal.

Trainer/Trainee:

A service animal in training, including puppies in training once they are old enough to remain under the control of the trainer. The animal must be accompanied by a person who is training the service animal (the trainer) and the animal must wear a leash, harness, or cape that identifies the animal as a service animal in training. Trainees are not permitted to reside in campus housing. See the Responsibilities/Requirements sections of this document regarding the registration of trainees.

QUALIFYING TO HAVE A SERVICE OR EMOTIONAL SUPPORT ANIMAL ON CAMPUS

For an individual to qualify for having a service animal on campus:

- ^ The student must have a disability as defined by the ADA;
- ^ The accompanying animal must be trained to do specific tasks for the qualified individual;
and
- ^ Students must register with the Disability Services Center (DSC) if the service animal will be housed on the campus so that accommodations can be coordinated.
- ^ Must contact DSC and the Housing Director as early as possible to permit time to gather and review all necessary documentation.

NOTE: If the definition of a service animal is not met, then the use of the animal as emotional support may be allowed as a reasonable accommodation.

For a student to qualify to have an emotional support animal in his or her living community:

- ^ The student must have a disability as defined by the ADA;
- ^ The student must be registered with the DSC;
- ^ The student must have an already established relationship with the animal.
- ^ The emotional support animal must be approved through the DSC as an official accommodation, in conjunction with other offices as needed.

- ^ The owner must notify DSC if the animal is no longer needed or is no longer residing on University property. If the animal will be replaced, the owner must submit a new request for approval.

Students who require the use of a service animal on campus must contact DSC to register as a student with a disability. Information provided to DSC is confidential and specific information about the disability will not be released without the consent of the student.

RESPONSIBILITIES/REQUIREMENTS

SERVICE ANIMALS ON CAMPUS

Owner:

- ^ Is responsible to attend to and be in full control of the service animal at all times. A service animal shall have a harness, leash, or other tether unless a) the owner is unable to use a harness, leash or tether, or b) using a harness, leash, or tether will interfere with the animal's ability to safely and effectively perform its duties.
- ^ Is responsible for ensuring that the service animal is wearing a leash, harness or cape that identifies the animal as a service animal when on duty anywhere on campus.
- ^ Is responsible for the costs of care necessary for a service animal's well-being. The arrangements and responsibilities with the care of a service animal is the sole responsibility of the owner at all times, including regular bathing and grooming, as needed.
- ^ Is responsible for independently removing or arranging for the removal of the service animal's waste. Waste must be disposed in a sealed bag in the designated trash area of the living community.
- ^ Is responsible for complying with local and state licensing laws for animal rights and owner responsibilities. Service animals should be current with immunizations and wear a rabies vaccination tag.
- ^ Is responsible for paying for any damage to University property caused by the animal.
- ^ Animals must leave campus with the student anytime the student leaves overnight and/or during University breaks.
- ^ The University may prohibit the use of service animals in certain locations due to health and safety restrictions or places where the animal might be in danger. Restricted areas may include but are not limited to food preparation areas, research laboratories, boiler rooms, and other areas prohibited by law.

University Community:

- ^ Must allow service animals to accompany their owners at all times and everywhere on campus where the general public (if accompanying a visitor) or other students (if accompanying a student) are allowed, except for places where there is a health,

animal is to ask (only if it is not apparent) if the animal is required because of a disability and what tasks it has been trained to perform. Specific questions about the individual's disability may not be asked.

- ^ Contact DSC if any questions or concerns arise relating to service animals.
- ^ Only two questions can be asked about service animals:
 - o Is the Service Animal required because of a disability?
 - o What work or task is the dog trained to perform?
- ^ Must refrain from the following:
 - o Do not ask questions about the disability.
 - o Do not pet or feed a service animal.
 - o Do not attempt to separate the animal from the owner.
 - o Do not startle or tease a service animal.
 - o Contact DSC if faculty/staff have any additional questions regarding visitors to campus who have service animals.
 - o Charging a fee for the service animal to reside in the residence hall, but may assess usual fees for any damages incurred.
 - o Report any service animals who misbehave or any owners (or other individuals) who mistreat their service animals to the Department of Public Safety.

