Graduate Instructor / Teaching Assistant Training Packet

2014-2015

Day 1

Hosted by:
The Center for Excellence in Teaching & Learning and the Graduate School
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AGENDA

Monday, August 18, 2014

Day1 – Promoting Student Engagement for Better Learning

12:30 PM  Registration & Training Packet

1:00 PM  Welcome – John Kiss

1:15 PM  How to Manage Class and Day 1
  •  Expectations – Ann Monroe
  •  Setting the tone – John O'Haver
  •  Organizing Large Classes – Cathy Grace
  •  Controversy – Alan Gross

2:15 PM  Part 1: Engaging Methods
  •  Lectures – Joe Ward
  •  Problem Solving – Jason Ritchie
  •  Study/Discussion/Argument – Eric Weber

3:00 PM  Break & Refreshments

3:15 PM  Part 2: Engage via Assessment
  •  Thinking – Nancy Wiggers
  •  Alignment – Kate Kellum
  •  Feedback – Alicia Bouldin

4:00 PM  Collaborative Activity

4:30 PM  Dismiss
Managing the College Classroom
Ann Monroe
School of Education
Department of Teacher Education
amonroe@olemiss.edu

Structure

Syllabus
- Purpose
- Objectives
- Assignments
- Grading Scale
- Course Schedule
- Attendance Policy

Routines
- Arrive Early
- Taking Attendance
- Starting Class
  - Quizzes, Journaling, Do Nows
  - Schedule for the Day
- Document, Document, Document

Accessibility

Materials
- Blackboard/Google
- PowerPoints
- Course Information
- Assignments
- Study Guides

Instructor
- Email/Text/Twitter
  - Timely Response
- Before and After Class
- Office Hours
- Assistance with Course Content

Relationships
Who Are Your Students?
- Names
- Needs

Who Are You?
- Teacher Persona
  - Approachable
  - Avoid the Power Pitfalls
  - Rely on Your Structure

If All Else Fails...
PEP it Up!!!!

Proximity
Eye Contact
Privacy
POGIL Exercise
Jason Ritchie
Department of Chemistry and Biochemistry
The University of Mississippi
jritchie@olemiss.edu

The Mole

Model 1: The Mole, a way of counting numbers of atoms and molecules

1 dozen = 12 objects = 1.2 \times 10^1 \text{ objects}
1 mole = 602,214,129,270,000,000,000,000 \text{ objects} = 6.02214129(27) \times 10^{23} \text{ objects}
\approx 6.022 \times 10^{23} \text{ objects}

Hydrogen has 1 protons and an average atomic mass of 1.008 amu or 1.008 grams / mol.
Carbon has 6 protons and an average atomic mass of 12.011 amu or 12.011 grams / mol.
Oxygen has 8 protons and an average atomic mass of 15.999 amu or 15.999 grams / mol.
Aluminum has 13 protons and an average atomic mass of 26.982 amu or 26.982 grams / mol.

Critical Thinking Questions:
1. How many eggs are in one dozen eggs?
2. How many oranges are in one dozen oranges?
3. How does the identity of the object affect the number of items in dozen?
4. How many eggs are in 2 dozen eggs?
5. How many eggs are in 117.25 dozen eggs?
6. If you had 154,589 individual eggs, how many dozen eggs would you have?

7. Using a grammatically correct English sentence, describe how to convert any number of dozen objects to a number of individual objects (i.e. 117.25 dozen eggs to number of individual eggs).

8. If a large egg weighs 2 ounces, what is the mass in grams of one dozen eggs?

9. If a watermelon weighs 10 pounds, what is the mass in grams of one dozen watermelons?

10. How does the mass of a dozen objects depend on the mass of the individual object?

11. How many carbon atoms are in one mole of carbon?

12. What is the mass, in grams, of one mole of carbon atoms?

13. How many aluminum atoms are in one mole of aluminum?

14. What is the mass, in grams, of one mole of aluminum?

15. What is the mass, in grams, of 117.25 moles of aluminum?

16. Using a grammatically correct English sentence, explain how to calculate the mass of a certain number of moles of a certain substance.
Thinking via Bloom’s Taxonomy
Nancy Wiggers, Learning Specialist
Center for Excellence in Teaching and Learning
nwiggers@olemiss.edu

“No words are oftener on our lips than thinking and thought” (Dewey, 1910, p. 1). You cannot go to any gathering of educators, formal or informal, without hearing the topic students’ thinking mentioned.

Encouraging students to think and to develop attributes associated with thinking, e.g. “curiosity, commitment to objectivity, delayed judgment, skepticism, and persistence,” (Svinicki, 2004) are educators’ goals. Curricula, course objectives, and assessments are devised to ensure that students not only learn the information provided them, but also internalize it, and use it in a way that allows them to grow.

Though there are other models that describe thinking and learning, one of the most common is Bloom’s model of critical thinking. It is readily accessible and applicable to classroom instruction and assessment.

Bloom’s Taxonomy divides “thinking” into 6 levels from least to most complex:

Each step moves students from being dependent on an extrinsic source of knowledge to independent creators of their own knowledge, which is a goal in education.
Active Learning Techniques for Students

Remember – Exhibit the ability to recall information such as basic terminology or foundational procedures:

- Repeat the information over and over: write & re-write, say & repeat, read & re-read
- Draw a picture with the information; make a word association; use graphics and colors
- Mnemonics: create an acronym to remember the information
- Visual association: use index cards with term on front and definition on back

Sample Questions to ask:
What is...?; How did this happen?; Who were the main...?; Can you list three....?

Understanding – Make associations among basic information learned in knowledge phase:

- Categorize the basic information: make charts or other visuals
- Cluster related information; use a main idea cue to practice recall of cluster.
- Chain the information together; use a timeline with relevant information
- Create a mind map or a flowchart to show the relationship between information
- Organize notes in a way so that details and “big picture” are clearly linked

Sample questions to ask:
What are the similarities/differences?; What is the main idea?; State in your own words...; How would you summarize?

Applying – Use learned information to solve problems in new situations; thus illustrate understanding of knowledge:

- Work and re-work problems, applying formulas to different problems
- Test yourself; form a study group and brainstorm test questions
- Summarize your notes and compare them to the information in the textbook
- Review often. It takes time to make associations – cramming doesn’t work at this level

Sample questions to ask:
How would you use____?; What examples can you find to____?; How would you solve this using what you have learned?; What would result if...?
Analyzing – Examine and dissect information into parts in order to identify motives or causes and find evidence to support generalizations, e.g. after applying concepts & formulas, examine how each component works:

- Break down formulas into component units and validate their existence
- Practice teaching someone; allow them to question “how” & “why”
- Draw a huge mindmap to summarize a series of lectures or textbook chapters

Sample questions to ask:
What is the function of…?; How would you classify…?; Can you distinguish between…?; Can you identify…?; What conclusions can you draw?

Evaluating – Judge the quality and validity of information against set criteria to defend and present one’s own opinions:

- Make reasoned judgment as to comparative worth

Sample questions to ask:
Do you agree with the actions, outcomes, etc…?; How would you prove/disprove…?; What would you recommend?; How would you prioritize?

Creating – Compile and connect information in a way which results in something new, e.g. combine elements into a new pattern or propose alternative:

- Write a thesis on the subject
- Build a model; pull together components and associations learned outside of the class

Sample questions to ask:
What changes would you make to solve…?; How would you adapt this to create a new…?; What could be done to minimize/maximize…?; How would you test for…? Can you predict the outcome if...?; Construct a model that would change…?

In this model, the farther up you move on the thinking scale, the wider your perspective on the information learned.
Objectives, Learning Activities, Student Evaluations, Class Improvements = Research
Karen Kate Kellum, Ph.D.
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(662) 915-7583

Objective – what do you want your students to know by the end of the second class?

Learning Activities – Planned

Learning Activities – Other activities to consider

Evaluation of Student Learning – Planned

Evaluation of Student Learning – To consider

A research question you could ask
Overview of behavioral psychology
At the most basic level, these fields look at the relationships between context and behavior and assume that behavior and context influence each other.

- Behavior can be defined as anything an organism does (e.g., developing an exam, answering essay questions ...).
- Context includes both environmental factors (i.e., past & present events) and biological factors. As it is not practical (or perhaps even ethical) to manipulate contextual biological factors in meaningful ways, focus is placed on the environmental factors over which influence is possible.

Problems encountered in classes can be seen as either a behavior problem (too much or not enough of the behavior) or a context problem. As we cannot jump inside the skin of another person to make them learn what we want, seeing the problems in context may be more useful. That is, a focus on the contextual variables may allow us to help students learn.

Objectives – for everything
Being clear about what you want students to know or be able to do at the end of the program, the course, and the class session can help you better pick learning activities and evaluation tools. The clearer you are about what you want students to know, the more likely you will be able to design learning activities and student evaluations that accomplish those objectives.

Learning Activities – link with objectives
One can think of learning activities as the behaviors the instructor engages in – or – as the behaviors that students engage in to interact with the materials and learn (i.e., acquire new behaviors). Often the focus is on the instructor’s behavior, but I believe it is better to focus on what it is the students will be doing. By doing so, instructors can arrange the context in which students may behave in ways that most closely link with the objective.

Although listening to a lecture and taking notes are among the most likely learning activities, there is a host of evidence to suggest that active learning activities (i.e., ones that get students behaving more) may help more students met the session or class objectives.

See Teaching Methods at http://www.olemiss.edu/depts/cetl/teaching_resources.html

Evaluating Student Learning – link with learning activities
Whether a student knows or can do something can be evaluated in many ways. Some of the most forms of student behavior that are evaluated include performance on tests, papers, case studies, and mock performances. Instructors and others evaluate student performance in a number of ways, including: using own content knowledge, grading keys, checklists, rubrics, and rating scales.

Student performance is graded across the items, questions or skills.
### Designing the evaluation

**General types of Grading Systems**

- **Norm-referenced** (aka relative) systems compare and disperse student scores often with a limited number of each letter grade available. Students’ grades are determined by their performance relative to others either in the class or multiple sections of the same course. These assume the purpose of grading is to identify high-performing students and low-performing. These generally involve giving perfect or near perfect score to the highest performer and dispersing the remaining scores using Z-scores, t-scores, or identifying gaps in scoring to assign different letter grades. Norm-referenced grading systems tend to produce competition rather than cooperation among students.

- **Criterion-referenced** (aka absolute) grading systems compare student performance to an objective/criterion. These assume that grades reflect mastery of knowledge. These generally involve using a percent of total points, or specific criteria for each grade letter.

- **Contract grading** (aka menu) grading systems allow students to choose among activities to demonstrate knowledge. The instructor assigns different number of available points for each assignment.

- **Peer grading and Self-evaluation** grading systems require the instructor to provide specific criteria by which students evaluate their own work or that of their peers.

**General types of questions**

- **Binary-Choice** (aka True-False): Difficult to develop, easy to grade, can inflate scores.

- **Multiple-choice or Multiple-selection**: Difficult to develop, quick to grade

- **Matching**: Difficult to develop, quick to grade

- **Short answer/completion**: Relatively easy to develop, somewhat time consuming to grade

- **Essay/composition**: Relatively easy to develop, very time consuming to grade, inter-rater reliability is sometimes low

- **Other performance**: Time consuming to develop evaluation tools, inter-rater reliability is sometimes low

### Administering the evaluation

- Clarity in instructions and required materials will make everyone, including you, happier

- Consider including honor code and details about how you will know if they cheat on test

- To proctor or not
• An expert should be able to complete the assignment in \( \frac{1}{4} \) or \( \frac{1}{2} \) of the time allocated for students

**Improving the whole thing – use the data to evaluate learning activities & classes**

To student learning data to evaluate your course and specific learning activities, the data are examined by skill, item, or groups of times across students.

<table>
<thead>
<tr>
<th>Skill A</th>
<th>Skill B</th>
<th>Skill C</th>
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<tbody>
<tr>
<td>Student 1</td>
<td>Exceeds</td>
<td>Exceeds</td>
</tr>
<tr>
<td>Student 2</td>
<td>Meets</td>
<td>Doesn’t Meet</td>
</tr>
<tr>
<td>Student 3</td>
<td>Meets</td>
<td>Doesn’t Meet</td>
</tr>
<tr>
<td>Student 4</td>
<td>Exceeds</td>
<td>Doesn’t Meet</td>
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<table>
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<th>% Exceeds or Meets</th>
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In this example, it appears that the learning activities that lead to Skill A & C produce student learning. However, the learning activities and classes designed to produce Skill B should be examined more closely.

