Disability Services Policies and Procedures

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Disability Services Policies and Procedures

Introduction

This document outlines the policies and procedures used in determining a student’s eligibility for disability services and for providing services. These procedures are applicable to all undergraduate and graduate students who are enrolled at JBU.

The Office of Disability Services at John Brown University coordinates services needed by students who have physical, learning, emotional, and psychological/psychiatric disabilities. All requests for accommodations, whether physical or academic should be made through the Office of Disability Services. Contact Jarrod Heathcote, Coordinator of Disability Services, 479 524-7464, JHeathcote@jbu.edu.

In the K-12 education system, law mandates seeking out and serving students with disabilities. In post-secondary education, the instructors and administrators, no matter how compassionate or concerned, are not permitted to seek out students with disabilities. Instead, the law requires that students with disabilities must identify themselves and request accommodations in order to be served.


For more information about disability services, please contact Mr. Jarrod Heathcote, Coordinator of Disability Services at 479 524-7464 or by email JHeathcote@jbu.edu.

Mission

As our mission and ministry, the Office of Disability Services facilitates equal access and opportunity for students with disabilities and serves as a resource for faculty and staff as they work with students who have disabilities.

The mission is fulfilled by honoring the uniqueness of each student, assisting students in gaining access to resources and services they require in order to have the opportunity to be successful, and aiding students in developing and practicing self-advocacy skills. It is also fulfilled by consulting with faculty and staff to provide information needed as they work with students who have a variety of disabilities.
**Philosophy**

All of the students enrolled at JBU will be given equal opportunity to succeed in their quest for a higher education that is based on our “Christ Over All” philosophy and that integrates the educational principles of Head, Heart, and Hand.

Our commitment is to provide reasonable accommodations and services to students who have disabilities so that students with disabilities have equal access to the opportunity for academic success as students without disabilities, not to provide special treatment or advantages that students without disabilities do not receive. Students with disabilities are subject to the same policies outlined in the student handbook as all other students.

Our commitment to “whole person education” recognizes that a college education is not limited to the academic arena. All students learn valuable lessons through their involvement in recreational and social programs. Our commitment is to make reasonable accommodations for students with disabilities in these areas so that they have the opportunity to participate within their comfort level. The Office of Disability Services also handles requests for accommodations that may be necessary outside the classroom.

We are committed to a campus attitude that emphasizes individual strengths rather than limitations. We recognize that everyone is a unique creation of God and can make a unique contribution to our campus community. We remind ourselves that architectural barriers are visible and easily overcome, but we must be equally aware that, “You can’t build a ramp to a closed mind.”

When each member of the campus community is committed to this philosophy, we will not only meet our legal obligation but will also fulfill the true meaning of our commitment to “Christ Over All.”

**Definitions**

*Disability* – (a)a physical or mental impairment that substantially limits one or more major life activities; (b)a record of such impairment; (c)being regarded as having such an impairment.

*Handicapped person* – A person who has (a)a physical or mental impairment that substantially limits one or more major life activities; (b)a record of such impairment; (c)being regarded as having such an impairment.

*Major life activities* – These include but are not limited to such functions as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.
Qualified handicapped person – A handicapped person who meets the academic and technical standards requisite to admission or participation in the University’s programs and activities.

Students – Those who are matriculating into or enrolled in courses of study on the JBU campus.

“Substantially limits” - This term means unable or significantly restricted in performing a major life activity that the average person in the general population can perform.

Temporary disability – a short-term acute illness or injury that impacts the student’s ability to access the physical campus and/or the academic curriculum.

University Responsibilities

Students with disabilities deserve the opportunity to achieve their educational goals. If students’ disabilities prevent them from achieving their educational goals, reasonable accommodations should be provided to equalize their opportunity to succeed. The accommodations provide equal opportunity but do not guarantee success.

It is important for students to remember that Section 504 and the ADA does not ask the colleges and universities to lower their standards. Universities and colleges still have the freedom to establish academic requirements and standards. They only require that REASONABLE accommodations necessary to eliminate discrimination on the basis of disability be provided.

Reasonable accommodations are always determined on an individual basis and must be supported by documentation from a professional who has diagnosed the student’s disability. Some examples of reasonable accommodations include (but are not limited to or guaranteed to include):

❖ Textbooks in alternative formats
❖ Extra time to complete tests
❖ Alternative testing sites
❖ Alternative testing formats
❖ Tape-recording lectures
❖ Note taking services
❖ Advance access to course syllabi

Students with disabilities are also entitled to confidentiality. JBU will not share information related to any student’s disability without the student’s written permission.
**Student Responsibilities**

Accommodations are available but must be requested by the student with the disability. JBU has established a set of procedures that should be followed by all students seeking accommodations to ensure a timely response to their requests.

The student’s first responsibility involves identifying him/herself as a student with a disability. This involves making an appointment with the Coordinator of Disability Services to discuss the disability as well as reasonable accommodations that may be necessary to provide you an equal opportunity to succeed. Do this early in the semester and well in advance of any affected assignments or tests.

The second responsibility is to provide adequate documentation of your specific disability. This documentation should be no more than (3) years old and must be signed by an appropriate professional qualified to diagnose the disability. An Individualized Education Plan (IEP) or 504 Plan is insufficient to serve as documentation. For specific information about documentation, please see the Guidelines for Documentation, p.5. While JBU is committed to helping all students achieve their goals, accommodations are available only to those who have a documented disability.

The Coordinator of Disability Services will review the documentation provided and discuss the student’s individual situation with him or her. If accommodations are warranted, the Coordinator of Disability Services will prepare a memo for the student’s professors notifying them that the student has registered with the Office of Disability Services and that he/she may be seeking accommodations in the professor’s class. The coordinator will mail a copy of the memo to each professor.

The student’s third responsibility is to discuss with each professor the necessary accommodations for his/her classes. **No accommodations will be made until the student has discussed the accommodations with his/her professors.**

Finally, it is the student’s responsibility to contact the Coordinator of Disability Services if there is a problem with these procedures or in the college experience. This should be done in a timely manner. Accommodations are for one semester only and must be renewed each semester that the accommodation(s) is needed. **It is also important to realize that accommodations are not retroactive.**

**Guidelines for Documentation of Disability**

**Qualifications of the Evaluator**

In order to seek appropriate accommodations for a disability, students are required to provide written documentation of their disability. Documentation must be from a qualified professional
who has knowledge of the disability and of the specific student and who has training and experience relevant to the diagnosed disability. Physical disabilities are most often verified by physicians, psychological and emotional disabilities by psychologists or psychiatrists, and learning disabilities by psychologists or educational diagnosticians. This professional should be an impartial individual who is not a family member of the student.

Documentation of the Disability

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student’s disabilities on his or her academic performance at a given time in a student’s life. Therefore is in the student’s best interest to provide recent and appropriate documentation relevant to the student’s learning disability.

For disabilities that may change substantially with time, such as learning or psychological disabilities, evaluations should be recent. In order to demonstrate the current impact of the disability and to identify appropriate accommodations, learning disability documentation less than three years old is required and documentation of psychological disabilities may need to be even more recent. For other disabilities, documentation that is older than three years may be considered if the diagnosis is not affected by maturation, time, or coping strategies.