DSC:

- ^ Is responsible for developing the necessary procedures for the University and facilitating the use of service animals by students on campus.
- ^ Assists owners and the University community when questions or concerns arise relating to service animals on campus and seeks legal advice when necessary.

Trainers/Trainees:

- ^ Animals in training and their trainers are expected to adhere to the responsibilities and requirements of trained service animals and their owners (see above).
- ^ If the trainer is a student, he or she must register the animal with the Disability Services Center, showing documentation of licensing and vaccination and providing information about the overseeing training agency, if not pre-approved.
- ^ Trainees are not permitted to reside in campus housing.
- ^ There is no comprehensive list of approved service animal training agencies. Therefore, DSC will determine on a case-by-case basis whether a specific program provides the proper training, supervision and oversight of trainees and their trainers.

EMOTIONAL SUPPORT ANIMALS IN UNIVERSITY-OWNED RESIDENCES:

Owner:

- ^ Must attend to and be in full control of the emotional support animal at all times. The

appropriate enclosure whenever it is outside of the assigned room within campus housing where it will be housed.

- ^ In shared living spaces, the emotional support animal should be in an appropriate container if the owner is not in the room with the animal.
- ^ Is responsible for following all rules related to the restrictions of animals from buildings on the campus other than their living community.
- ^ Is responsible for the costs of care necessary for the emotional support animal's well-being. The arrangements and responsibilities for the care of an emotional support animal are the sole responsibility of the owner at all times, including regular bathing and grooming, as needed.
- ^ Is responsible for not leaving the emotional support animal unattended for an unreasonable length of time.
- ^ Is responsible for independently removing or arranging for the removal of the emotional support animal's waste. Waste must be disposed in a sealed bag in the designated trash area of the living community.
- ^ If the comfort animal voids on the floor or carpet anywhere inside a living community, the student is responsible to clean up promptly to the best of their own ability, as well as submit a work request through their Hall/Complex Director with Facilities Management for the area to be properly disinfected. The student must pay all costs associated with such clean up. Dogs must be housebroken and accidents should be infrequent.
- ^ Is responsible for complying with local and state licensing laws for animal rights and owner responsibilities. Emotional support animals should be current with immunizations and wear a rabies vaccination tag if appropriate. We highly recommend keeping this documentation on file with the DSC Office.
- ^ Animals must leave campus with the student if student leaves overnight and during all University breaks if the student leaves campus.
- ^ Is responsible for paying for any damage to University property or pest treatment caused by the animal.
- ^ Must abide by all applicable residential policies, including room inspections.
- ^ Is responsible for notifying DSC and the Department of Housing if the emotional support animal is no longer needed.

University Community:

- ^ Must allow emotional support animals to reside with their owners in their living community room or suite once they are approved as a disability related accommodation.
- ^ Contact DSC if any questions or concerns arise relating to emotional support animals including any additional questions regarding visitors to campus who have emotional support animals.
- ^ Report any emotional support animals who misbehave or any owners (or other individuals)

- ^ Refrain from charging a fee for the emotional support animal to reside in the living communities, but may assess usual fees for any damages incurred.

DSC:

- ^ Is responsible for developing the necessary procedures for the University and facilitating the use of emotional support animals by students on campus.
- ^ Will contact potential roommates and suitemates to determine if other students have any concerns about potentially living with an animal.
- ^ Assists owners and the university community when questions or concerns arise relating to emotional support animals on campus and seeks legal advice when necessary.
- ^ If other residents raise concerns about the animal and attempts at mediation are unsuccessful, the owner of the ESA will be provided with an alternate living space on campus and expected to move within a reasonable period of time.