**Grading and evaluating the evaluation**

- **Internal-consistency:** Items related to the same objective at similar levels of knowledge should show good internal consistency or homogeneity. I’ve used Kuder-Richardson 20 (K-R20) or Cronbach’s Alpha (\( \alpha \)), which yield the same result with dichotomous data (i.e., correct or incorrect). Values can range from 0.00 to 1.00, with higher numbers indicating a homogeneous test. Homogeneity or consistency means that there are similar patterns for responding (i.e., the same person tends to get them all right or all wrong). I tend to aim for \( \alpha \geq 0.70 \) for items that test the same objective.

- **Inter-item Correlations:** I’ve used inter-item correlations to determine which items lower the \( \alpha \). Items related to the same objective should show correlations in response patterns. Correlations can range from -1.0 to 1.0, higher absolute values indicate a stronger relationship. Inter-item correlations between

- **Rate correct:** The number or percent of people answering an item correctly can provide good information about the learning environment as well as the individual item. Items that everyone answers correctly don’t help you distinguish between good performers and poor ones, neither do items that show chance levels of responding

- **Distribution of responses:** Response distributions tell us the frequency of responding to each of the possible ‘answers’ (more accurately to the answer and the distractors). These data may help identify less than ideal distractors (i.e., ones that practically no one chooses as the answer). I tend to aim for distractors that have at least 5% of the responses.

**Revise Objectives and Evaluation Methods**

Item analyses and analysis of time to complete assessment methods can help you revise both the objectives and the evaluation method.
**Teacher Behavior Checklist**
The TBC asks students to provide feedback on specific behaviors exhibited by instructors such as encouragement, enthusiasm, constructive feedback, and respect. The TBC has solid psychometric properties. Consider using the TBC before mid-term and at the end of the class.

**References and more information**
- Grading systems and more:  [http://cfe.unc.edu/pdfs/tac.pdf](http://cfe.unc.edu/pdfs/tac.pdf)
- Item Analyses:  [http://www.ipacweb.org/conf/02/hamill.pdf](http://www.ipacweb.org/conf/02/hamill.pdf)
- The Teacher Behavior Checklist:  [http://www.olemiss.edu/depts/cetl/teaching_resources.html](http://www.olemiss.edu/depts/cetl/teaching_resources.html)
- Teaching Journals -- places to find teaching information & to PUBLISH:
  - Teaching in Higher Education
  - College Teaching
  - Journal of College Teaching and Learning
  - Kennesaw State University has a great list of discipline specific journals  
    [http://www.kennesaw.edu/cetl/resources/journals.html#disciplineteaching](http://www.kennesaw.edu/cetl/resources/journals.html#disciplineteaching)
Engaging the Learner through Assessment: Feedback
Alicia S. Bouldin, R.Ph., Ph.D.
Associate Dean for Outcomes Assessment and Learning Advancement
The University of Mississippi School of Pharmacy
abouldin@olemiss.edu

ASSESSMENT
Assessment ___ learning
Assessment ___ learning
Assessment ___ learning

Formative vs. Summative
Virtually all assessments can be formative. Good world citizens will be lifelong learners. You/we can model that by enabling them to learn from their assessments, their successes, and their mistakes.

Quantitative (“grades”)
Qualitative (descriptive, rubrics, etc.)

The Power of Feedback
Hattie (1992) reviewed a host of studies regarding contributing factors in student achievement. Design of the instruction and assessments was obviously very important. But this review found that feedback was “the most powerful single influence.”

In their “7 Principles for Good Practice in Undergraduate Education,” Chickering and Gamson specifically include feedback. That interaction is a “powerful force” in education.

“Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learnt, what they still have to learn, and how to assess themselves.” (Chickering & Gamson, 1987)
The provision of feedback can actually modify the learner’s behavior in positive ways, to promote further learning even outside the influence of the classroom or the teacher. Positive feedback (“You’ve got it!” or “You are doing much better”) can help sustain motivation, which is a large part of the process. Well-delivered adapting feedback (“Can you see where this response might have been improved?”) enhances reflection and the ability to self-assess.

**Feedback to Improve**
The most beneficial feedback is:

1. ________________ (encouraging, designed for improvement)

2. ________________ (occurring while the task or content is still “fresh,” and in time to benefit subsequent efforts)

3. ________________ (linked to specific assessment criteria, useful to the individual)

(Source: UNSW, 2014)

Effective feedback provides enough detail to guide learners (and teachers) in ways that will improve understanding.

Effective feedback should include:

- Cues to direct attention to task-relevant content
- Information that helps to correct erroneous hypotheses.
- Facilitation of transformative learning experiences (“a-ha!” moments)

**The Learner’s Part**

Involve the learner in using assessment for improvement. Students may require preparation in their learning how to USE the results to take them to the next level. Model it for them. Why and how did the learner understand or misunderstand the information, and what are the directions that would most readily foster improvement? Understanding is key.

“How can I improve and extend my knowledge (or ability)?”

In an ideal world with infinite resources, motivation, and time, learners could and would devote themselves to this quest. They would examine their own performance and seek the input of teachers and others.

But in the real world of higher education today, learners are often most interested in using the results of previous assessments (exams) when studying for a cumulative final. That form of self-remediation may be largely extrinsically motivated, and limited in the amount of deeper learning it fosters.

Some might argue that in order for feedback to be most effective, there should be consequences to the learner who ignores that part of the assessment. What do you think?
**Challenges to Optimal Feedback**

Timely, detailed, personalized feedback is decreasing.

1. Learner motivation may be extrinsically focused.
2. Increasing class sizes seem the norm.
   a. More assessments to examine (difficult to individualize comments on so many)
   b. Perhaps reduced frequency of assignments
3. Student time on campus is decreasing.
4. Technology—can support personalized feedback, but also facilitates avoiding it.

**References and Resources**

Graduate Instructor / Teaching Assistant Training Packet

2014-2015

Day 2

Hosted by:
The Center for Excellence in Teaching & Learning and the Graduate School
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AGENDA

Tuesday, August 19, 2014

Day 2 – Resources Supporting You and Your Students

12:30 PM  Registration & Lunch – Small group Q&A and Activities

1:30 PM  Welcome – Maurice Eftink

1:40 PM  Roles/Grades/Attendance
  •  myOleMiss – Maurice Eftink
  •  Registrar Access Roles – Natcha Knight-Evans
  •  FABI and Associated Policies – Jennifer Phillips

2:10 PM  Resources & Services
  •  Blackboard Nuances & FTDC – Penny Rice
  •  Library – Amy Gibson
  •  The Writing Center – Bob Cummings, Brad Campbell, and Angela Green
  •  CETL – Nancy Wiggers/Rebekah Reysen

2:50 PM  Break

3:00 PM  Student Issues Panel
  •  Student Accommodations – Robin Yekaitis
  •  Student Intervention Team (SIT) – Mindy Sutton
  •  Academic Conduct – Maurice Eftink

3:30 PM  Instructor Issues
  •  Employment Issues – Christy Wyandt
  •  Professional Conduct – Becki Bressler
  •  Inclusivity – Jennifer Stollman

4:00 PM  Summary & Q&A

4:30 PM  Dismiss
REFERRING
without
DETERRING

How to Encourage Students to Seek Writing Center Services

Location: Lamar Hall, Suite C
Phone: (662) 915-7689
Email: cwrwc@olemiss.edu
http://rhetoric.olemiss.edu

APPOINTMENT INFORMATION

• Students currently enrolled at UM can make appointments and receive services.

• Students can make appointments online or in person. After making an account with our scheduling system, students will be able to choose a time that works best for their schedule.

• Students can choose appointments that last either 30 minutes or 1 hour.

• The center provides both in person, face-to-face consultations as well as online appointments.

• If a student is more than 10 minutes late, they risk losing their appointment reservation.

• Students cannot book back-to-back appointment times. There must be at least one hour between appointments.

• Upon request, students can receive appointment confirmation sheets to give to instructors.

• Writing center consultants will work with students to help build skills and strategies for improving their writing, but will not simply proofread or correct papers.

Please contact our director, Brad Campbell, for more information.
Phone: 662-915-7686
Email: mbcampbe@olemiss.edu
Office: Lamar Hall, C-10
TIPS FOR SENDING STUDENTS TO THE WRITING CENTER:

1. Guide Don’t Deride

Avoid writing something like “Please go to the Writing Center!” on students’ assignments.

Telling your student to go to the Writing Center seems like a no-brainer for instructors, but to students, this may sound like an insult or a command. Suggest that seeing a tutor can help students not to feel overwhelmed by an assignment. Students do not need a draft in order to see a consultant; they can schedule a visit at any stage of the writing process.

2. Provide Constructive Corrective Feedback

If a student has frequent grammar errors or unclear organization, encourage them to seek help from the Writing Center to accomplish specific goals. For instance, “Tom, you had multiple comma splices and subject-verb agreement errors in this essay, but I know you can improve this next time. Try visiting the Writing Center; their staff can help you identify comma splices and show you how to revise them.”

3. Offer Extra Credit for Substantive Reasons

Extra credit is an excellent incentive for students to seek advice or attend workshops, but unless they understand the purpose of the visit, they may not benefit as much from the experience. If you offer extra credit for Writing Center consultations or workshops, be sure to give your students a clear mission to accomplish while they are here. For instance, you might ask that the consultation take place at a certain phase of the assignment and that they make strides in a specific area (i.e., incorporation of sources, brainstorming, drafting, and revision strategies).

4. Schedule a Visit to your Class

Familiarizing your students with the Writing Center may increase their likelihood of visiting in the future. In an introduction session, our staff can describe the various services and resources available to students. Please contact us via email to schedule a classroom introduction, and let us know if there are any specific topics you would like us to focus on.

5. Reminders for Your Students about Sessions

- Students should bring an assignment sheet, a printed copy of their written assignment (if they have a draft), and a pen or pencil to a consultation.
- Encourage your students to prepare specific questions for the consultant in order to get the most out of a session. For example, “Can you see if I have a clear thesis statement?”
- Ask students to plan ahead and visit the Writing Center in advance of an assignment due date. Students who come to consultations the day before or the day an assignment is due may not have enough time to make the revisions discussed during a session.
- Encourage students to arrive a few minutes early.

RESOURCES AVAILABLE:

- Free individual consultations
- Consistent advice/help with the same assignment
- Internet access
- Multimodal rooms for students who are working on speeches, digital compositions, or group presentations
- Introduction to library databases
- Workshops on specific writing topics
- Help with citation styles
- Access to Microsoft Office
- Feedback on speeches and presentations
- Handouts
- Walk-ins and quick questions
- Trained consultants with a variety of academic backgrounds.
Writing Enriched Curriculum
Angela Green, Instructor
akgreen2@olemiss.edu

The Department of Writing & Rhetoric invites you to explore the many ways that writing can enrich learning in courses you teach or support. Extensive research shows that:

- Writing increases student engagement, teaches critical thinking and problem solving skills, and deepens learning of subject matter, the “content” of any course.
- Writing teaches discipline-specific ways of thinking and communicating that are important to performance in university courses and in post-university professions.
- Teaching writing in math, science, or art means interpreting and guiding the writing process and responding to student work in productive and helpful ways that encourage revision.

As graduate teaching assistants, you can make an enormous difference in how students learn your course material, regardless of class size or subject. And the good news is that you can include writing as a mode of learning without adding a lot to your workload. Some examples of informal, exploratory writing are:

- In-class writing at the beginning, middle, or end of class to establish which concepts are clearest or muddiest
- Journals, blog posts, and discussion boards
- Reading journals or reading logs
- Role-playing dialogues to enact course concepts
- Free-writing, idea mapping, or other idea-generating exercises
- Thesis statement writing
- Practice essay exams

The Benefits of Learning to Teach Writing in Your Discipline

No matter how much or how little writing you assign—or how much control you personally have over matters of curriculum, learning how to teach writing in your discipline benefits you professionally.