The Coordinator of Disability Services may request additional information or updated evaluations, at the student’s expense, if necessary to make a decision about eligibility or appropriate accommodations. The Coordinator of Disability Services does not conduct disability evaluations.

Format of the Documentation

All documentation must be submitted in writing and must be submitted on the professional’s letterhead, be dated and signed.

The documentation must be comprehensive, including (when appropriate) history, diagnostic interviews, test results (including standardized test scores when available), differential diagnosis, and details regarding the student’s functional limitations. Strengths, weaknesses, and deficits should be specifically discussed. Clear documentation of deficit areas is necessary in order for colleges to provide appropriate accommodations.

Physical Disability/Chronic Illness

Students registering with the Office of Disability Services on the basis of a diagnosed Physical Disability or Chronic Illness are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973.

A diagnosis of a Physical Disability should include:
• Disability diagnosis including
  ❖ A thorough description of the disabling condition
  ❖ The date of diagnosis
  ❖ The date of onset
  ❖ Prognosis
• A statement of prescribed medications and dosage including monitoring schedule, if appropriate for the disability.
• A schedule for on-going therapy, if appropriate for the disability.
• A clear statement of how the Physical Disability and/or the medication impacts adult functioning (specifically learning and/or the college classroom and environment).
• Name, credentials, and license number of the evaluator.

**Learning Disability**

Students registering with the Office of Disability Services on the basis of a diagnosed Learning Disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973.

A diagnosis of a Learning Disability should include:

1. Domains addressed for Learning Disability assessment must include:
   ❖ Ability Test – (preferred instruments: the age appropriate Wechsler intelligence scale and/or Woodcock Johnson Test of Cognitive Ability – Revised).
   ❖ Achievement Test – (preferred instruments: Wechsler Individual Achievement Test, 2nd Edition and/or Woodcock Johnson Psycho-educational Battery, Revised. Note: the Wide Range Achievement Test, Revised (WRAT-R) is not acceptable as the sole measure of achievement).
   ❖ Tests of social and emotional adjustment
   ❖ All test scores and data should be included.
2. Clear and specific statement of how the disability substantially impairs adult functioning (specifically learning and the college classroom) supported by the information in the evaluation.
3. The discrepancy (using Full Scale scores and Standard Achievement Scores) between ability and achievement should be specifically shown as validation of the type of learning disability. The definition of Learning Disability and the specific categories found in the DSM-5 should be used to state the diagnosis.
4. Name, credential, and license number of the evaluator.

**Attention Deficit Disorder (ADD/ADHD)**
Students registering with the Office of Disability Services on the basis of a diagnosed Attention Deficit Disorder are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973

A diagnosis of Attention Deficit Disorder should include:

1. A medical, family, and school history documenting the age of onset.
2. Clear evidence of interference with developmentally appropriate social, academic, and/or occupational functioning.
3. Interviews or rating scales completed by others who can comment on the person’s behavior, such as a parent, friend, or spouse. Screening for Learning Disability (ability and achievement – see Learning Disability documentation for specific information).
4. Tests of social and emotional adjustment (e.g. depression scales).
5. A statement of prescribed medications and dosage including monitoring schedule, if appropriate for the ADD/ADHD.
6. A clear and specific statement of how the ADD/ADHD and/or the medication substantially impairs adult functioning (specifically learning and the college classroom) supported by the information in the evaluation.
7. The definition of ADD/ADHD and the specific categories found in the DSM-5 should be used to state the diagnosis.
8. A schedule for on-going therapy, if appropriate.
9. Name, credentials, and license number of the evaluator.

Psychological/Psychiatric Disability

Students registering with the Office of Disability Services on the basis of a diagnosed Psychological, Emotional, or Psychiatric Disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973.

A diagnosis of a Psychological/Psychiatric Disability should include:

1. A diagnosis based on the DSM-5.
2. A current diagnosis – if testing is used in the diagnosis, please include the name of the instrument, administration date and all scores.
3. A statement of prescribed medications and dosage, if appropriate to the disability.
4. A schedule for on-going therapy.
5. A clear and specific statement of how the Psychological, Emotional, or Psychiatric Disability and/or the medication impacts adult functioning (specifically learning and the college classroom).
6. Name, credentials, and license number of the evaluator.

Temporary Disabilities
The University is not obligated to provide accommodations for students with temporary disabilities, but will attempt to do so when feasible.

Documentation List for the Professional

To assist John Brown University in determining a student’s eligibility for accommodations for a disability, please provide the following information about his/her disability on your professional letterhead:

1. Student’s name
2. Date of evaluation and/or last contact
3. Diagnosis and history (e.g. symptoms, age at onset, procedures used to assess or diagnose the disability)
4. Level of severity of the impairment(s) – mild, moderate, severe
5. Functional limitations (e.g. walking, handwriting, mathematical computation)
6. Stability of impairment and recommended interval for re-evaluation
7. Duration of treatment and frequency of contact
8. Medication and other treatments being used or recommended for student
9. Additional comments or relevant information
10. Your name, address, phone number, and information about your licensure or certification, degree, training, area(s) or specialization, etc.
11. Your signature

Service Animals and Emotional Support Animals

***2020 COVID-19 addendum to Service animal and emotional support animal policy***

Any student who has an approved ESA or Service Animal Living on campus and must isolate or quarantine due to exposure to COVID-19 who has an approved animal that must be taken outside for natural relief, will need to arrange for the partner/handler’s emergency contact, a person who does not live in university housing, who can be responsible for the ESA or service animal while they are in isolation or quarantine.

The partner agrees to abide by all equally applicable residential policies that are unrelated to the individual’s disability such as assuring that the animal does not unduly interfere with the routine activities of the residence or cause difficulties for
individuals who reside there and to JBU’s COVID-19 isolation, and quarantine policies.

JBU personnel shall not be required to provide care or food for any ESA including, but not limited to, caring for animals while a student is in isolation or quarantine, removing the animal during emergency evacuation for events such as a fire alarm. Emergency personnel will determine whether to remove the animal and may not be held responsible for the care, damage to, or loss of the animal.

Documentation Requirements for Both Service Animals and Emotional Support Animals (ESA).

Documentation of Disability. Students desiring to use an animal on campus should first contact the Office of Disability Services to acquire JBU’s Emotional Support Animal or Service Animal Form. The Coordinator of Disability Services (or designee) will evaluate the documentation and form of disability and discuss with the individual any accommodations, including the use of the animal, appropriate to the functional limitations of the disability. ESA form should be filled out by a medical professional who has an established and on-going professional relationship with the student and has established and ongoing treatment plan in place with the student. This medical professional should be primarily overseeing this student ongoing treatment plan. Preferably the medical professional should have a background and training in mental health and have a knowledge and experience with the use of animals as a cognitive behavioral therapy. The medical provider would need to provide documentation on the form that the ESA alleviated a specific symptom of the disability. Licensing. The animal must meet the city of Siloam Springs licensing requirements and wear the tags designated by the city if the animal is residing on campus or in the community. If a service animal accompanies a commuter student and resides in another locale, the animal must meet the licensing requirements of the student’s resident town and wear the tags designated by that community. Record of licensing must be kept in the student’s file in the Office of Disability Services.