IMPORTANT CONSIDERATIONS

A service or emotional support animal can be asked to leave or not allowed participation on campus if:

- ^ The animal is found by the University to be out of control or disruptive and the animal's owner does not take immediate and effective action to control it.
- ^ The animal is not housebroken or kept in a cage where waste can be managed effectively.
- ^ The animal is found to be neglected or mistreated and prompt corrective action is not taken.
- ^ The animal is physically ill.
- ^ The animal is unreasonably dirty.
- ^ A service animal attempts to enter a place on campus where the presence of a service animal causes danger to the safety of the owner or other students/member of the campus community.
- ^ A service animal attempts to enter any place on campus where a service animal's safety is compromised.

The process for handling disruptions to the community is as follows:

A student will receive a written warning if a complaint(s) is received regarding the animal. Following the first warning, the student will have the opportunity to rectify the situation and correct the behavior. If a second complaint is received, DSC will conduct a further assessment of the situation and the extent of impact to the community. At this point, it is possible that the student with the animal will be asked to switch rooms if there is availability on campus. Following a third complaint or incident, the animal will need to be removed from campus. The student will be required to identify a person who could come to campus to remove the animal if needed within a reasonable amount of time. This person must be identified during the approval process. The individualized

assessment of each incident may lead to escalation of this process, up to and including removal of an animal from campus after a first complaint, depending on the severity of any incident involving any service or support animal.

Reminder: Emotional support animals are not allowed anywhere on campus, outside of the living community, where animals are not normally allowed. An ESA may be removed from campus if it is found in any other building on campus, other than the student's living community.

All animal owners must abide by applicable local ordinances. Most state law require that all dogs over the age of four months be vaccinated against rabies, and be licensed through the local city and town. There are also vaccination requirements for cats and possibly other emotional support animals. Please check Mississippi's State rules and regulations.

Any service or emotional support animals who misbehave or any owners (or others) who mistreat their service or emotional support animals should be reported to the Department of Public Safety.

Restricted Areas

The University may prohibit the use of a Service Animals in certain locations due to health or safety restrictions. Restricted areas may include but are not limited to food preparation areas, research laboratories or classrooms that contain research animals, areas that require protective clothing, and other areas as required by state or local laws. Exceptions to these restrictions may be requested and will be considered on a case by case basis.

Approved Emotional Support Animals are permitted only in the living communities.

Etiquette around service animals and their owners:

- ^ Do NOT pet, touch or otherwise distract a service animal when it is working. Doing so may interfere with its ability to perform its duties.
- ^ Do NOT feed a service animal. Their work depends on a regular and consistent feeding regimen that the owner is responsible to maintain.
- ^ Do NOT attempt to separate the owner from the service animal.
- ^ Do NOT harass or deliberately startle a service animal.
- ^ Avoid initiating conversations about the student's disability. Some people do not wish to discuss their disability.

Significant allergies to animal dander and other concerns.

- ^ Concerns of this nature will be addressed on a case by case basis. The DSC will work in conjunction with The Department of Housing and Residence Life to alert potential roommates of the fact that a service or comfort animal will be present in an effort to address concerns including those related to allergies and objections or fears related to certain types of animals as early as possible in the housing assignment process. Issues or concerns that may arise during the academic year should be reported as quickly as possible.

- ^ Owners who have concerns about any matter affecting their use of a service or emotional support animal should contact DSC.

Special Situations or Exceptions

Students and employees should contact DSC to discuss any special situations regarding service animals or emotional support animals that are not covered by this policy, as well as any exceptions to this policy that might be requested by a student or employee. All exceptions must be approved in writing by DSC.



Service and Emotional Support Animal Procedure Acknowledgement and Information Form

This form must be submitted and approved prior to animal occupying the assigned space.

Resident Name _____

Resident J-Number _____

Animal Type _____

Animal's Breed _____

Animal's Name _____

Most Recent Rabies Vaccination Date: _____
(Record must be attached)

Spayed or Neutered Date: _____
(Record must be attached)

I acknowledge having read the Emotional Support Animal Procedure and agree to abide by its terms and conditions.

Signature of Resident Date

Residence Hall Room Number Contact Number

Signature of Hall Director Date