- 99% of faculty surveyed reported that they changed their teaching in some way as a result of participating in programs that help them teach writing.
- Attention to student writing shifts the focus away from “teaching” to “learning”: writing is learning made visible.
- Teaching writing helps you improve your own writing processes
- You can distinguish yourself from your peers by demonstrating a commitment to and training in the teaching of writing in your discipline.
Graduate Writing Fellowships
The Graduate Writing Fellows Program was launched in spring of 2013 to support the teaching of undergraduate writing across all disciplines. Fellows are selected on a competitive basis and are required to satisfactorily complete a graduate level writing pedagogy class, WRIT 671. Pay is commensurate with the teaching (or teaching assistantship) of one class. Each Graduate Writing Fellow is attached to one or more courses per semester and is charged with two interrelated tasks:

- Support faculty in the development of effective writing assignments
- Support students during the brainstorming, drafting, revising, editing, and proofreading stages of the writing process

Graduate Writing Fellows will sometimes attend the classes to which they are attached, but they spend most of their time meeting with students in one-on-one or group consultation sessions, assisting these students in writing associated with the course. The Fellows are not to participate in grading and will never report on student performance to the professor. In other words, this service is NOT tied to student evaluation in any way. Instead, this service is stubbornly student-centered and delivers the benefits of co-curricular tutoring directly to students in the context of their major courses. See our website for more details: http://rhetoric.olemiss.edu/wec/gwf/

Regardless of how much or little writing you assign, a number of valuable resources exist to help you help your students, available here:

http://rhetoric.olemiss.edu/wec/resources/

Contact our Writing Enriched Curriculum Core Instructor Dr. Angela Green at akgreen2@olemiss.edu for more details.
10 Things You Should Know About Providing Accommodations for Students with Disabilities
Robin Yekaitis, Disability Specialist
Student Disability Services
rtyekait@olemiss.edu

• You play a vital role in ensuring equal access to an education for students with disabilities, upholding not only federally-mandated compliance with the Americans with Disabilities Act as Amended and Section 504 of the Rehabilitation Act of 1973, but also the University’s Mission.
• Students with disabilities met the same admissions criteria established by the University as students without disabilities.
• Accommodations are intended to “level the playing field,” not lower or alter academic requirements or course evaluation standards.
• If you receive an Instructor Notification of Classroom Accommodations letter, you must provide or allow the accommodations listed on it.
• If you have questions or concerns about a particular accommodation and its appropriateness in your class, please contact us immediately. You cannot deny an accommodation without discussing with our office how it would fundamentally alter the essential academic requirements or evaluation standards.
• If a student requests an accommodation from you but does not provide the Instructor Notification of Classroom Accommodations letter, please refer the student to our office.
• We approve accommodations on a case-by-case basis based on the impact of the student’s disorder(s). To determine the impact, we interview each student to understand his/her strengths, weaknesses, and needs; we then review supporting documentation from an appropriate professional or specialist.
• We approve accommodations throughout the year, so deadlines or cut-off dates cannot be established; however, students must notify you and provide the Instructor Notification of Classroom Accommodations letter in a timely fashion allowing you to make appropriate arrangements.
• Students who wish to use their approved accommodations, must meet with us each semester and receive updated Instructor Notification of Classroom Accommodations letter reflecting the current term.
• We highly recommend including a statement on your syllabus directing students to our office if they believe that academic accommodations are necessary for their full participation in your course.

We are looking forward to collaborating with you. Please contact us if you have any questions or concerns.

Student Disability Services
234 Martindale Center ∙ sds@olemiss.edu
662-915-7128/662-915-7907 (TTY)
POLICY FOR STUDENTS WITH DISABILITIES
University Policies and Procedures: Overview

The University of Mississippi is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and the Americans with Disabilities Amendments Act (ADAAA) of 2008.

It is the policy of the University that each campus shall make services available for any student who, through a current assessment, can document a disability. The administration will provide appropriate services including, but not limited to 1) support, referrals, and information, and 2) academic assistance services.

In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students with disabilities, however, to seek available assistance at the University and to make their needs known. The University offices that help to ensure equitable access for students with disabilities are the Office of Student Disability Services, the Office of Equal Opportunity and Regulatory Compliance (The Executive Director of Equal Opportunity and Regulatory Compliance is also the ADA Coordinator), and the Office of the University Attorney.

Commitment Statement on Disability Access

In January of 2010, the Chancellor of The University of Mississippi reaffirmed the University's commitment to students, staff and visitors with disabilities. In accordance with the goals and creed of The University of Mississippi, and to further support a campus rich in diversity, the University will encourage excellence, inclusion and respect for the dignity of those with disabilities and will recognize and promote the value of individual differences. To support this commitment, the Chancellor has approved the following operating principles:

1. The University of Mississippi prohibits discrimination against people with disabilities and actively encourages a climate of inclusion and equal access. Toward this end, the University community will continue to develop training and resources to promote sensitivity and awareness of disability issues.

2. The University is committed to providing equal access and reasonable accommodations for students and others with disabilities. Toward this end, the University will continue to develop and coordinate policies and procedures, and provide services and access to employment, academic programs, co-curricular activities, and facilities.

3. The Chancellor and administrative officers will provide leadership in improving access for those with disabilities and will be responsible for implementing the principles of universal design at the University.
4. The University will organize its disability services in a way that promotes, to the greatest extent possible, self-determination, independence and self-advocacy for students and others with disabilities and that engages the entire campus community in access issues.

5. In order to respect the independence, rights, and dignity of those with disabilities, requesting an accommodation or identifying oneself as having a disability will be voluntary. However, the University has no obligation to make an accommodation or provide a modification unless there is prior timely disclosure of a disability and verification of this disability.

6. The University will treat data on students and others with disabilities with confidentiality in accordance with data privacy laws and established University regulations. No information will be collected for administrative purposes except information that is essential for program development, implementation, determination of reasonable accommodation, or that is required by law.

7. University administrators, faculty, and staff will encourage intra-institutional cooperation to collect, develop, and disseminate knowledge about creating accommodating environments for students, employees and visitors with disabilities.

Rights and Responsibilities

Rights and Responsibilities of Students with Disabilities

Students with disabilities at the University have the right to:
- Equal access to courses, programs, services, jobs, activities, and facilities offered by the University;
- An equal opportunity to work and to learn, and to receive reasonable accommodations, and/or reasonable auxiliary aids and services;
- Confidentiality of all information regarding their disability and to choose to whom, outside of the University, information about their disability will be disclosed, except as disclosures are required or permitted by law.

Students with disabilities at the University have the responsibility to:
- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, activities, and facilities;
- Identify themselves in a timely manner as having a disability when an accommodation is needed and to seek information, counsel, and assistance as necessary;
- Demonstrate and/or provide documents from a licensed professional on how the disability limits their participation in courses, programs, services, jobs, activities, and facilities;
- Follow published procedures for obtaining reasonable accommodations, and/or reasonable auxiliary aids and services.
Rights and Responsibilities of Faculty and Staff:

Faculty and staff have the right to:
- Maintain the academic integrity and standards of all courses and programs;
- Determine the essential elements and evaluations standards of their courses and programs;
- Receive timely notice from the student of the need for accommodation so that appropriate arrangements can be made;
- Discuss with staff at the Office of Student Disability Services (SDS) any approved accommodation if it is believed that the accommodation causes a fundamental alteration to the essential elements or evaluation standards of a course or program.

Faculty and staff have the responsibility to:
- Provide reasonable accommodations to verified students upon timely request by the Student;
- Maintain the legally protected confidentiality of disability-related information, except as required by law;
- Ensure that a disability statement is written into each syllabus and all other university publications;
- Refer students who disclose a disability and request assistance to SDS;
- Refrain from retaliation against students who request accommodations or individuals who advocate for accessibility;
- Consult with SDS if there are any concerns or questions about a student with a disability or an accommodation request.

Rights and Responsibilities of the University of Mississippi

The University of Mississippi has the right to:
- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, activities, and facilities and to evaluate faculty, staff, and students on this basis;
- Request and receive, through Student Disability Services, current documentation that supports request for accommodations, and/or auxiliary aids and services;
- Deny a request for accommodations, and/or auxiliary aids and services if the documentation is not submitted in a timely manner (i.e., retroactive requests will be denied), if the documentation fails to demonstrate that the request is warranted, or if the individual fails to provide appropriate supporting documentation;
- Select among equally effective accommodations, and/or auxiliary aids and services;
- Refuse an accommodation, auxiliary aid or service that imposes a fundamental alteration to a program or activity of the University or that imposes an undue financial or administrative burden on the University.

The University of Mississippi has the responsibility to:
- Provide information to students with disabilities in accessible formats when reasonable and upon request;
• Ensure the courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings;
• Evaluate students and applicants on their abilities and not their disabilities;
• Provide, arrange or assist in securing reasonable accommodations, and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities, and facilities;
• Maintain confidentiality of records and communication, except where permitted or required by law.

The Office of Student Disability Services: Purposes and Procedures

To be eligible for disability-related accommodations, students must have a currently documented disability condition as defined by the American with Disabilities Act (ADA), as amended, or Section 504 of the Rehabilitation act of 1973. In other words, the current impact of a diagnosed disorder should "significantly limit a major life activity."

At the University of Mississippi, the Office of Student Disability Services (SDS) is the designated office that receives and files disability-related documents, verifies eligibility for services, assesses reasonable accommodations, and develops plans for the provision of such accommodations. Reasonable accommodations are provided to ensure access to all University courses, programs, services, jobs, activities, and facilities.

Mission Statement

Through collaboration and shared responsibility with the larger University community, Student Disability Services ensures equal access to a quality education for students with disabilities by:
• approving and assisting in the provision of reasonable accommodations and modifications;
• supporting university standards and integrity by valuing high expectations for all students including those with disabilities;
• encouraging student independence, personal growth, and self-advocacy;
• supporting, training and providing resources to faculty, staff and administrators;
• providing leadership to the University regarding policy decisions and planning; and
• Promoting diversity and inclusion in all forms and in all environments.

Verifying Eligibility for Services

Students who believe they may benefit from academic accommodations because of a disabbling condition must complete an intake application and must request that disability-related documents be sent from the appropriate licensed professional to SDS so that this office can a) verify that a student has a diagnosed disorder, b) determine if the diagnosed disorder rises to the level of a disability and, c) assess reasonable accommodations if the diagnosed disorder is determined to be disabling.
The cost of obtaining documentation is borne by the student. If the initial documentation is incomplete or inadequate to determine the extent of the disability and reasonable accommodations, SDS has the discretion to require additional documentation. Any cost of obtaining additional documentation is also borne by the student.

Requests for accommodations and documentation should be submitted in a timely manner to allow processing and to insure the best service for the student. Retroactive requests will not be accommodated. For example, if an eligible student requests extended time or a separate testing area on the day of an exam, that student has failed to make a timely request and it cannot be guaranteed that the request will be implemented. Similarly, an eligible student who requests exam accommodations late in a semester will not be offered make-up opportunities for prior exams.

**Verification Process**

The Verification Process will be determined by the Office of Student Disability Services.

**Verification Status**

Depending upon the type of disorder a student has been diagnosed with and/or the completeness of the documentation submitted, SDS will assign the student one of four verification statuses: on-going, annual renewal, temporary, and denied. SDS will explain to the student the meaning of their verification status.

**Reasonable Accommodations**

A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified student with a disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly-situated student without a disability. The University is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with a disability. To verify reasonable accommodations, SDS may seek information from appropriate University personnel regarding essential standards for courses, programs, services, jobs, activities, and facilities. Final determination of reasonable accommodations is made by SDS.

Reasonable accommodations are determined by using the following analysis:

1. Does the student have a currently diagnosed disorder?
2. Do the current functional limitations of that diagnosed disorder significantly limit a major life activity, as defined by the Americans with Disabilities Act as amended, thereby rising to the level of a disability?
3. Is the student "otherwise qualified", with or without accommodations, to participate in the course, program, service, job, or activity?
4. Is the request reasonable? A requested accommodation is reasonable if the following standards are met:
   a. The accommodation is directly related to the impact or functional limitations caused by the diagnosed disorder.
   b. The accommodation does not lower academic or program standards.
   c. The accommodation is necessary to provide equal access to the student.
   d. The accommodation does not fundamentally alter the essential elements of the course, program or activity.*
   e. The accommodation does not present an undue financial or administrative burden on the university.
   f. The accommodation does not pose a threat to the health or safety of the student or others.