Health Records. The animal must have appropriate health certifications to meet local public health ordinances. Proof of good health and vaccinations must be provided on an annual basis. The animal must be well groomed, and measures should be taken at all times for flea and odor
control. Records of health statements and vaccinations must be kept on file in the Office of Disability Services.

*Service Animal and Emotional Support Requests.* JBU will accept and consider requests for reasonable accommodation in University housing at any time. The individual making the request for accommodation can obtain a request form from the Office of Disability Services in LRC 150. Requests should be made as soon as practicably possible before moving into University housing. However, if a request is made for an accommodation fewer than 60 days before the individual intends to move into university housing, JBU cannot guarantee that it will be able to meet the individual’s accommodation needs during the first semester or term of occupancy.

If the need for the accommodation arises when an individual already resides in University housing, he/she should contact the Office of Disability Services and complete the request for accommodation as soon as possible. JBU cannot guarantee that it will be able to meet the accommodation needs during the semester or term in which the request is received.

**Service and Emotional Support Animal Terminology**

*Partner/Handler.* A person with a service animal or emotional support animal. A person with a *disability* is called a *partner*; a person *without a disability* is called a *handler*.

*Pet.* A domestic animal kept for pleasure or companionship.
Service Animal Policy

Definition of a Service Animal

Service animals are dogs fully trained to assist people with disabilities in the activities of normal living. The Americans with Disabilities Act (ADA) defines service animals as “…a dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair or fetching dropped items.” The work or tasks performed by a service animal must be directly related to the individual’s disability.

Miniature horses that are fully trained to do work or perform tasks for people with disabilities are permitted as a Service Animal for a person with a disability when the miniature horse can be accommodated in a particular facility. The assessment factors for determining whether a miniature horse can be accommodated are:

1. Whether the horse is housebroken
2. Whether the horse is appropriately shod for the facility for the horse’s protection and to prevent possible damage to the facility.
3. Whether the miniature horse is under the partner’s control
4. Whether the facility can accommodate the miniature horse’s type, size, and weight
5. Whether the miniature horse’s presence will not compromise legitimate safety requirements for safe operation of the facility.

This definition means that an individual desiring to use a service dog or miniature horse on campus must have a disability as defined by the ADA that warrants use of a service dog or a miniature horse and the animal must be fully trained to do specific tasks for the qualified individual.
If a dog or a miniature horse meets this definition, it is considered a service animal regardless of whether it has been licensed or certified by a state or local government or an animal training program. John Brown University complies with the ADA in allowing use of service animals by individuals with disabilities. A service animal must be permitted to accompany a person with a disability everywhere on campus except for designated areas deemed unsafe for the animal (see Prohibited Areas below).

**Responsibilities of Service Animals and Partners/Handlers**

1. **Health.** The dog or miniature horse must be in good health. Service animals that are ill should not be taken into public areas. A partner/handler with an ill animal may be asked to leave university facilities.

2. **Leash.** The dog must be on a leash at all times in public areas or if a leash prevents the dog from performing his work for the person with a disability, the dog must be under the partner/handler’s control.

3. **Control.** The partner/handler must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of its partner/handler. The animal must be maintained and used at all times in ways that do not create safety hazards for other persons.

4. **Cleanup.** The partner/handler must state specific plans for maintenance of the dog or miniature horse while on campus. The university will identify suitable areas where service animals can relieve themselves. Partners/handlers should always carry equipment and bags sufficient to clean up the animal’s feces, and properly dispose of the feces. Persons who are not physically able to pick up and dispose of animal feces are responsible for making all necessary arrangements for assistance. The university is not responsible for these services.

5. **Authorization.** The partner/handler must authorize the Office of Disability Services to notify appropriate campus personnel/offices of the presence of the animal and any special circumstances relevant to service animal usage.

6. See Appendix B for **Acknowledgement and Release of Information Consent Form**
When Service Animals Can Be Excluded

Disruption. The handler of an animal that is unruly or disruptive (e.g. barking, running around unleashed, aggressive toward others, bringing attention to itself, excessive flatulence, or other disruptive behavior) may be asked to remove the animal from university facilities. If the improper behavior happens repeatedly, the handler may be asked not to bring the animal into any university facility until the partner takes significant steps to mitigate that behavior. Mitigation may include muzzling a barking animal or refresher training for both the animal and the handler as appropriate.

Ill Health. Service animals that are ill should not be taken into public areas. A person with an ill animal may be asked to leave university facilities or remove the animal from campus.

Cleanliness. Partners with animals that are unclean, noisome, and/or bedraggled may be asked to leave university facilities. An animal that becomes wet from walking in the rain or mud or from being splashed by a passing automobile, but is otherwise clean, should be considered a clean animal. Animals that shed in the spring sometimes look bedraggled. If the animal in question usually is well groomed, consider the animal tidy even though its spring coat is uneven and messy appearing or it has become wet from weather or weather-related incidents.

Prohibited Areas**

Service animals are prohibited from kitchens and food-preparation areas except those in-residence facilities.

Science instructors conducting laboratory research that may be contaminated by animal hair or dander may limit access to service animals if the instructor or lab supervisor has reason to believe an animal’s presence would compromise the research environment.

Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there is hot material on the floor; where there is a high level of dust; or where there is moving machinery is off-limits to service animals (e.g. mechanical rooms, custodial closets, machine shops, etc.)
** Exceptions may be made on a case by case basis. The final decision shall be made based on the nature of the research or machinery and the best interest of the animal. When it is determined unsafe for the team to be in an area affecting academics or campus-sponsored activities, reasonable accommodations will be provided to assure the student equal access to the activity.

Service Animals in Training.

In accordance with Arkansas law Service Animals in the active process of training in the exact service they are being trained to provide are permitted in campus buildings. The dog’s presence must be directly related to active training of the service. The animal’s handler must also be actively training the dog during the time the dog is permitted in campus buildings. If the service animal in training is not actively being trained then it is not permitted in campus buildings. Socialization training or house breaking is not considered active training in a specific disability related task. Young dogs or puppies who have not progressed through house breaking or socialization training should are not permitted in campus buildings. For more clarification please contact the Coordinator of Disability Services.

Emotional Support Animal Policy

Definition of an Emotional Support Animal (ESA)

Any animal with good temperament and disposition, and who has reliable, predictable behavior, selected to visit people with disabilities or people who are experiencing the frailties of aging as a therapy tool or an animal that provides comfort or companionship, but are not considered Service Animals under the ADA or the Americans with Disabilities Act Amendment Act (ADAAA). The animal may be incorporated as an integral part of a treatment process. An ESA does not assist an individual with a disability in the activities of daily living. ESAs, given they have been established as necessary, are allowed in university housing but are not permitted in other areas of the university (e.g., dining facilities, the library, academic buildings, athletic buildings or facilities, classrooms, labs, etc.). The ESA does not accompany a person with a disability all the time unlike a service animal that is almost always with its partner. Thus, an ESA is not covered by the ADA, ADAAA, or laws protecting service animals nor given the same rights afforded to
service animals. John Brown University complies with the Fair Housing Act (FHA) in making reasonable housing accommodations for ESAs.

Criteria for Determining if the Presence of the Emotional Support Animal (ESA) is Reasonable

A. Given the uniqueness of university housing, which includes the assigning of roommates for individuals and the requirement of individuals to share a room or suite in university residence halls, administration must ensure the presence of an ESA does not cause undue burden or fundamentally alter university housing. JBU reserves the right to assign an individual with an ESA to a single room without a roommate.

B. For all ESA requests, Disability Services will consult with Residence Life, university counseling, and the university nurse, on a case-by-case basis, whether the presence of an ESA is reasonable. A request may be determined unreasonable if the presence of the animal:

1. Imposes an undue financial and/or administrative burden
2. Fundamentally alters University Housing policies
3. Poses a direct threat to the health and safety of others or would cause substantial property damage to the property of others and the university.

C. JBU may consider the following factors, among others, as evidence in determining whether the presence of the animal is reasonable or in the making of housing assignments for individuals with ESAs:

1. The size of the animal is too large for available assigned housing space
2. The animal’s presence would force another individual from individual housing (e.g., allergies)
3. The animal’s presence otherwise violates individuals’ right to peace and quiet; enjoyment
4. The animal is not housebroken or is unable to live with others in a reasonable manner

5. The animal’s vaccinations are not up-to-date

6. The animal poses, or has posed, a direct threat to the individual or others such as aggressive behavior towards or injuring the individual or others

7. The animal causes or has caused excessive damage to housing beyond reasonable wear and tear.

D. JBU will not limit room assignments for individuals with emotional support animals to a particular building or buildings because the individual needs an emotional support animal due to disability.

Responsibilities of Emotional Support Animals (ESA) for Partners/Handlers

1. **Containment** – An ESA must be contained within the privately assigned individual living accommodations (e.g., room, suite, apartment) except to the extent the individual is taking the animal out for natural relief. ESAs are not allowed in any university facility other than university residence halls.

2. **Dominion and Control** – An ESA must be properly housed and restrained or otherwise under the dominion and control of the partner/handler at all times. No partner/handler shall permit the animal to go loose or run at large. If an animal is found running at large, the animal is subject to capture, confinement, and immediate removal from JBU housing.

3. **General Responsibilities**

   a. Partner/Handler must abide by current city, county, and state ordinances, laws, and/or regulations pertaining to licensing, vaccination, and other requirements for animals. The University reserves the right to require documentation of compliance with such ordinances, laws, and/or regulations and request evidence of such.
b. The partner/Handler is required to clean up after and properly dispose of the animal’s waste in a safe and sanitary manner and, when provided, utilize animal relief areas designated by JBU.

c. The partner/Handler must ensure the animal is cared for at all times. Any evidence of mistreatment or abuse may result in immediate removal of the ESA and/or discipline for the individual.

d. JBU will not require an individual with a disability to pay a fee or surcharge for an approved ESA.

e. An individual with a disability may be charged for any damage caused by his or her ESA beyond reasonable wear and tear to the same extent that it charges other individuals for damages beyond reasonable wear and tear. The partner/Handler’s living accommodations may also be inspected for fleas, ticks, or other pests if necessary as part of the university’s standard or routine inspections. It is expected that preventative measures for fleas, ticks, or other pests will be taken by the partner/Handler. If fleas, ticks, or other pests are detected through inspection, the residence will be treated using approved methods by a university-approved pest control service. The partner/Handler will be responsible for the expense of any pest treatment above and beyond standard pest management in university housing. JBU has the right to bill the individual’s account for unmet obligations under this provision.

f. The partner/Handler must fully cooperate with JBU personnel with regard to meeting the terms of this policy and developing procedures for care of the animal (e.g., cleaning the animal, feeding/watering the animal, designating an outdoor relief area, disposing of feces, etc.)

g. ESAs may not be left overnight in university housing to be cared for by any individual other than the partner/Handler. If the partner/Handler is to be absent from his/her residence hall overnight or longer, the animal must accompany the partner. The partner/Handler is responsible for ensuring that the animal is contained, as appropriate, when the partner/Handler is not present during the day
while attending classes or other activities. The partner/handler must provide Disability Services with an emergency contact, a person who does not live in university housing, who can be responsible for the ESA in the absence of the partner/handler.

h. The partner agrees to abide by all equally applicable residential policies that are unrelated to the individual’s disability such as assuring that the animal does not unduly interfere with the routine activities of the residence or cause difficulties for individuals who reside there.

i. The ESA is allowed in university housing only as long as it is necessary because of the partner/handler’s disability. The usage of ESAs is seen as a part of the overall treatment plan and will be re-evaluated every academic year requiring the partner/handler to provide new paperwork indicating ongoing need for the animal. The partner/handler will be expected to participate in all ongoing treatment (i.e., medication, regular meetings with a therapist, etc.) as recommended by their specialist. The partner must notify Disability Services in writing if the ESA is no longer needed or is no longer in the residence. To replace an ESA, the new animal must be necessary because of the partner’s disability and the partner must follow the procedure in the policy and the reasonable accommodation policy when requesting a different animal.

j. JBU personnel shall not be required to provide care or food for any ESA including, but not limited to, removing the animal during emergency evacuation for events such as a fire alarm. Emergency personnel will determine whether to remove the animal and may not be held responsible for the care, damage to, or loss of the animal.

k. The partner/handler must provide written consent for Disability Services to disclose information regarding the request for and presence of the ESA to those individuals who may be impacted by the presence of the animal including, but not limited to, Residence Life personnel and potential and/or actual roommate(s)/neighbor(s). Such information shall be limited to information
related to the animal and shall not include information related to the individual’s disability.

4. Removal of the Emotional Support Animal (ESA)

The university may require the partner/handler to remove the animal from university housing if:

a. The animal poses a direct threat to the health or safety of others or causes substantial property damage to the property of others

b. The animal’s presence results in a fundamental alteration of a university program

c. The partner/handler does not comply with the partner responsibilities set forth above

d. The animal or its presence creates an unmanageable disturbance or interference with the university community.

The university will base such determinations upon the consideration of the behavior of the particular animal at issue, and not on speculation or fear about the harm or damages an animal may cause. Any removal of the animal will be done in consultation with the Coordinator of Disability Services and may be appealed through Disability Grievance Procedures. If it is determined that the ESA must be removed due to violation of any of the above written removal scenarios the partner/handler will be given 48 hours to remove the animal. The partner will be afforded all rights of due process and appeal as outlined in that process.

5. See Appendix A for Acknowledgement and Release of Information Consent Form

Responsibilities of the Office of Disability Services

1. Verify eligibility of individuals with disabilities to have a service dog, service miniature horse, ore emotional support animal (ESA) on campus.
2. Maintain records of current service animals on campus, along with their licensing and health records.

3. Notify appropriate personnel/campus offices of the animal and its partner/handler.

4. Provide guidelines for appropriate interaction with the animal to campus.

**Responsibilities of Faculty, Staff, and other Students**

1. Allow a service dog or a service miniature horse to accompany its partner at all times and everywhere on campus, except for prohibited areas (See Prohibited Areas below). Allow an Emotional Support Animal (ESA) on campus in the individual’s living space.