*Essential Elements

Instructors and academic departments determine the essential elements of courses and programs of study; however, federal regulations require that those essential elements be reasonable and practical within the context of the curriculum and evaluation standards of the course or program of study in question. There must have been a "determinative effort" made when deciding essential elements. Decisions regarding essential elements must not be arbitrary or capricious. The ADA is a remedial statute which requires that colleges and universities question their notions of what is truly fundamental and provide for alternate methods, if needed and reasonable, of achieving the results intended by the educational program.

Instructors and other University staff will be expected to assist in the provision of accommodations when reasonable and necessary; however, they are not expected to compromise "essential elements" of a program, course or activity or the evaluation standards of a program, course or activity.

If it is believed that a particular approved accommodation will fundamentally alter the essential elements of a program, course or activity, the University staff member responsible for the program, course or activity (i.e. the instructor) should contact SDS to discuss the ways in which the accommodation causes a fundamental alteration. The accommodation in question must continue to be provided to the student while the issue is resolved. If SDS finds that the accommodation in question does fundamentally alter the essential elements of the program, course or activity, the student will be notified that the accommodation is unreasonable in this specific situation and the accommodation will be discontinued. SDS will work with the student and instructor to try and identify an alternate accommodation that does not cause a fundamental alteration of the essential elements of the program, course or activity.
Procedures for Requesting Accommodations Each Semester

SDS does not automatically implement accommodations each semester. It is the responsibility of verified students to request accommodations each semester if needed. Students desiring accommodations must meet with SDS staff after registering for classes each semester in order to request accommodations.

Procedures to Request a Change of Approved Accommodations

Students who have been verified as eligible for accommodations may request additions to or deletions from their previously approved accommodations if they believe a change may be a benefit in the classroom. Students must complete a Request for Change of Accommodations form detailing the requested change and the reasons for the requested change. In some cases SDS may request additional documentation to support the request. SDS may also arrange to speak with the student in order to gather more information about the reasons for the request.

Confidentiality and Release of Information

Guidelines for the confidentiality of student information have been adopted by SDS and are rigorously followed. These guidelines incorporate relevant state and federal regulations, and guidelines established by relevant professional associations. Information in a student’s file will not be released except in accordance with federal and state laws, which require release in the following circumstances:

- The student states he or she intends to harm him or herself or another person(s);
- The student reports or describes any physical abuse, neglect, or sexual abuse of children or vulnerable adults within the last three years;
- A court order or subpoena has been received ordering the release of information.

A student may give written authorization for the release of information when she or he wishes to share it with others. SDS may charge a reasonable fee for photocopying information. SDS will retain a copy of all information provided. If a student wishes to have a record expunged, he or she must make a written request to the director who will decide whether it is necessary for the office to retain the record.

A student has the right to review his or her own file.

Centralizing Disability-Related Documents

The University, in consultation with the office of the University Attorney and SDS, has established procedures for retaining any documentation or correspondence related to a student’s disability. These procedures are the result of the University’s responsibility to comply with the American with Disabilities Act of 1990. All disability-related documents are centralized in SDS. Departments or individuals should not keep copies of disability-related documents which they generate.
Any existing information related to a student’s disability, including medical reports, should be forward to the Office of Student Disability Services, The University of Mississippi, 234 Martindale Student Center, University, MS 38677.

**Destruction of Files**

SDS will shred student files after they have been inactive for a period of five (5) years. Examples of an inactive file include but are not limited to files for those students who have been denied verification and files of students who have graduated or left the University. Students are encouraged to request a copy of their documentation before the five year period of time passes.

**Appeal and Complaint Procedures**

It is important that those with disabilities be aware of the right to appeal academic and/or disability-related decisions that are believed to have been made in error. The University of Mississippi has procedures in place for the appeal of academic decisions (such as grade appeals), for the appeal of disability-related decisions and for complaints of discrimination.

To appeal an **academic decision**, contact the Registrar’s Office at (662) 915-7792 for information. In addition, the academic appeal process is out-lined in the M-Book.

To appeal a **disability-related decision** or to file a complaint about **disability discrimination**, contact Wilma Webber-Colbert in the Office of Equal Opportunity & Regulatory Compliance at (662) 915-7735. You can also visit that office in room 217 Martindale Student Services Center.

**University policy prohibits retaliatory action being taken against any complainant or any person assisting in the investigation of a complainant who is acting in good faith.**

**Persons who knowingly bringing false allegations may be subjected to immediate disciplinary action**
POLICIES FOR INDIVIDUAL ACADEMIC MODIFICATIONS

Reduced Course Load Policy and Procedures

Purpose
The purpose of this policy is to provide full-time status to students with significant disabilities who, because of the impact of their disability, may be unable to carry a full-time course load. This modification will allow these students the benefits and privileges provided to full-time students, allowing them full participation in and access to the services, programs, facilities, and activities of The University of Mississippi.

The Law
The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act mandate that no otherwise qualified individual with a disability shall, by reason of that disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any such entity. Subpart E of Section 504 of the Rehabilitation Act allows for the possibility that among the reasonable academic adjustments that may be appropriate (subsection 104.44) is extended time for a course of study. Under certain circumstances, students with verified disabilities may be allowed to take a lower course load without penalty or loss of privileges if their disability precludes their being able to handle the traditional full-time course load.

Policy
The modification of a Reduced Course Load (RCL) is generally defined as being registered for fewer than twelve (12) hours, for undergraduate students, and fewer than nine (9) hours for graduate students, during a particular semester provided that such a reduction in course load does not fundamentally alter or affect the academic integrity of the program in which the student is enrolled. Under this policy, undergraduate students may drop to no less than six (6) credit hours and graduate students may drop to no less than three (3) credit hours. This modification is not considered to be permanent and students are approved only on a semester basis. Students must resubmit a request for each semester the modification is wanted.

Students requesting this modification must be registered with the Office of Student Disability Services (SDS). Under extraordinary circumstances, SDS may approve a RCL as a modification for a student whose disability is having a significant impact on his/her ability to carry a full-time course load. Unlike part-time status, authorization of a RCL allows a student to register for a course load that is less than full-time while still being considered a full-time student. Students approved for this modification are entitled to all services enjoyed by full-time students, except in situations controlled by external entities not bound by this policy or when the modification would substantially alter the academic program.

Examples of university services that fall under this policy may include, but are not limited to, Student Health Services, athletic tickets, full use of facilities, participation in
organizations, eligibility for academic honors (provided the required GPA is met), and residing in Residence Halls.

All requests for this modification, including the student letter and supporting documentation detailed in the procedures listed below, must be made no later than the drop/add deadline during the semester in question. Requests received after the University’s established deadline will be considered only under extreme circumstances.

Please note that monetary charges other than tuition, such as housing, are not affected by this modification.

**Possible Impact of a RCL**

It is the student’s responsibility to be aware that there are academic and financial implications when a RCL is requested and approved.

Students are encouraged to discuss a RCL with their academic advisors. A RCL may cause delays in academic progress that are essential to the student’s program of study. Students are responsible for collaborating with their academic School or College to ensure that all mandatory requirements of the program are successfully met.

It is also important to note that a RCL may not satisfy the definition of full-time status for federally regulated agencies such as financial aid, veteran’s benefits, Vocational Rehabilitation, etc. Other outside organizations, such as the NCAA and insurance carriers, may also not recognize the University’s definition for full-time status per their own guidelines and policies. Students are strongly encouraged to contact any such agencies to discuss the possible impact of this modification prior to submitting a request for this modification to SDS.

**Procedure for Requesting a RCL**

1. Students must be verified through SDS before requesting this modification.
2. All requests for this modification should be submitted to SDS in writing. The student should include the following information in the written request:
   - Name and contact information
   - University ID number
   - The semester in which the modification is being requested
   - Details, in the student’s own words, regarding how the student’s current functioning significantly impacts the student’s participation in a full-time course load.
3. The student should submit current documentation or a letter of support from an appropriate professional who has met with the student. The documentation should support the student’s request for a RCL and should include the following:
   - The documentation/letter of support should be written on letterhead and should include the professional’s contact information.
• It should include a detailed narrative indicating how the student’s current functioning substantially impacts and limits his/her ability to take a full-time course load.
• The documentation/letter of support should be signed by the professional who wrote it.

4. Once the student’s request and the supporting documentation are received, SDS staff will review the reasonableness of the request. During this review, SDS staff will look at the student’s reasons for requesting the modification, the supporting information, and the student’s history with the SDS office. The student and the professional who provided the supporting documentation may be contacted for additional information. The student’s academic Dean and/or advisor may also be consulted for specific program information.

5. When a decision is made, the student will be contacted and a meeting will be arranged.

If the modification request is **denied** the student will be provided with a written explanation for the denial and the reasons for the denial will be discussed with the student. In addition, the student will be given information about how to appeal the decision.

If the modification request is **approved** the policy for this modification will be given to and reviewed with the student. The student will then be required to sign an Approved Reduced Course Load form indicating that the student has received a copy of the policy and is aware of the possible academic and financial implications of the modification.

6. Copies of the signed Approved Reduced Course Load form will be forwarded to the following departments, if applicable:
   • Office of the Registrar
   • Financial Aid Office
   • Department of Housing and Residence Life
   • The student’s academic advisor
   • The dean of the College or School
   • Office of the Provost

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**Service Animal Policy**

**Purpose**
The purpose of this policy is to define the role and the place of service animals at The University of Mississippi in promoting and preserving the safety, dignity, and independence of persons with disabilities.
The Law
Section 35.136 of Title II of the ADA states that a “public entity shall make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of a disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program or activity.” It is the intention of the U.S. Department of Justice to ensure the “broadest feasible access” to those with disabilities who use service animals.

Policy
The University of Mississippi (UM) uses the ADAA definition of a service animal which states that, “A service animal means 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.” (Title III, Part 36A). This section of the ADAA also states that, “Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.”

UM recognizes that service animals have a special status that no other animals receive, and as such is committed to providing a safe and accessible environment for service animals and their partners (the person with the disability) in accordance with Federal law. Service animals are not pets, they are working animals that have been individually trained to provide specific services or perform specific tasks that are directly related to the partner’s disability.

Service animals that demonstrate behavior that poses a direct threat to the health and safety of others or are disruptive to the campus community may be excluded from the campus regardless of training or certification.

The guidelines below have been developed to clarify the rights and responsibilities of persons using service animals and the campus community:

I. RESPONSIBILITIES OF PERSONS WITH DISABILITIES USING SERVICE ANIMALS ON CAMPUS

a) The costs of the care, supervision and well-being of the service animal are the sole responsibility of the partner at all times.

b) The service animal must be under the control of the partner at all times. This means that the animal must have a harness, leash or other type of tether. The only exceptions to this rule are if the use of such a tether would interfere with the duties of the service animal or if the partner’s disability prevents the use of a tether. In such cases as these, the partner must use other means by which to control the service animal (such as voice control).

c) The service animal must meet non-university requirements such as vaccinations, licensure, tags, etc.

d) The service animal must be in good health.

e) The service animal must be house trained and the partner is responsible for all clean-up as required by campus and local ordinances.
II. RESPONSIBILITIES OF FACULTY, STAFF AND OTHER STUDENTS

a) Service animals should be allowed to accompany their partners to all areas of campus at all times, except where service animals are specifically prohibited.

b) Service animals are not pets and should not be treated as such. Petting a service animal while it is working can be detrimental to the concentration of the animal and cause disruptions to the tasks the service animal is performing. Always ask the partner if you can touch or pet the service animal and do not take offense if the partner says no because the animal is working.

c) Service animals may have special dietary requirements. Do not feed a service animal because unfamiliar food or food given at times other than during regular feeding times can cause the animal to become ill.

d) Do not deliberately startle a service animal. Again, this can cause a distraction that will prevent it from doing its job.

e) Do not separate or attempt to separate a service animal from its partner.

f) If you have questions or concerns about a service animal on campus, please contact SDS at 662-915-7128.

III. VISITORS USING SERVICE ANIMALS ON CAMPUS

a) Visitors on campus are not required to register their service animals.

b) Visitors are required to follow all rules as set down in Sections I and V of this policy.