2. Do not pet the service animal. Petting the animal when the animal is working distracts the animal from required task.

3. Do not feed a service animal. The service animal may have specific dietary requirements. Unusual food or food at an unexpected time may cause the animal to become ill.

4. Do not deliberately startle, tease, or taunt a service animal.

5. Do not separate or attempt to separate a partner from his or service animal.

6. Do not hesitate to ask a student if he/she would like assistance if the team seems confused about a direction to turn, an accessible entrance, the location of an elevator, etc.

**Conflicting Disabilities**

It is common for persons to have a disability that precipitates an allergic reaction to animals. Persons who have asthma/allergy/medical issue with a service animal are to be directed to make the complaint to the Office of Disability Services. The person making the complaint must provide verifiable medical documentation to support the claim. Action will be taken to consider the needs of both persons to resolve the problem as efficiently and effectively as possible.

The guidelines for conflicting disabilities apply in the residence halls as well. If there is an allergy/animal conflict within a residence hall that cannot be resolved agreeably, then the
Director of Residence Life and the Coordinator of Disability Services will collaborate on a solution.

**Visitors with Service Animals**

All visitors to campus with service animals must adhere to the same guidelines as students attending the university.

**Grievances**

Any person dissatisfied with a decision made concerning a service or emotional support animal should follow the John Brown University Disability Services Grievance Procedure.

**Disability Grievance Procedures**

John Brown University, in compliance with state and federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, does not discriminate on the basis of disability in administration of its education-related programs and activities and has an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified.

No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity at John Brown University.

Aids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and non-handicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement as a non-handicapped person.

**Applicability**

The grievance procedure set forth below applies to undergraduate and graduate students of the University. It is designed to address disputes concerning:
1. Disagreements regarding a requested service, an accommodation, or a modification of a University practice or requirement
2. Inaccessibility of a program or activity due to disability
3. Harassment or discrimination on the basis of disability
4. Violation of privacy in the context of disability

**Informal Resolution**

In the event a student believes(i) that he or she has been denied an accommodation or the modification of a University practice or requirement to which he or she is entitled under applicable disability law or (ii) a program or activity has been inaccessible to him/her due to disability or (iii) he/she has been harassed or discriminated against because of a disability or perception of a disability by a college faculty or staff member or (iv) his/her privacy has been violated in the context of his/her disability, the student shall attempt to resolve the matter informally. If the student is unable to resolve the matter through the informal process, a formal complaint may be filed at the option of the student.

In cases where the grievance involves the Coordinator of Disability Services, a student may bypass the informal resolution process and move directly to a formal complaint.

**Formal Complaint**

If the informal procedure described above does not yield a successful resolution, the student may file a formal complaint in the following manner:

1. **When To File A Complaint** – Complaints shall be filed within seven (7) calendar days of the end of the informal resolution process described above.
2. **Where To File A Formal Complaint** - The complaint shall be filed with the appropriate Academic Dean (if the complaint concerns academics) or the Associate Dean of Students (if the complaint concerns a non-academic area).
3. **Notice Of Receipt** – Upon receipt of the complaint, the Academic Dean/Associate Dean will review the complaint for timeliness and appropriateness for this grievance procedure, and will provide the student with written notice acknowledging its receipt.
4. **Investigation/Hearing** – The Academic Dean or his/her designee shall initiate an investigation within fourteen (14) calendar days of receiving the complaint unless unusual circumstances prohibit it. The Academic Dean/Associate Dean may take appropriate action on an interim basis, when there is reasonable cause to believe that such action is needed for the health, safety, or welfare of the student or other member of the University community, or to avoid disruption to the academic process. In undertaking the investigation, the Academic Dean/Associate Dean may interview, consult with and/or request a written response to the issues raised in the complaint from any individual he/she believes to have relevant information, including faculty, staff and students. The student and any person towards whom the complaint might have been directed shall have the right to submit written materials to the Academic Dean/Associate Dean and suggest names of any faculty, staff, students or others from whom he/she believes the Academic Dean/Associate Dean should hear.

5. **Representation** – The student and the person towards whom the complaint has been directed shall have the right to be represented at the hearing by the advocates or their choice. Since the hearing is administrative, not judicial in nature, the advocates may not be lawyers.

6. **Findings and Notification** – Upon completion of the investigation, the Academic Dean/Associate Dean of Students will prepare a final report containing a summary of the investigation, written findings and a proposed disposition. He/she will then transmit the report to the student and the party against whom the grievance is directed. The report should be submitted within fifteen (15) calendar days of the date the Academic Dean/Associate Dean first initiates the investigation unless prohibited by unusual circumstances.

7. **Disposition** – The Academic Dean/Associate Dean of Students shall take whatever actions are deemed appropriate (see Remedies section below). He/she shall report his/her decision in writing to the student, the Coordinator of Disability Services and all other relevant parties.

**Remedies**

Possible remedies under this grievance procedure include corrective steps to reverse the
effects of discrimination or end harassment, and measures to provide a reasonable accommodation or proper ongoing treatment. The guidelines set forth in the Faculty and Employee Handbooks will be adhered to in the event that corrective steps or actions are necessary.

**Appeal**

Within ten (10) calendar days of the issuance of the final report, the student or the party against whom the grievance is directed may file an appeal to the Vice President for Academic Affairs (for academic grievances) or to the Vice President for Student Development (for non-academic grievances).

The written request must specify the particular substantive and or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the disposition. Furthermore, the appeal must be directed only to issues raised in the formal complaint and not to new issues.

The review by the Vice President for Academic Affairs/Vice President for Student Development or his/her designee normally shall be limited to the following considerations:

- Were the proper facts and criteria used to make the decision?
- Were any extraneous facts or criteria used to make the decision?
- Were there any procedural irregularities that substantially affected the outcome?
- Given proper facts, a criterion, and procedure, was the decision one that might be reasonably made?

A copy of the Vice President’s written decision will be expected within thirty (30) calendar days of the filing of the appeal and shall be sent to the appropriate parties. The Vice President for Academic Affairs/Vice President for Student Development for good cause may extend the deadline. The decision of the Vice President of Academic Affairs/Vice President for Student Development on the appeal is final.

Developed 9-9-03, Approved 11-13-03, Revised 10-2009
Contact Information

Dr. Ed Ericson III, Vice President for Academic Affairs, Dean of the Faculty, Chapman Administration Building, 2000 W. University St., Siloam Springs, AR 72761, Ph. 479 524-7129

Dr. Steve Beers, Vice President for Student Development, Dean of Student Affairs, Walker Student Center, 2000 W. University St., Siloam Springs, AR 72761 Ph. 479 524-7252

Dr. Richard Ellis, Dean of Graduate Studies CH 14D, 2000 W. University St., Siloam Springs, AR 72761 Ph. 479-524-7144

Dr. Rob Norwood, Dean of Undergraduate Studies, Chapman Administration Building, 2000 W. University St., Siloam Springs, AR 72761, Ph. 479 524-7129

Mrs. Becky Weimer, Associate Dean of Academic Services, Registrar, Chapman Administration Building, 2000 W. University St., Siloam Springs, AR 72761, Ph. 479 524-7493

Mr. Jarrod Heathcote, Coordinator of Disability Services, Learning Resource Center 150, 2000 W. University St., Siloam Springs, AR 72761 Ph. 479-524-7464
Accommodations

Alternative Format Textbooks

If alternative format textbooks are an approved accommodation, the request form (forms are available in the Office of Disability Services, LRC 150 or email JHeathcote@jbu.edu) for the alternative format textbooks must be completed and returned to the Disability Services Office at least six week prior to the first day of class of the semester in which the textbook is needed.

To receive textbooks in an audio format, the student must purchase the textbook and present a receipt for the purchase when the audio format book is picked up from the Office of Disability Services. No book may be provided unless the student has purchased the requested book and presented proof of purchase.

Audio Recording Class Lectures

As stated in 84.444 of Section 504 of the Rehabilitation Act of 1973 (P.L.93-112, amended P.L. 93516), students with documented disabilities who are unable to take notes or read notes have the right to tape record the class lectures for their personal use only. Lectures recorded for this purpose may not be shared with other people without the consent of the lecturer. Audio-recorded lectures may not be used in any way against a faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Information contained in the audio-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper credit and identity to the lecturer. The student receiving this accommodation must sign an Audio Recording of Educational Lectures Agreement.

Course Substitution

On occasion, students may need to seek course substitutions on the basis of a documented disability which inhibits the ability to learn certain subjects. For example, students with certain types of learning disabilities may find it next to impossible to learn foreign languages or mathematics. While tutoring and accommodations may help some students succeed in these courses, others may be unable to succeed even with the use of academic adjustments and
accommodations. In such situations, students may want to consider requesting a substitution for the course in question. Students should note that the University does not grant course waivers. Also, if the course in question is considered to be an essential part of the student’s program or a requirement for certification or licensure, a substitution cannot be granted.

The process established by JBU for requesting a substitution is as follows:

1. The student must have a diagnosed disability that would prohibit his/her ability to learn the subject matter in question. Documentation of the disability must meet the documentation criteria as described in this handbook and be submitted to the Office of Disability Services.

2. The student must write a letter to the Coordinator of Disability Services requesting the course substitution. This letter should contain details of past attempts to take the course (or related courses), information about the disability, and a specific request to substitute the course. This request must be received by the Coordinator of Disability Services ten working days before the first day of class of the semester in which the substitution will take place.

3. The Coordinator of Disability Services will review the disability documentation, transcripts and the student’s letter. If documentation verifies the presence of a disability that would warrant a course substitution, the coordinator will contact the Registrar and the Dean of Student Affairs who will either approve or reject the request for substitution. If approved, they will recommend a logical course for substitution best suited for the student’s major.

4. The student will be notified of the decision either by phone, e-mail, letter, or in person.

**Housing and Meal Accommodations**

Housing or meal accommodation requests must be based on medical, psychological, or disability related need solely. Financial reasons for housing or meal accommodations will not be taken in account for Disability accommodations. Students should contact Student development if they have financial concerns. The learning environment and residential living are central to the John Brown University experience. Living in a residence hall and dining in the cafeteria with other students in similar situations fosters community, kinship, and develops relationships that last students throughout the remainder of their lives. At John Brown University, we believe that the residence/dining hall experience contributes dynamically to the spiritual formation of
individuals. Students develop interpersonal skills that they will use in the classroom during their academic career and continue to use as they progress through their professional careers.

**Housing Accommodations:**

We evaluate requests for exceptions carefully. To aid this process, requests must include:

1. Documentation of the condition or need that is the basis of the request
2. A clear description of the desired housing configuration
3. An explanation of how the request relates to the impact of the condition
4. An indication of the level of need for the recommended configuration
5. Possible alternatives if the recommended configuration is not possible

To evaluate requests based on medical, psychological or disability related conditions accurately and equitably, John Brown University will need documentation. Documentation consists of an evaluation by an appropriate professional that relates the current impact of the current condition to the request.

As appropriate to the condition, documentation should include:

1. A diagnostic statement including the date of the most recent evaluation
2. List of the diagnostic criteria or tests used
3. The current impact of (or limitations imposed by) the condition
4. Treatments, medications, devices or services currently prescribed or used to minimize the impact of the condition
5. The expected duration, stability or progression of the condition
6. The credentials of the diagnosing professional

In addition to the basic documentation for a condition listed above, recommendations from the treating professional are welcome and will be given consideration in evaluating a request. Recommendations should:

1. Provide clear description of the recommended housing configuration
2. Connect the recommended configuration to the impact of the condition
3. Possible alternatives to the recommended configuration
4. A statement of the level of need for (or the consequences of not receiving) the recommended configuration

Single room requests for the sole purpose of obtaining a reduced-distraction study environment WILL NOT be approved. Even without a roommate, a communal living environment can be very distracting. These students may wish to request a room in an extended quiet hours area or find a place outside the dorm to study, such as the library, which is designed for this type of activity. Valid reasons for Housing Accommodations requests include, but are not limited to, space requirements of disability-related equipment, need for privacy during personal care,
strategies needed to cope with the disability that would be bothersome to a roommate, and a need to obtain extra rest to minimize disability-related symptoms.

**Housing Application Procedure**

1. The student should pick up a Housing Accommodation Application from the Coordinator of Disability Services.
2. The student should complete part one of the Housing Accommodation Application and submit it to the Coordinator of Disability Services. **ALL INFORMATION IS CONSIDERED CONFIDENTIAL.**
3. Part two of the application, the Professional Certification section must be completed by a professional who is knowledgeable regarding the type of disability or medical condition in question, qualified to make appropriate recommendations, and knowledgeable of the student’s current condition. This professional should not be a relative of the student. The Coordinator of Disability Services can provide guidance as to who is an appropriate professional to provide certification.
4. The Director of Residence Life and the Coordinator of Disability Services will review the application and supporting documentation.

5. **Evaluation Criteria**
   
   **I. Severity of the Condition**
   1. Is impact of the condition life threatening if the request is not met?
   2. Is there a negative health impact that may be permanent if the request is not met?
   3. Is the request an integral component of a treatment plan for the condition in question?
   4. What is the likely impact on academic performance if the request is not met?
   5. What is the likely impact on social development if the request is not met?
   6. What is the likely impact on the student’s level of comfort if the request is not met?

   **II. Timing of the Request**
   1. Was the request made with initial housing request?
   2. Was the request made before the deadline for housing requests for the semester in question?
   3. Was the request made as soon as possible after identifying the need (Based on date of diagnosis, receipt of housing assignment, change in status, etc.)?

   **III. Feasibility and Availability**
   1. Is space available that meets the student’s needs?
2. Is the student in special interest housing? If so, can the requested configuration be met within that area?
3. Can space be adapted to provide the requested configuration without creating a safety hazard (electrical load, emergency egress, etc)?
4. Are there other effective methods or housing configurations that would achieve similar benefits as the requested configuration?
5. How does meeting this request impact housing commitments to other students?
6. Is the cost of meeting the request prohibitive?