IV. SERVICE ANIMALS IN CAMPUS HOUSING

a) Like all accommodations and modifications, SDS approves the use of a service animal in campus housing. The requesting individual should submit documentation of a disability to SDS following the verification process as detailed in the University's policy for students with disabilities. Questions should be directed to SDS at 662-915-7128.

b) SDS will review all requests in conjunction with staff from the Student Housing and Residence Life.

c) If approved, the resident with a service animal is required to follow all rules as detailed in Sections I and V of this policy.

d) The resident with a service animal will be financially responsible for any property damage caused by his or her service animal.

V. REMOVAL OF SERVICE ANIMALS FROM CAMPUS

a) A service animal may be removed from campus and/or campus housing if it is repeatedly unruly or disruptive. Examples of this behavior include but are not limited to: barking, growling, running around unattended, or otherwise bringing attention to itself.
b) Service animals may be removed from campus if it is discovered that the partner is neglecting or otherwise not adequately caring for the animal.

c) A service animal may also be removed from campus for issues involving lack of cleanliness. Partners are required to ensure that service animals are well-groomed, washed and otherwise clean.

d) Service animals that are in ill health should not be taken into public areas. A partner with an ill service animal may be asked to remove the animal from university facilities.

VI. GRIEVANCES AND APPEALS

Any partner who disagrees with a decision concerning his or her service animal may appeal the decision or file a grievance by contacting the University’s ADA coordinator at 662-915-7335 or by visiting that office at 217 Martindale.

Relaxed Attendance Policy

Purpose
The purpose of this policy is to allow for relaxation of individual course attendance requirements for students who have severe, chronic disabilities that may occasionally impact the ability to attend class. While attendance is considered to be an essential component of a post-secondary education, the University of Mississippi recognizes that there may be times when a student with a severe episodic or cyclical disability may experience an acute episode or relapse and may be unable to attend class for a short period of time.

The Law
The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act mandate that no otherwise qualified individual with a disability shall, by reason of that disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any such entity. Subpart E of Section 504 of the Rehabilitation Act allows for the possibility that among the reasonable academic adjustments or accommodations that may be appropriate (subsection 104.44) is an “adaptation of the manner in which specific courses are conducted.” This has been interpreted to mean flexibility in attendance where such flexibility does not fundamentally alter the nature of the course.

Policy
A relaxation of course attendance requirements simply means that the instructor will allow some flexibility in attendance requirements. Students approved for this modification are expected to fulfill all other course requirements and evaluation standards as specified in the course syllabus.
Students should be aware that absences will cause academic difficulties even if a relaxation of attendance can be approved. At this level of education, being present in class is essential to success. Special effort by the student should be made to attend class for quizzes, exams and deadlines for submission of assignments. Extensions of deadlines and permission to make-up missed assignments or tests are at the discretion of the instructor.

Students who are approved for this modification are expected to contact instructors in advance of an anticipated absence. For emergencies or unexpected absences, contact should be made as soon as possible to discuss the possibility of any make-up work and/or to clarify the reason for the absence. Communication between instructor and student is the key to making this modification work.

If absences become excessive, and the student may possibly fail the course because of absences, the instructor will contact SDS. SDS will then review with the student any academic options that may be available at that time, such as requesting an incomplete in or a retroactive withdrawal from the course in question.

Relaxed attendance may not be approved for summer or inter-session terms because of the limited number of class periods scheduled during these times. As with all modifications and accommodations, relaxed attendance is not retroactive and becomes effective after SDS talks with the instructor regarding the appropriateness of relaxed attendance as a modification in that particular class.

Because attendance is considered to be essential at the post-secondary level of education, approval for this modification will be dependent upon the following two components:

1. Submission, to the Office of Student Disability Services (SDS), of detailed, comprehensive medical documentation which supports the presence of a severe, chronic disability that may occasionally impact attendance. Documentation should include clear diagnosis, history, prognosis, impact, triggering events, description of how a relapse manifests itself, medication issues, length of time an episode may last, and any other information that the medical professional thinks is relevant.

2. A class-by-class review, each semester, to determine the appropriateness of the modification in each class. When making these reviews, SDS uses as guidance the Office of Civil Rights Letter of Finding to Cabrillo College (Case No. 09-96-2150; OCR Region IX, 1996). This letter details the types of issues that should be considered during the interactive process involved in determining if a relaxation of attendance is appropriate in a particular class:

A primary factor in determining whether classroom participation is essential to the educational program of a particular course is the nature of the course itself. For example, is there classroom interaction between the instructor and the students, and among students? Do student contributions constitute a significant component of the learning process? Does the fundamental nature of this course rely upon student participation in class as an essential
method of learning, and to what degree does a student’s failure to attend constitute a significant loss to the educational experience of the other students in class. Other factors to consider are the course description and syllabus, the method by which the final course grade is calculated (e.g., are examinations the only factor), and classroom practices and policies regarding attendance. In short, the question is not whether a student who is not present in the class can simply, through alternative means, obtain the information that was dispensed in class. The question is whether the student who is not present in class is necessarily precluded by his/her absence from the fundamental experience of the course offered by the college.

Students should be aware that if this class-by-class review determines that attendance is essential in a particular class, relaxed attendance will not be approved for that class.
Academic Conduct
Maurice Eftink, Associate Provost
Eftink@olemiss.edu
Lori Wolff, Chair of Academic Discipline Committee
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ACADEMIC DISCIPLINE PROCESS
Academic Conduct and Discipline Policy (ACA.AR.006.01)
https://secure.olemiss.edu/umpolicyopen/ShowDetail.jsp?ItemPar=1&
policyObjId=-14817696

Lori A. Wolff, Ph.D., J.D.
Professor of Leadership Education
Director of Center for Educational Research and Evaluation
Current Chair of Academic Discipline Committee
lawolff@olemiss.edu
662-815-8791

ACADEMIC DISCIPLINE PROCESS
Initiating case not related to a course (through myOleMiss)*
• Students
• Academic Discipline
• Initiate Academic Discipline Case
• Enter student’s UMID number

*Only use this method if the alleged act of academic dishonesty is not part of a course. Plagiarizing on comprehensive exams is an example.

ACADEMIC DISCIPLINE PROCESS
Initiating case related to a course (through myOleMiss)
• Class Info
• Class Rolls and Grades
• Select Term and Year
• Choose Class
• Open Area left of Go
• Select Initiate Academic Discipline Case
• Click on Go
• Click on Initiate Case next to student involved

ACADEMIC DISCIPLINE PROCESS
Choosing sanction(s)
Case summary
• Seek to meet with student
• Discuss that meeting or attempt(s) to meet with student
• Discuss specifics of case

Are there supporting materials?
Did the student accept the proposed sanction(s)?

ACADEMIC DISCIPLINE PROCESS
Supporting Materials
• Upload files (pdf only) or
• Send to Provost’s Office

Documentation Examples
• Safe Assignment report (direct link and pdf copy)
• Syllabus containing academic dishonesty policy
• Communication between faculty member and student

ACADEMIC DISCIPLINE PROCESS
Viewing Case Details
• Faculty Member* (through myOleMiss)
  • Students
  • Academic Discipline
  • View Cases (all) or View Case Details (need case number)

*Graduate Instructor should seek Department Chair assistance to view case details
ACADEMIC DISCIPLINE PROCESS

Once Case Initiated
• Automatic email to student; faculty member; chair of Academic Discipline Committee (ADC); and other department, college/school, and University officials
  – Case number and warning not to drop course
• Appeal window (14 calendar days) begins when case initiated
• Reminder email about appeal window sent 2 days before window closes
• Registrar’s Office sends letter with case details to student’s home address

ACADEMIC DISCIPLINE PROCESS

Viewing Case Details
• Student (through myOleMiss)
  – Student
  – Academic Discipline
  – View Cases Involving Me

To view documents associated with case, seek assistance from faculty member, ADC chair, or Provost’s Office

ACADEMIC DISCIPLINE PROCESS

Appeal (through myOleMiss)
• Student
• Academic Discipline
• Appeal to the Academic Discipline Committee
  – 14 calendar days from case initiation
  – Need case number (from email)
  – If additional documents to add to case, contact ADC chair or Provost’s Office for approval and assistance

ACADEMIC DISCIPLINE PROCESS

Process once Case Appealed to ADC
• ADC membership (10 members): faculty, Registrar’s, Provost’s Office, students (undergraduate and graduate)
• Two determinations
  – Is hearing necessary?
  – If no hearing, whether to uphold faculty member recommended sanction(s).

ACADEMIC DISCIPLINE PROCESS

Standards used by ADC for Appeals
• Preponderance of Evidence (more likely than not that act of academic dishonesty occurred)
• Abuse of Discretion (whether faculty member recommended sanction(s) within range of sanctions appropriate for alleged act of academic dishonesty)

ACADEMIC DISCIPLINE PROCESS

If hearing before ADC
• All parties will receive information from ADC chair or Provost’s Office on process
• Recorded
• Student (and faculty member) may have advocate at hearing
  – Advocate may not speak during hearing
• Student (and faculty member) may ask witnesses to appear at hearing (with proper notice to ADC)
ACADEMIC DISCIPLINE PROCESS

Finality of ADC Decisions
• Decision of ADC is final in all appealed cases, except where probation, suspension, and/or expulsion are among resulting sanctions.
• Dean of Graduate School reviews and approves all decisions/sanctions in cases involving graduate students (whether or not case is appealed).

Probation
• Provost’s Office reviews and approves decision/sanction(s) (whether or not case is appealed).
• Typically probation for tenure.

Suspension/Expulsion
• If student does not appeal to ADC, sanction becomes final.
• If appeal to ADC, hearing granted, and suspension/expulsion resulting sanction after an ADC hearing, is an appeal avenue to the Chancellor.
• 5 days to appeal after release of ADC decision (will receive automatic email notifying of appeal rights).
• Student, Academic Discipline, Appeal to the Chancellor.
• Appeal is “on the record” with no further hearing or documentation allowed.

ACADEMIC DISCIPLINE PROCESS

Communication of Final Determination of Case
• From Registrar’s Office (regardless of whether appealed or whether a hearing).
• If appealed to ADC, student will receive automatic email once ADC decision is uploaded/released.
• For cases appealed to the Chancellor, there may be a letter from that office as well.

Final Thoughts
• Suspension/Expulsion will appear on transcript, but generally not other sanctions.
• Application of forgiveness policy (or not).
• Limited option to drop course in which academic discipline case initiated:
  – Only if case initiated before University’s course withdrawal date.
  – Student must appeal and ADC members and faculty member must support request to drop course based on minor infraction and sanction.
Employment Issues for Graduate Students

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Graduate Assistants are both Students and Employees
- As employees they teach lower division courses and or laboratory and review sessions, perform research or administer certain services
- As students they are actively engaged in pursuing an advanced degree and assistantships should enhance the educational experience

Graduate Assistants Appointments Types
- Graduate Instructor: primary instructor of undergraduate course
- Graduate Teaching Assistant: assists faculty instructor in laboratory or discussion sections or serves as a course grader
- Graduate Research Assistant: assists faculty in performance of research
- Graduate Administrative Assistant: performs service tasks for unit on campus

Graduate Assistant Appointment Levels
- Quarter time (10 hours per week)
- Half time (20 hours per week)
- Three quarter time (28 hours per week)

Appointment Periods
- One semester, academic year, calendar year

Enrollment Requirements
- Quarter time appointments: 6-12 hours
- Half time appointments: 9-12 hours (only 9 hours in course work)
- Three quarter time appointments: 9 hours (only 6 hours in course work)
- Full time enrollment (9-12 hours) is required to receive tuition waiver

Employment Procedures
Your department/supervisor should provide you with information about:
- Title, percentage of time, and period of the appointment
- Stipend level
- Evaluation procedures and performance requirements for continued employment
- Procedure for reappointment
- When you are supposed to start
- Description of your duties
- Name of your faculty supervisor
- Any required training or English tests
Conditions for Termination

- Incompetent job performance or neglect of duty
- Misconduct that is job related
- Moral turpitude
- Physical or mental ailment which significantly impairs or limits job performance and cannot be reasonably accommodated
- Financial exigency or discontinuation of work for which the appointment is made
- Mutual agreement
- Failure to maintain a 3.0 gpa or minimum enrollment requirement

Appointment Process

- Graduate assistants complete the student worker packet available on the HR website to establish employment
- Departments/units process electronic forms to establish employment
- Graduate school receives these forms and
- Applies appropriate tuition and/or non-resident fee waiver based on stipend level:
  - $5000/semester (or more) 100% tuition and 100% non-resident fee waiver
  - $2500-$4999/semester 75% tuition and 100% non-resident fee waiver
- (Waivers will be distributed as financial aid, which you must accept on-line)
- Enrolls assistants in the graduate student health insurance program
  - Enrollment is automatic and assistants must complete a request to opt out of the program if you have equivalent insurance (follow directions on Grad School homepage)
- Provides appropriate insurance subsidy based on stipend level:
  - $5000/semester (or more) 70% subsidy
  - $2500-$4999/semester 35% subsidy

University of Mississippi Tutoring Policy for Graduate Assistants (see University Policy Directory)
Graduate Assistants may not accept payment as a tutor, whether from the student, another unit (e.g. Athletics) or an outside agency for:

- Students enrolled in a section the assistant is teaching
- Students enrolled in another section of the course when a common exam is used for all sections
- Student enrolled in any laboratory section of a course for which the assistant is a teaching assistant

Individual departments may impose more stringent requirements.
Graduate Assistants should avoid any real or implied conflicts of interest.
Non-Discrimination and Complaint Procedure

Summary/Purpose: The purpose of this policy is to provide the University’s policy on non-discrimination and the procedure for filing complaints related to unlawful discrimination on the basis of race, color, gender, sex, sexual orientation, gender identity or expression, religion, national origin, age, disability, veteran status, or genetic information. Please note that the University has a separate policy (Policy Number DSA.DS.200.015) for dealing with sexual misconduct (including sexual harassment and sexual assault) when the individual accused of misconduct is a student.