A decision will be made to approve the request, deny it, or defer pending further documentation. The decision will be communicated by memo to the student and a copy of the memo will be placed in the student’s Residence Life file in the Student Development Office.

Meal Plan Accommodation:

**NOTE: Students with Allergens that require them to carry or have access to an EpiPen should immediately contact the director of Health Services, 479-524-7320**.

JBU will consider a Meal Accommodations for diagnosed medical conditions that have been evaluated, diagnosed, and treated by a qualified medical specialist, or for food allergies that have been evaluated, diagnosed, and treated by a qualified medical professional, such as a board-certified allergist. Do not diagnose a food allergy on your own. Self-diagnosis can lead to unnecessary dietary restrictions and inadequate nutrition, especially in children. Additionally, some people think they are allergic to a food when they actually have another type of food disorder, and treatment may differ.

Some methods of food allergy testing are unproven and are considered controversial, since no definitive studies have shown that they can effectively diagnose food allergies. Some may even increase the risk of an allergic reaction. Learn more about unproven diagnostic food allergy testing at [https://www.foodallergy.org/research-innovation/accelerating-innovation/food-allergy-diagnosis](https://www.foodallergy.org/research-innovation/accelerating-innovation/food-allergy-diagnosis)

Meal accommodations are strictly limited to the inability to consume the food provided by the employed dining service. Dietary preferences, undocumented medical conditions or allergens, and financial concerns will not be considered for meal accommodations.

Students who are having trouble accessing the Dining service areas or navigating the Dining areas due to disability should request assistance from Dining service employees or the Coordinator of Disability about appropriate accessibility solutions.
Meal Accommodation Requests should be made as soon as practicably possible before using the dining services, and preferably before the semester begins. However, if a request is made for an accommodation fewer than 60 days before dining services begin, JBU cannot guarantee that it will be able to meet the individual’s accommodation needs during the first semester or term of occupancy.

If the need for the accommodation arises when an individual already resides in University housing, the student should contact the Office of Disability Services and complete the request for accommodation as soon as possible. JBU cannot guarantee that it will be able to meet the accommodation needs during the semester or term in which the request is received.

If a student is granted a meal accommodation in the midst of a semester all unused food service scans will be recredited to the students account. However, if the accommodation is not approved because, for example, insufficient documentation. The students account will still be charged for unused meal scans. NOTE: students are encouraged to still use their scans while going through the Meal Plan Accommodation process as to not waste funds.

**JBU Meal Plans:**

A 14 scan, 19 scan, or unlimited (all-access) meal/week plan is required if you reside in any of the four traditional residence halls, as well as underclassmen living in the Townhouses and North Slope Apartments. A 7-scan plan is required for juniors residing in the Townhouses or Northslope Apartments. Seniors in the Townhouses or Apartments must purchase a minimum of a $25 declining balance or Ground Floor Coffee card.

Initial meal plan choices will be billed to the Student Account at the first of each semester. Students will have one opportunity to change the meal plan and select meal plan enhancements through the second week of class. Afterwards, additional meal plan enhancements may be purchased online by students, parents or others.

**Dining Services:**

JBU Employs a full-Service professional Dining service that provides the following resources for students:

- Employ a full-time dietitian to help these students develop diets or meal plans. While our dietician is not on campus, they are a phone call away and the Dining Service can set up an appointment with them and the student.
- Designate a safe food preparation area staffed by a dedicated chef and free of the top 8 allergens.
- Ensure foods that are made without allergens are labeled, nutritionally comparable, and properly prepared to reduce cross-contamination risk.
• All managers are Serve Safe certified with allergen training and are qualified to answer food-allergy related questions in each dining location
• Provide an online pre-ordering service option for registered students, after they meet with the Food Service Director
• Post menus online clearly identifying allergen friendly options
• Make food made without allergens available at all locations that accept the university’s meal plan
• Implement a comprehensive food service training plan for all food service managers and staff
• Train employees and contractors in Residents Life and Disability Services who have contact with students on their obligations under the Americans with Disabilities Act
• Clearly communicate new policies and protocols through emails, the website, and posting on bulletin boards

Meal plan Accommodation Procedure:

1. The student will need to provide the Coordinator of Disability Documentation regarding disability. Documentation of a diagnosed medical condition should be provided by the student’s qualified medical professional. The student must have been evaluated, diagnosed, and treated by a qualified medical specialist, or for food allergies that have been evaluated, diagnosed, and treated by a qualified medical professional, such as a board-certified allergist.
2. Once documentation is provided the Coordinator will evaluate and provide allergy related or food specific information to the Director of Food Services. Who will then schedule a meeting with the student to determine what accommodations are possible.
3. If after meeting with the Food Services Director and there are still concerns, the Food Services Director will advise the Student to contact the Coordinator of Disability about meal accommodation. The student may also be advised to meet with Health Services for medical advice.
4. If meal accommodations are in place and a student still encounters specific issues while using the dining service the student will need to immediately contact the Coordinator of Disability and the Director of Food service regarding the date, the food item, so the incident can be documented.
5. If it is determined that the Dining Service cannot accommodate the Coordinator of Disability will move forward to with removing student from the meal plan. Only occurs after the student has provided appropriate documentation, has met with the Director of Food Services, and the Food service has been given a chance to accommodate appropriately.
Documentation of the Medical Condition or Allergy should include:

- A diagnosis including
  - A thorough description of the condition
  - The date of diagnosis
  - Diagnostic test results used to diagnose condition or allergy
  - The date of onset
  - Prognosis
- A statement of prescribed medications and dosage including monitoring schedule, if appropriate for the condition.
- A schedule for on-going therapy, if appropriate for the condition.
- If Allergy related, a list of foods student is allergic to.
- A list of foods that the student is able to consume and any food treatment plans prescribed by the medical professional.
- A clear statement of how the medical profession recommends student access food in a college setting resident hall setting.
- Name, credentials, and license number of the evaluator.

Appeal Procedure

If the student wishes to appeal the decision, a written appeal needs to be presented to the Vice President of Student Development within ten (10) calendar days of the issuance of the decision memo. The written request must specify the particular substantive and or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the disposition. Furthermore, the appeal must be directed only to issues raised in the formal complaint as filed or to procedural errors in the conduct of the grievance procedure itself and not to new issues.

The review by the Vice President for Student Development or his/her designee normally shall be limited to the following considerations:

- Were the proper facts and criteria used to make the decision?
- Were any extraneous facts or criteria used to make the decision?
- Were there any procedural irregularities that substantially affected the outcome?
- Given proper facts, criteria, and procedure, was the decision one that might be reasonably made?

A copy of the Vice President’s written decision will be expected within thirty (30) calendar days of the filing of the appeal and shall be sent to the appropriate parties. The Vice President for Student Development for good cause may extend the deadline. The decision of the Vice President for Student Development on the appeal is final.
Reduced Course Load

The Office of Disability Services may recommend a reduced course load as an academic accommodation for a student with a disability. A reduced course load permits a student to register for a course load that is less than full-time but in no case less than half-time while still being considered a full-time student for housing purposes by the university. While students will only be billed for courses in which they are actually enrolled, all other charges will apply.

NOTE: Although a student may be approved for reduced course load accommodations, definitions used to determine enrollment status for Federal financial aid eligibility remains the same for all students. For example, a reduced course load of 9 credits, or any number of credit hours that would define the student as “less than full-time,” may mean a reduction in Federal financial aid. For specific information see, http://www.finaid.org/educators/pj/disability.phtml.

Each College office will determine which administrative benefits, if any, students may be eligible to receive based on the recommendation for a reduced course load. A Disability Services recommendation for a reduced course load does not apply to or exempt a qualified student from meeting satisfactory academic progress requirements established by the College or department/degree program. Students should consult with their academic adviser to ensure they are meeting these standards.

Application Process

1. Students seeking the accommodation of a reduced course load must have complied with the accommodation review and approval procedure of Disability Services. Medical documentation of the disabling condition which supports the accommodation of a reduced course load must be provided to Disability Services by the student. If a reduced course load is recommended by Disability Services, then the Dean of Undergraduate Studies must approve the recommendation. The student will be eligible for a reduced course load only after this process is completed.

2. Students seeking the accommodation of a reduced course load must meet with his/her academic advisor each semester to review academic progress. Compliance with university policies and procedures is mandatory.

3. When a student is facing a time limit to complete a degree program, the student is responsible for formally requesting an extension of that time limit from the Dean of Undergraduate Studies.

4. Students who have been approved for the accommodation of a reduced course load need to understand that there are implications of that status that could have a negative effect on the student’s financial account and his/her financial assistance. Students are advised to discuss how a reduced course load will affect them specifically with the Business Office and the Office of Financial Aid.

At the completion of the application process, Disability Services seeks approval of the recommended accommodation from the Dean of Undergraduate Studies. The Dean reviews
these recommendations to ensure that the accommodations are consistent with the fundamental requirements of that particular student’s degree program. The University does not waive program requirements or permit substitutions for required courses considered to be fundamental to the degree.

**Sign Language/CART Services for Events**

According to federal law, persons who attend or participate in JBU sponsored activities, programs and services are entitled to reasonable and appropriate accommodations to facilitate such participation. The services of a qualified sign language interpreter, oral interpreter, transcriber, or CART provider may be reasonable and appropriate accommodations. A request for such services may be made by a deaf or hard of hearing person or by a JBU representative through the Disability Services Office.
Procedure:

1. Contact the Jarrod Heathcote, Coordinator of Disability Services at 479 524-7464, come by the office in LRC150 or by email to JHeathcote@jbu.edu.

2. The request must be received 3 working days prior to the start of the event if the event is less than 4 hours in length. If the event will be more than 4 hours in length, the request must be received at least 5 working days prior to the event.

3. The Disability Services Office will make every effort to schedule a qualified interpreter. Contact information including the name and number of the interpreter will be provided to the event contact person. The interpreter will also be provided the name and telephone number of the event contact person.

Payment:

1. Any cost associated with providing accommodations is the responsibility of the department or program.

2. Fees include the per hour cost of the service and mileage for the provider when required.

3. Any event more than an hour in length will require the services of two interpreters.

Cancellation:

Services that are cancelled at least 24 hours in advance will not be charged to the department. If the services are cancelled less than 24 hours prior to the scheduled time, the department who requested the service is obligated to pay the full contracted amount. If the deaf or hard of hearing person is a “no-show” at the event, service fees will be charged to the department as scheduled.

Transcription Services Policy

A transcriber may be provided as an accommodation if it is an appropriate and reasonable service based on a student’s documentation concerning a disability.
The transcriber will record in written form, the approved class or activity and provide notes to the student who has been approved for this accommodation. These notes are for the personal use of the approved student with a disability and may not be provided to others.

**Threat Assessment**

1. A student with a disability who poses a direct threat to himself or others no longer qualifies for protection under the federal disability laws.

2. Steps in threat assessment:
   
   a. The student must show that his mental disorder substantially limits a major life activity. Under the ADA Amendments Act, “major life activity” is construed expansively and includes neurological and brain functions.

   b. Determine whether the student’s disability related behavior poses a threat to himself or to others. This evaluation will be based on a reasonable judgment that relies on current medical knowledge or on the best objective evidence. The evaluation purpose is to determine:

      (1) The nature, severity, and duration of the risk.

      (2) The probability that the potential injury will actually occur.

      (3) Whether reasonable modifications of policies, practices, or procedures will mitigate the risk.

   C  The university will engage in a meaningful interactive process to determine whether a modification is reasonable for purposes of this analysis.
**Disability Services Forms**

The following forms are available in the Disability Services Office, LRC 150. If you would like forms sent to you, call 479 524-7464 or email JHeathcote@jbu.edu.

- Application for Disability Services
- Authorization to Release Confidential Information
- Alternative Format Textbooks
- Request for Interpreting Services
- Audio Recording Agreement
- Housing Accommodation Application
- Meal Plan Accommodation Application
- Student Responsibilities

Any completed forms should be returned to: Jarrod Heathcote, Coordinator of Disability Services, 2000 W. University St., Siloam Springs, AR 72761, Email: JHeathcote@jbu.edu, Ph. 479 524-7464,
Appendix A

Acknowledgement and Release of Information Consent Form – Emotional Support Animal (ESA)

I have read and understand the ESA Policy and Agreement and I agree to abide by the requirements applicable to ESAs. I understand that if I fail to meet the requirements set forth in the policy, JBU has the right to remove the ESA and I will be nonetheless required to fulfill my housing, academic, and all other obligations for the remainder of the housing contract.

I furthermore give permission to the Coordinator of Disability Services to disclose to others impacted by the presence of my ESA (e.g., Residence Life Staff, potential and/or actual roommate(s)/neighbor(s)) that I will be living with an animal as an accommodation. I understand that this information will be shared with the intent of preparing for the presence of the ESA and/or resolving any potential issues associated with the presence of the ESA.

I further recognize that the presence of the ESA may be noticed by others visiting or residing in JBU housing and agree that staff may acknowledge the presence of the animal, and explain that under certain circumstances Emotional Support Animals are permitted for persons with disabilities.

____________________________________  ______________________
Individual’s Name                      Date
Appendix B

Acknowledgement and Release of Information Consent Form – Service Animal

I have read and understand the Service Animal Policy and Agreement and I agree to abide by the requirements applicable to Service Animals. I understand that if I fail to meet the requirements set forth in the policy, JBU has the right to remove the Service Animal and I will be nonetheless required to fulfill my housing, academic, and all other obligations for the remainder of the housing contract.

I furthermore give permission to the Coordinator of Disability Services to disclose to others impacted by the presence of my Service Animal (e.g., Residence Life Staff, potential and/or actual roommate(s)/neighbor(s)) that will be living with or accompanied by an animal as an accommodation. I understand that this information will be shared with the intent of preparing for the presence of the Service Animal and/or resolving any potential issues associated with the presence of the Service Animal.

I further recognize that the presence of the Service Animal may be noticed by others visiting or residing in JBU housing and agree that staff may acknowledge the presence of the animal, and explain that under certain circumstances Service Animals are permitted for persons with disabilities.

_________________________________________  ______________________
Individual’s Name  Date