The University of Mississippi does not unlawfully discriminate on the basis of race, color, gender, sex, sexual orientation, gender identity or expression, religion, national origin, age, disability, veteran status, or genetic information. Employees, students, applicants for admission or employment, or other participants in University of Mississippi programs or activities, who believe they have been discriminated against are entitled to seek relief through the following procedure. Please note that any reference to the “Director” is referring to the Director of Equal Opportunity and Regulatory Compliance or an individual designated by the Director.

University policy prohibits retaliatory action against any complainant or any person acting in good faith who is assisting in the investigation of a complaint. Persons who knowingly bring false allegations may be subject to immediate disciplinary action.

In the event a complaint cannot be resolved by the parties on an informal basis, the complaint should be submitted in writing to the Director of Equal Opportunity and Regulatory Compliance, 217 Martindale. Complaints should be submitted within 180 days of the alleged discriminatory action. At the discretion of the Director of Equal Opportunity and Regulatory Compliance, complaints that are not reduced to writing or that fall outside the specified time limit may be investigated. The Director of Equal Opportunity and Regulatory Compliance will investigate complaints pursuant to the following guidelines:

- Informal Resolution through Mediation: The Director will contact the complainant to ascertain whether the complainant would prefer to resolve the matter informally through mediation. Mediation is an informal process in which a neutral third party assists the complainant and the respondent to voluntarily and jointly reconcile their differences. Mediation is an alternative to the often lengthy investigative process traditionally used to determine the merit of charges of discrimination. The purpose of mediation is to help the parties reach a fair and
expeditious resolution of the complaint prior to a formal investigation. Most
mediations are completed in only one session. Discussions that occur during the
mediation are confidential. The mediator cannot impose a decision on the parties.
Instead the mediator gives the parties the opportunity to discuss the issues raised
in the complaint, clear up misunderstandings, and find areas of agreement. If the
complaint is resolved during the mediation process, a written mediation
agreement will be prepared for the signature of the two parties. Once the
complainant and the respondent have signed the mediation agreement, each party
to the mediation will be provided a copy of the signed mediation agreement. The
complainant's file will be closed, and the terms of the agreement will end further
processing of the complaint by the University.

Mediation focuses on resolution of the dispute between the complainant and
respondent by addressing the interests of both parties. It is not a forum for
reaching a determination as to whether discrimination occurred. Therefore, any
agreement reached during mediation does not constitute a determination that
discrimination has/has not occurred.

While generally the mediation session is attended by the parties alone, the parties
may bring a representative with them if they wish. The representative may not be
a potential witness and may not address the opposing party or the mediator
during the session.

A matter will not be mediated unless both parties agree to mediation. (The
complainant should understand that even if the complainant wishes to try to
resolve the issues through mediation, the respondent may not wish to undergo
mediation.) The complainant and the respondent will each be asked to sign an
Agreement to Mediate. Failure by either party to sign the Agreement within five
days will be interpreted as a decision by that party not to mediate. If there is no
mediation, the Director will begin a formal investigation.

- **Formal Investigation:** If the parties do not elect to pursue informal resolution
  through mediation or the attempt at mediation does not successfully result in a
  signed mediation agreement, the Director will conduct a formal investigation.
The formal investigation generally will include the following (as well as other
actions deemed appropriate): interviewing the complainant, the respondent, and
witnesses who may have relevant information; submitting questions to or taking
statements from parties or witnesses; and reviewing documents.

- **Findings:** If the complaint is against a member of the faculty, upon the
  conclusion of the investigation the Director will present findings and
  recommendations to the appropriate Dean for input concerning disciplinary
  action. The employee's Department Chair or other appropriate person(s) may be
  consulted and may be a part of the decision-making process if requested by the
Dean. The complainant will be informed of the decision in a timely manner by the Director. The person against whom the complaint is made will be notified by the Director of the findings and any disciplinary action to be taken.

For complaints against all other University employees, upon the conclusion of the investigation the Director will present findings and recommendations to the appropriate Vice Chancellor. The department head responsible may be consulted concerning disciplinary action if requested by the Vice Chancellor. The complainant will be informed of the decision in a timely manner by the Director. The person against whom the complaint is made will be notified by the Director of the findings and any disciplinary action to be taken.

If a complaint is made against a student for sexual harassment, please follow Policy Number DSA.DS.200.015. If the complaint is against a student for any other reason, or if the complaint is against someone other than a University employee or student, the Director will conduct an investigation and make recommendations to the appropriate parties.

- **Appeal:** The complainant or the person against whom the complaint is made may appeal the findings of the investigation and any disciplinary action taken by submitting an appeal, in writing, to the Provost. Such an appeal must be made within five (5) days of the receipt of the decision from the Director. The Provost’s decision is final.

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### Supervision of Minors

**Summary/Purpose:** To provide the minimum standard for appropriate supervision of Minors on campus and Minors who are involved in University-sponsored programs, programs held at the University or programs housed in or through the University.

**Policy:**

1. **One-on-One Contact:** No person 18 years of age or older shall have One-On-One Contact with Minors.

2. **Duty to Report:** If any person has reason to suspect that a Minor has been subject to neglect or abuse, he or she must:

   - Inform the Mississippi Department of Human Services by calling the Abuse hotline (800-222-8000) and provide written notification to the Department of Human Services as soon thereafter as possible. See Miss. Code Ann. § 43-21-353
• Inform the University Police Department (662-915-7234) or other appropriate law enforcement agency, and if the suspected assault or abuse presents an imminent danger to a Minor, contact should occur immediately.

• If the Minor is a participant in a Program, inform the Program Director immediately. The Program Director will immediately notify the University Police Department and the Title IX Coordinator or designee. If the Program Director may be involved in the suspected assault or abuse the person should report the suspected assault or abuse to the University's Title IX Coordinator or designee (662-915-7045).

3. “See Something, Say Something”: If any person witnesses a violation of this policy, such as One-on-One Contact, or anything that gives rise to concern for the health or safety of a Minor, that person shall immediately notify the University’s Title IX Coordinator or designee (662-915-7045).

4. All Sponsoring Units offering or approving a Program which involves Minors shall:

   a. Follow all University policies and other laws or regulations applicable to Program activities.

   b. Require all Authorized Adults to undergo and pass a current, University-approved background check before beginning work with Minors. Results of background checks must be reviewed and approved by the University's Title IX Coordinator or designee prior to being hired and/or interacting with Minors in a Program. Payment for the background check is the responsibility of the individual unless specifically authorized for processing and/or payment by the Sponsoring Unit. Authorized Adults are under a duty to disclose any arrest that occurs after a background check is performed within 72 hours of its occurrence or immediately if such occurs while working as Program Staff.

   c. Require all Authorized Adults to participate in annual, mandatory Supervision of Minors training approved by the Title IX Coordinator or designee.

   d. Require Sponsoring Units to train Program Staff concerning the requirements of this Policy.

   e. Require that all Minors age 4 and under are accompanied by the Minor's Guardian, unless the Program is a licensed day care facility.

   f. Ensure that no Minor age 8 and under participates in a Residential Program.

   g. Ensure adequate supervision of Minors while they participate in any Program. All Program activities involving Minors must be supervised by at least two or more Authorized Adults. Some factors to consider in
determining "adequate supervision" are the number, age, and gender of participants, the activity(ies) involved, and age, gender, and experience of the Authorized Adult.

The ratio of Authorized Adults supervising Program participants shall meet the following during any Program activities:

- One Authorized Adult for every eight Minors between ages 5 and 12
- One Authorized Adult for every twelve Minors between ages 13 to 17

For Residential Programs, during those times the Program participants are not engaged in Program activities, including at night, the minimum ratio of Authorized Adults supervising Program participants are:

- One Authorized Adult supervising twelve campers between ages 9 to 12
- One Authorized Adult supervising eighteen campers between ages 13 to 17

These ratios shall not be required for non-residential Programs when Minors are brought to and supervised on campus by a representative of the school the Minors attend.

These ratios shall not be required for classes that are offered for credit by an accredited educational institution in University classrooms located in academic buildings during normal business hours.

h. Require Sponsoring Units offering or approving a Program to, at all times, designate an Authorized Adult at least 21 years of age to be on-call and accessible to Program participants at all times.

i. Programs which include a RESIDENTIAL component must adopt and implement policies for proper supervision of Minors in University housing, including policies requiring the following:
   i. Written permission signed by the parent or legal guardian for the Minor to reside in University housing.
   ii. An age-appropriate curfew for the participants, but in no case later than midnight.
   iii. In-room visitation restricted to participants of the same gender.
   iv. Guests of participants (other than a parent/legal guardian and other Program participants) restricted to visitation in the building lobby and/or floor lounges, and only during approved hours specified by the Program.
   v. Compliance with all security measures and procedures specified by the UM Department of Student Housing and the University Police Department.
   vi. Separate sleeping accommodations for adults and Minors other than the Minors’ parents, legal guardians, or other members of Minors’ immediate family.
j. RESIDENTIAL Programs and Programs which involve STRENUOUS PHYSICAL ACTIVITY shall:
   i. Establish a procedure for the notification of the Minor’s parent or legal guardian in case of an emergency, including medical or behavioral problems, natural disasters, or other significant Program disruptions. Authorized Adults with the Program as well as participants and their parent or legal guardians must be advised of this procedure in writing prior to the Program.

   ii. Require the Program participant to provide the Sponsoring Unit a Medical Treatment Authorization form. All forms must include the following:
       a. A statement informing the parent/legal guardian that the University does not provide medical insurance to cover medical care for the Minor (unless the Program provides such insurance).
       b. A statement authorizing the release of medical information (HIPAA) and authorizing emergency treatment in case the parent/legal guardian cannot be reached for permission.
       c. A list of any physical, mental or medical conditions the Minor may have, including any allergies that could impact his/her participation in the Program.

   iii. Provide a list of all Program participants and a directory of Program Staff to the University Police Department’s Crime Prevention Coordinator. This list shall include: participant’s name; local room assignment (if applicable); gender, age, address, and phone number(s) of parent or legal guardian, as well as emergency contact information. This list must also include contact information for the Program Director.

   iv. Adopt a written policy with delineated procedures concerning first aid, medication, inhalers, and epinephrine (“epi”) pens. Medicine may be distributed by Program Staff, under the following conditions:
       a. The Minor’s parent or legal guardian must provide written authorization for each administration of any medicine.
       b. The Minor’s parent or legal guardian must provide the medicine in its original pharmacy container labeled with the participant’s name, medicine name, dosage and timing of consumption. Over-the-counter medications must be provided in their manufacturers’ container.
       c. Medicine should be kept in an appropriate and secure location.
       d. A record showing the date, time, and signature of person who administered or supervised each administration of medicine must be kept for 90 days.
e. Any medicine the participant cannot self-administer must be stored and administered by a licensed healthcare professional associated with the campus, or if no one is available, arrangements must be made with another health care professional in advance of the participant's arrival.

f. Personal “epi” pens and inhalers may be carried by the participant during activities.

k. If Program Staff is suspected of assault or abuse against a Minor, he or she shall immediately discontinue any further Program participation until such allegation has been satisfactorily resolved.

Definitions:

Authorized Adult – Program Staff eighteen (18) years or older who supervise, chaperone, or otherwise oversee Minors in Programs. This includes but is not limited to, faculty, staff, volunteers, graduate and undergraduate students, interns, employees of temporary employment agencies, and independent contractors/consultants.

Guardian – A Minor’s parent, legal guardian, or other person over the age of 18 who has been designated by a Minor’s parent or legal guardian to be responsible for the Minor.

Minor – A person under the age of eighteen (18) who is not enrolled at the University. Students who are “dually enrolled” in University Programs while also enrolled in elementary, middle and/or high school are not included in this policy unless such enrollment is a Residential Program.

Non-Public Area(s) – Places that are not common areas, cannot be observed from common areas, and which are not monitored by video surveillance equipment approved by the University Police Department. For purposes of this definition, a “common area” is an area where one would normally anticipate others are present but only during business hours or such other times one would reasonably anticipate others would be present.

One-on-One Contact – Private, unsupervised, face-to-face interaction, either on University property or during a Program, in a Non-Public Area between any Minor and any person 18 years of age or older who is not the Minor’s Guardian. One-on-One Contact includes the transportation of a Minor by an agent or employee of the University in the course and scope of performing university duties or as a part of a Program, whether in a personal or university vehicle.

This definition does not include contact between a Minor and licensed health care providers while performing the duties for which they are licensed, contact between University students and visiting high school students when the University student(s) are hosting the visiting high school student(s), or contact between visiting high school students.
**Program(s)** – Programs and/or group activities designed for, marketed for, and which include Minors as participants whether offered by various academic or other units of the University or by non-University groups using University facilities.

Program(s) do not include:

- private lessons or other instruction offered by individuals using University facilities;
- activities that require a Guardian to be present at all times;
- on-campus events sponsored by an accredited educational institution which has its own policies to supervise and protect Minors;
- athletics competitions which involve no significant, substantive programming beyond the competition itself;
- interaction with Minors in the context of curricular, practical training supervised by university faculty;
- off-campus clinical or practicum experiences supervised by a third party entity;
- research involving Minors using research protocols approved by the University's Institutional Review Board.

**Program Director** – The individual employed by the Sponsoring Unit responsible for the administration of any University-sponsored or University-affiliated Program.

**Program Staff** – All persons who participate in conducting a Program.

**Residential Program(s)** – Any University offered or University sponsored Program that involves housing Minors overnight.

**Sponsoring Unit** – The academic or administrative unit of the University that offers a Program, partners with a non-University group to offer a Program, or approves a Program's use of University facilities.

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**Sexual Harassment**

**Summary/Purpose:** The purpose of this policy is to provide guidelines and complaint procedures for sexual harassment complaints (including, but not limited to, sexual assaults, and other types of sexual violence). For complaints concerning harassment by a student, see University Sexual Misconduct Policy DSA.DS.200.015.

The University of Mississippi is committed to fostering an environment that prevents sexual harassment of employees, students, applicants for admission or employment, visitors to campus, or third parties who are participants in the University of Mississippi programs or activities. The University also is committed to professionalism, fostered by an atmosphere of mutual trust and respect. These commitments are threatened when persons in positions of authority abuse the trust placed in them.
The educational mission of the University of Mississippi is promoted by professional faculty-student, supervisor-subordinate, and athletics staff-student athlete relationships. This especially includes a relationship between a faculty member and a student when the faculty member has a professional responsibility for the student. Therefore, consensual sexual relationships between the instructional staff and students, between supervisors and their subordinates, as well as those between athletics staff and student athletes, are considered unwise and are strongly discouraged. The respect and trust accorded a person by a subordinate or student, as well as the real or perceived power exercised by the instructor, supervisor, or athletics staff member may greatly diminish the student or subordinate’s actual freedom of choice. Relationships between faculty and students, supervisors and subordinates, and athletics staff and student athletes, even though ostensibly consensual, hold the potential to be exploitive and involve inherent conflicts of interest. In the event that a sexual harassment complaint is made in such a situation, it may be exceedingly difficult to prove mutual consent. Individual departments may adopt more stringent policies concerning relationships between faculty/staff and students, including a policy that prohibits such relationships. Any department policy must be approved by the Office of General Counsel prior to implementation.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, (2) submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s access to the University or an individual’s work environment. A wide range of behaviors may qualify as sexual harassment, up to and including sexual assault.

For purposes of protecting students, applicants for admission, visitors to campus, or third parties from the impact of sexual harassment, The University of Mississippi adheres to the guidelines set forth by Title IX of the Education Amendments of 1972.

The University of Mississippi prohibits acts of harassment of a sexual nature that are so objectively offensive, pervasive, or severe that they effectively deny the victim access to the University of Mississippi’s resources and opportunities, unreasonably interfere with the victim’s work or living environment, or deprive the victim of some other protected right.

Some types of actions that may rise to the above level and constitute sexual harassment include:

- treating others differently based on their gender, sex, sexual orientation, gender identity or gender expression
- verbal harassment or abuse of a sexual nature
- subtle pressure for sexual activity
- sexist remarks about a person’s clothing, body, or sexual activities
• unwanted touching, patting, or pinching
• demanding sexual favors accompanied by implied or overt threats concerning one’s job or working conditions
• inappropriate display of sexually suggestive or pornographic materials
• stalking
• sexual assault or other types of sexual violence

All complaints of sexual harassment, whether verbal or written should be submitted to the University of Mississippi’s Title IX Coordinator at the following address:

Joseph Lawhorne Title IX Coordinator Post Office Box 1848
270 D Martindale Student Services Center
662.915.7045
Fax: 662.915.1229
eeo@olemiss.edu or joseph@olemiss.edu

If any employees or students believe that they have been subjected to sexual harassment, they should immediately report this to the Title IX Coordinator. Such incidents may also be reported to the University Police Department, the immediate supervisor, or to the Office of the Dean of Students.

All university employees are required to report (within 3 days of learning of the allegation) any allegation of discrimination on the basis of sex, including sexual harassment, to the Title IX Coordinator. The University has an obligation to investigate any allegations of sexual harassment, even if the alleged victim does not wish the University to take any action.

If there are indications that a possible crime is being committed or someone is in immediate danger of physical harm, the University Police Department should be notified immediately at 662-915-4911. The Title IX Coordinator should then be notified consistent with the preceding paragraph.

The Title IX Coordinator will handle matters with as much confidentiality as permitted by law. Sexual harassment allegations brought to the attention of the Title IX Coordinator will be processed in accordance with the University's Sexual Misconduct Policy (when the complaint is against a student) or the Non-Discrimination and Complaint Procedure Policy (in all other situations).

**University policy prohibits retaliatory action against any complainant or any person acting in good faith who is assisting in the investigation of a complaint. Persons who knowingly bring false allegations may be subject to immediate disciplinary action.**

If it is determined that sexual harassment has occurred, corrective action will be taken. Depending upon the circumstances, this corrective action may include a reprimand, demotion, discharge, student conduct charges, or other appropriate action.
Sexual Misconduct

Summary/Purpose: To provide students notice about their obligation to refrain from acts that may be considered sexual misconduct.

INTRODUCTION
The University of Mississippi strives to create a respectful, safe, and non-threatening environment for its students. This policy describes prohibited conduct and establishes procedures for responding to sexual misconduct incidents, where the accused is a student. These incidents include sexual assault, sexual harassment and other unwelcome behaviors as explained below. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities; the University’s Title IX Coordinator oversees policies and procedures that apply to complaints alleging sex discrimination (including sexual harassment, sexual assault, and sexual violence) by employees, students or third parties.

The Title IX Coordinator investigates sexual misconduct by students. Responsibilities performed in this policy by “the Title IX Coordinator” may be performed by the Title IX Coordinator, or by, another University employee trained by, and acting under the supervision of, the Title IX Coordinator.

The investigation and resolution of complaints involving a student(s) accused of sexual misconduct are governed by this policy, while complaints of sexual misconduct by University employees are governed by Policy Number ACA.EO.100.010.

Students who believe they have been a victim of sexual misconduct may submit a complaint against the accused in writing or in person to the Title IX Coordinator, 270 D Martindale Hall (915-7045). Any University faculty or staff member, except those providing counseling or health care services through the University Counseling Center, Student Health Services, and/or Psychological Services Center, who is notified by a student of an incident of sexual misconduct by another student is to report the incident immediately (but not later than three calendar days) to the Title IX Coordinator.

Students also are encouraged to immediately contact the University Police Department (662-915-4911) if they have been sexually assaulted and to seek immediate medical attention. Students should seek medical attention even if they do not wish to pursue criminal charges or otherwise pursue a complaint against their attacker.

RELATIONSHIP BETWEEN STUDENT CONDUCT ADJUDICATION AND THE UNIVERSITY’S TITLE IX RESPONSIBILITIES
The adjudication of complaints of sexual misconduct is only a part of the University’s responsibilities under Title IX when a student has experienced sexual harassment by another student. While the University Judicial Council may have a hearing and pronounce sanctions for a student who violates the sexual misconduct policy, the University has a broader responsibility to respond to the needs of student victims. Therefore, regardless of whether a charge is brought against a student through the student conduct process, the
Title IX Coordinator will evaluate each case to determine whether the overall response of the University (including resources provided or offered to the victim and interim steps taken to protect the victim and others) satisfies the requirements of Title IX. Additionally, the Title IX Coordinator does not look only at individual cases of discrimination, but also at the University environment as a whole to evaluate the campus climate for gender equality.

**VICTIM CONFIDENTIALITY**

When a student is the victim of sexual misconduct, the Title IX Coordinator first will request that the victim give consent for an investigation to begin. If a victim requests confidentiality or asks that the complaint not be pursued, the Title IX Coordinator will take all reasonable steps to investigate and respond to the complaint consistent with the victim’s request; however, the Title IX Coordinator may determine that the circumstances of the sexual misconduct incident are so severe or that the circumstances otherwise indicate there is an on-going danger to the victim and/or members of the University community such that action must be taken on the part of the University beyond the action requested by the victim.

Consistent with Title IX, the University prohibits retaliation against any individual who makes a report of sexual misconduct or who cooperates with an investigation into sexual misconduct. Retaliation against such an individual is a violation of this policy and is subject to discipline.

**POLICY STATEMENT**

The University prohibits sexual misconduct in any form, including sexual assault or sexual abuse, sexual harassment, and other forms of nonconsensual sexual conduct. Students should be able to live, study, and work in an environment free from sexual misconduct. It is the position of the University that sexual misconduct in any form will not be excused or tolerated. Criminal, civil and University disciplinary processes are available to a student with a complaint. The University is committed to prompt, effective and fair procedures to investigate and adjudicate reports of sexual misconduct and to the education of the University community about the importance of responding to all forms of sexual misconduct. Special emphasis is placed on the rights, needs, and privacy of the student with the complaint, as well as the rights of the accused. At the same time, the University adheres to all federal, state, and local requirements for intervention and crime reporting related to sexual misconduct.

**INTERIM STEPS**

The investigation into an incident of sexual misconduct is only one part of the University’s prompt and effective response on behalf of the victim. For a listing of the resources available to sexual assault and sexual misconduct victims, please visit the Violence Prevention Office website [http://violenceprevention.olemiss.edu](http://violenceprevention.olemiss.edu).

The Title IX Coordinator may recommend the immediate implementation of additional steps to provide for the safety of the victim or others, to avoid possible retaliation, or to
prevent further occurrence of any discrimination or discriminatory effects. These steps may include, but are not limited to, mutual “no contact” letters, changes in course schedules and changes in housing assignments. Any such interim step taken by the Title IX Coordinator is not appealable, but such steps may be modified by the Title IX Coordinator upon final resolution of a complaint of sexual misconduct.

**EFFECTIVE CONSENT IS:**

*Effective consent is the basis of this policy because effective consent maintains the value that all persons have the right to feel respected, acknowledged, and safe during sexual activity.*

Sexual intimacy requires that all participants consent to the activity. Consent between two or more people is defined as an affirmative agreement – through clear actions or words – to engage in sexual activity. The person giving the consent must act freely, voluntarily, and with an understanding of his or her actions when giving the consent.

Lack of protest or resistance does not constitute consent, nor does silence mean consent has been given. Relying solely on non-verbal communication can lead to misunderstanding. Persons who want to engage in sexual activity are responsible for obtaining consent – it should never be assumed.

A prior relationship or prior sexual activity is not sufficient to demonstrate consent.

Consent must be present throughout the sexual activity – at any time, a participant can communicate that he or she no longer consents to continuing the activity. If there is confusion as to whether anyone has consented or continues to consent to sexual activity, it is essential that the participants stop the activity until the confusion can be clearly resolved.

**EFFECTIVE CONSENT IS NOT:**

Effective consent cannot result from force, or threat of force, coercion, fraud or intimidation. In addition, an incapacitated person is not able to give consent. The use of force to obtain sexual access or to induce consent violates this policy whether the force is physical in nature, violent, or involves threats, intimidation or coercion.

- **Physical force** includes but is not limited to: hitting, kicking, and restraining. Physical force means someone is physically exerting control of another person through violence.

- **Threatening** someone to obtain consent for a sexual act is a violation of this policy.

- Threats exist where a reasonable person would have been compelled by the words or actions of another to give permission to sexual activity to which he or she otherwise would not have consented.
• **Intimidation** is an implied threat. Intimidation exists when a reasonable person would feel threatened or coerced even though there may not be any threat made explicitly. Intimidation is evaluated based on the intensity, frequency, or duration of the comments or actions.

• **Incapacitation:** It is a violation of this policy if the initiator has sex with someone the initiator knows, or reasonably should know, to be incapacitated by alcohol, drugs, sleep or illness. A person who is unconscious, unaware, or otherwise physically helpless cannot give effective consent to sexual activity. Someone is incapacitated when he or she cannot understand who, what, when, where, why, or how, with respect to the sexual interaction.

• **Age of Consent:** According to Mississippi Code §97-3-65, effective consent can never be given by persons under the age of 14. Students who are at least 17 years old cannot receive effective consent from anyone between the ages of 14 and 16, if they are younger by more than 36 months.

**PROHIBITED CONDUCT:**
Sexual misconduct is a broad term encompassing any sexual behavior that was committed without effective consent. Sexual misconduct may vary in its severity and consists of a range of behaviors. The requirements of this policy apply regardless of the sexual orientation, sexual identity, or preference of individuals engaging in sexual activity.

The use of alcohol or other drugs never excuses behavior that violates this policy. The following descriptions represent sexual behaviors that violate The University of Mississippi’s community standards and values of respect, civility, and personal integrity. These behaviors are serious violations and represent a threat to the safety of the University community.

1. **Sexual Penetration:**
   Sexual intercourse, or sexual penetration, however slight, with any object or body part without effective consent. This includes penetration by a person of any gender upon another person of any gender.

2. **Sexual Touching:**
   Any intentional touching of intimate body parts without effective consent. Sexual touching includes bodily contact or contact made with an object.

3. **Sexual Harassment:**
   Harassment of a sexual nature that is so objectively offensive, pervasive, or severe that it effectively denies the victim access to the University’s resources and opportunities, unreasonably interferes with the victim’s work or living environment, or deprives the victim of some other protected right.
4. Sexual Exploitation:
   Sexual exploitation occurs when a student takes non-consensual, unfair, or abusive advantage of another sexually for his or her own advantage or benefit, even though that behavior does not constitute one of the other sexual misconduct offenses. Examples include, but are not limited to:
   - Non-consensual video audio taping, or photographing of sexual activity even if the sexual act is consensual.
   - Non-consensual posting, publishing, sharing, or displaying photo, audio, or video of sexual activity even if the activity was originally recorded with effective consent.
   - Voyeurism is a form of sexual exploitation in which one individual engages in secretive observation or non-consensual video or audio taping of another for personal sexual pleasure.
   - Any disrobing of another or exposure to another without effective consent.

5. Stalking
   Stalking is sexual misconduct when the content of the messages or the nature of the physical stalking is of a sexual nature.

6. Attempted Act/Accomplice to Sexual Misconduct:
   Attempts to commit sexual misconduct also are prohibited under this policy, as is aiding in the commission of sexual misconduct as an accomplice.

7. Use of Drugs and/or Alcohol to Induce Incapacity:
   This policy also prohibits sexual activity or attempted sexual activity with someone whose incapacity results from the taking of a drug or alcohol. Possession, use, and/or distribution of any “date-rape” drugs or substances, including but not limited to Rohypnol, Ketamine, and GHB, are prohibited, and administering or attempting to administer any of these drugs or substances, including alcohol, to someone else for the purpose of inducing incapacity is a violation of this policy. A student may be charged with a violation of this policy even if no sexual activity took place.

8. Retaliation:
   Pursuant to Title IX, retaliation against an individual who initiates a sexual misconduct complaint, participates in an investigation, or pursues legal action, is prohibited. Independent action may be taken against anyone engaging in retaliation including individuals who are acting on behalf of the accused, with or without the knowledge of the accused. Retaliation may occur in person or electronically.

   In an effort to avoid retaliation, prevent recurrence of any discrimination or discriminatory effects, and provide for the safety of the victim(s) and others, the University will implement all necessary remedies during an investigation period and/or at the conclusion of an investigation. These remedies may include, but are
not limited to: mutual “no contact” letters, changes in course schedules, and changes in housing assignments.

SANCTIONS
A wide range of sexual misconduct is prohibited by this policy. As such, dependent upon the facts unique to each case, sanctions may range from a verbal reprimand to expulsion from the University. For a non-exhaustive list of sanctions and their definitions please reference University of Mississippi policy DSA.SC.300.020, Disciplinary Sanctions.

VICTIM AMNESTY
The use of alcohol or drugs by either party in conjunction with a sexual assault does not alleviate responsibility on the part of the accused or diminish the serious nature of the offense. When alcohol or drugs are involved, a victim will not be found responsible for alcohol or drug violation and should not let his or her use of alcohol or drugs be a deterrent to reporting the incident.

For a listing of resources available to students, please visit the Violence Prevention Office website http://violenceprevention.olemiss.edu/

Sexual Misconduct Student Conduct Adjudication Process:

Complaints of sexual misconduct by a student against another student are governed by Title IX and are, therefore, investigated by the Title IX Coordinator. The adjudication of sexual misconduct cases shall follow the process outlined in DSA.SC.300.001 through DSA.SC.300.015, Student Conduct Process, unless otherwise outlined below. The standard of proof for all cases involving sexual misconduct will be based upon the University’s established standard of preponderance of the evidence.

The time frames indicated below are maximums. All days are “business” days, unless otherwise noted. Especially in cases of sexual assault, the University will make every effort to move the case promptly through the process so long as such speed does not interfere with the quality of the investigation or the hearing.

1. In the Student Conduct process, cases of sexual misconduct will be adjudicated within 60 days of the date that the Title IX Coordinator is notified of the complaint, unless there are extenuating circumstances (i.e. uncooperative witnesses, break periods and periods when the University is closed). The Title IX Coordinator will comply with law enforcement requests for cooperation and such cooperation may require the Title IX Coordinator to temporarily suspend the fact-finding aspect of the investigation while law enforcement is in the process of gathering evidence. The University promptly will resume its investigation as soon as notified by the law enforcement agency that it has completed the evidence gathering process, which typically takes three to ten calendar days, although the delay in the University’s investigation will be longer in certain instances.
a. Information Gathering and Determination of Charge/s: The Title IX Coordinator will investigate a complaint of sexual misconduct within 40 days of receiving the complaint. The degree to which a victim of sexual misconduct participates in the investigation and subsequent hearing will be up to the victim to decide; however, when a victim does not wish to be a part of the investigation, wishes to remain anonymous, or refuses to provide information to the Title IX Coordinator, the Title IX Coordinator may be prevented from doing a full investigation. The Title IX Coordinator will compile all evidence, including the testimony of various witnesses, into a report. The report will not contain findings of fact as to whether a violation of the sexual misconduct policy actually occurred; however, the Title IX Coordinator will decide whether there is sufficient evidence of sexual misconduct such that the complaint needs to go forward for a hearing by the University Judicial Council. If the Title IX Coordinator does not find there is sufficient evidence to proceed with the hearing, the victim may still request a hearing before the University Judicial Council.

b. Pre-hearings: Within 45 days, the University will conduct individual pre-hearings for the victim and the accused student(s). Sanctions may be given to the accused during the prehearing phase, but only if the Title IX Coordinator, the victim and the accused all agree on appropriate sanctions. If all three parties agree on appropriate sanctions, this decision is not appealable.

c. Hearing Decision: Within 60 days, the University will render a hearing decision to include findings of “in-violation” or “not in violation” of each charge and any appropriate sanctions. The University will attempt to notify, simultaneously, both the victim and accused, in writing, within 24 hours of this decision.

d. Appeal: The victim and/or the accused may appeal the findings and/or the sanctions of the University Judicial Council. The process for appeal is outlined within University of Mississippi policy DSA.SC.300.010, Student Conduct Process. For cases involving sexual misconduct, both the victim and accused will be notified in writing of the appellate decision within 12 days of receiving the appeal.

2. During the investigation phase, but no later than 30 days after learning of the complaint, the Title IX Coordinator may decide that the case is suitable for informal resolution, or mediation, between the parties; however, mediation will not be used in cases where sexual assault or other violence is alleged, or in cases where the Title IX Coordinator believes there to be an inequity of power between the parties. The Title IX Coordinator, the victim and the accused must all agree to engage in mediation. The Title IX Coordinator will appoint a mediator, and the mediation will be conducted within 10 days of the parties’ agreement to mediate. If the parties reach an agreement during mediation, that agreement will be put in writing and will be binding upon the parties. Violation of the written agreement will result in the student being charged with Disregard for University Authority, DSA.SC.200.010 and may result in a reinstatement of the charge for sexual misconduct. If the parties are unable to reach an agreement, the case will be turned back over to the Title IX Coordinator to complete the investigation.
3. The victim and the accused have the right to have an advisor of their choice present at any point of the student conduct process.

4. The victim and the accused will have individual pre-hearing meetings to discuss their rights, the student conduct charges and the hearing process. The accused will not have the opportunity to agree to sanctions during the pre-hearing (and thus avoid a hearing before the Judicial Council) unless both the Title IX Coordinator and the victim have already agreed that the suggested sanctions are appropriate. If the sanctions are then agreed to by the accused, then neither party may appeal.

5. A five member board will be selected by the University Judicial Council Chair and the Student Conduct administrator after both the victim and accused have the opportunity to see a full list of Council Members and request recusal of any they have reason to believe are biased.

6. The victim may choose to be present throughout the entire hearing.

7. The victim may choose to participate in the hearing through the means of technology from an off-site location or at the hearing location separated from the accused by a barrier.

8. The victim’s refusal to be present or participate in the hearing will not prevent the hearing from proceeding as long as there is other evidence of the sexual misconduct.

9. The Title IX Coordinator may be called as a witness and may present evidence found during the course of the investigation, including the testimony of individuals interviewed during the investigation. Because the University Judicial Council is the finder of fact, the Title IX Coordinator will not be asked whether the accused acted in violation of this policy, but the Title IX Coordinator may comment on inconsistencies found during the investigation and on the credibility of witnesses interviewed.

10. All questions and answers will be directed to the University Judicial Council Chair.

11. The victim and accused may give closing statements.

12. The victim may submit an impact statement that will be taken into consideration only if there is a finding of “responsible” for any sexual misconduct charge.

13. The decision of the council and sanctions will be determined within 48 hours of the hearing completion.

14. The victim and accused will be notified of the council’s finding concurrently. Additionally, the victim and accused will receive formal notification of the outcome in writing. The same notification process will be followed for all cases under appeal.

The victim and the accused both have the right to appeal the decision of the University Judicial Council as outlined in part six of University of Mississippi policy, DSA.SC.300.010, Student Conduct Process, as modified by this policy.