**FALL 2018 DSS STUDENT TO-DO LIST**

*This list is meant to be a guide. Students should stay up to date with deadlines and possible changes.

- **August 24–31**: Attend DSS Orientation to pick up DSS memos.

- **August 27–September 7**: Provide DSS memos to professors to request accommodations.

- **September 5**: Have your course schedule finalized by the end of today. This is the last day to drop/add a course with no grade posted to academic record.

- **October 16**: *Midterm Period Begins*
  
  Contact/meet with your assigned academic adviser to discuss spring 2019 classes and to have Academic Advising hold lifted from your account to access priority registration. Take care of any other holds on account.
  
  Determine your grade in each class. Contact DSS specialist for assistance if needed.

- **November TBD**: Priority registration begins for DSS students to enroll in spring 2019 classes. Check your Student Center online account for specific day and time. Register for classes as early as possible to get an optimal schedule.

- **November 5**: Last day to withdraw from a course with a grade of “W” and last day to change to pass or audit grading option. If you are in jeopardy of failing a course, consider the withdrawal option in lieu of failing.

- **December 1**: Begin submitting requests to take Final exams in the Testing Center.

- **December 12**: Final Exam Period Begins.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter from DSS Staff</td>
<td>5</td>
</tr>
<tr>
<td>Disability Support Services Directory</td>
<td>6</td>
</tr>
<tr>
<td>Overview of Services</td>
<td>7</td>
</tr>
<tr>
<td>General Responsibilities of DSS, Student and Faculty</td>
<td>8</td>
</tr>
<tr>
<td>Confidential Memorandum/DSS “Memo”</td>
<td>9</td>
</tr>
<tr>
<td>Reasonable Accommodations</td>
<td>10</td>
</tr>
<tr>
<td>Alternate Formats for Printed Materials</td>
<td>11</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>12</td>
</tr>
<tr>
<td>Priority Registration</td>
<td>12</td>
</tr>
<tr>
<td>Student Center Page</td>
<td>13</td>
</tr>
<tr>
<td>Note-Taking Assistance</td>
<td>14–15</td>
</tr>
<tr>
<td>Smart Pen for Note-Taking</td>
<td>16</td>
</tr>
<tr>
<td>Internship Accommodations</td>
<td>17</td>
</tr>
<tr>
<td>Online Course Accommodations and Considerations</td>
<td>18</td>
</tr>
<tr>
<td>Testing Services Center Procedures and Important Points to Remember</td>
<td>19–20</td>
</tr>
<tr>
<td>Directions for Submitting an Online Test Request Form</td>
<td>21</td>
</tr>
<tr>
<td>The Laura Lamb Memorial Scholarship</td>
<td>22</td>
</tr>
<tr>
<td>Delta Alpha Pi International Honor Society</td>
<td>23</td>
</tr>
<tr>
<td>DSS Peer Mentoring Program</td>
<td>23</td>
</tr>
<tr>
<td>Federal Workforce Recruitment Program</td>
<td>24</td>
</tr>
<tr>
<td>Getting Around Campus and Parking</td>
<td>25</td>
</tr>
<tr>
<td>Grievance/Complaint Resolution Procedures</td>
<td>26</td>
</tr>
<tr>
<td>Tips for First-Year Students</td>
<td>27–28</td>
</tr>
<tr>
<td>Other Campus Resources</td>
<td>30–33</td>
</tr>
<tr>
<td>Towson University Academic Calendar 2018-2019</td>
<td>35</td>
</tr>
</tbody>
</table>
Dear Student,

Welcome to Towson University! We are delighted that you chose to become a Towson Tiger.

In order to make your transition to TU as smooth as possible, we have created the Disability Support Services Student Handbook to supplement information on our website. This handbook has important information on Disability Support Services and the Testing Services Center, as well other resources on campus. Please take the time to familiarize yourself with the information that is shared and use it as a reference guide.

We wish you much happiness and success here at TU, and we are looking forward to working with you!

The DSS Staff

REMEMBER THE TIGER PLEDGE:

I will ...

Treat others with civility and respect.
Inspire others with leadership and excellence.
Grow personally, professionally, ethically, and intellectually.
Engage in my community to make a difference.
Represent Towson University proudly.
DISABILITY SUPPORT SERVICES
Administration Building, Rooms 232-235

Mailing Address:
Disability Support Services
Towson University
8000 York Road
Towson, MD 21252-0001

t. 410-704-2638
f. 410-704-4247
www.towson.edu/dss

Hours: Monday-Friday, 8 a.m. – 5 p.m.

STAFF DIRECTORY

Susan Willemin
Director
Phone: 410-704-4425
Email: swillemin@towson.edu

Julie Munski
Administrative Assistant
Phone: 410-704-4423
Email: jmunski@towson.edu

Robyn McCray
Associate Director
Phone: 410-704-3683
Email: rmccray@towson.edu

Jeannie Mauldin
Assistant Director
Phone: 410-704-5589
Email: jmauldin@towson.edu

Mary T. Casterline Heron
Disability Specialist
Phone: 410-704-4863
Email: mcasterline@towson.edu

Jennifer Walsh
Disability Specialist
Phone: 410-704-4641
Email: jwalsh@towson.edu

Kelly Rogan
Learning Disabilities Specialist
Phone: 410-704-5987
Email: krogan@towson.edu

Amanda Freeman
Accommodations Specialist
Phone: 410-704-4642
Email: afreeman@towson.edu

Meredith Harris
Assistive Technology Coordinator
Phone: 410-704-4426
Email: mlharris@towson.edu

Patrick Chachulski
Testing Center Coordinator
Phone: 410-704-2304
Email: pchachulski@towson.edu

*Please call 410-704-2638 for the name of your assigned specialist
Disability Support Services (DSS) at Towson University works with students with various disabilities and some temporary impairments that substantially limit one or more major life activities, as appropriate. The DSS staff is available to answer questions concerning accommodations and services as well as to provide information about other resources on and off campus.

Students registered with DSS include students with learning disabilities, ADHD, mental health disabilities, autism spectrum disorder, brain injuries, physical/mobility disabilities, medical conditions, vision and hearing impairments, and speech/language disabilities. A DSS specialist is assigned to each student individually to determine reasonable accommodations through an interactive process that includes review of the student's documentation and a personal interview. During the interview, consideration is given to the student's self-report, strengths and weaknesses, academic experiences, previous accommodations received, the current program of study and courses in which he or she is enrolled, as well as the student's ideas regarding accommodations. At times the process will involve consultation with course instructors prior to determining reasonable accommodations. Once the interactive process is complete, reasonable accommodations will be approved and specified on the student's DSS memo.

New students are encouraged to maintain regular contact with their DSS specialist, especially during their first year. This contact provides the opportunity for specialists to guide students and work with them proactively to address questions and resolve problems that may arise.

Services and accommodations provided by DSS can include:

- Orientation and help with transition from high school or community college
- Help with course load and selection
- Priority registration beginning the second semester
- Testing accommodations and use of the Testing Center
- Note-taking assistance
- Interpreting services
- Alternate formats for printed materials
- Short-term assistance with organization strategies and study skills
- Disability consultation and help with disclosure
- Assistive technology
- Para-transit registration
- Internship accommodations
- Information and referral to resources on and off campus*

*Please note: DSS maintains a referral list for providers of diagnostic testing, content tutoring and long-term academic coaching.
**GENERAL RESPONSIBILITIES OF DSS, STUDENT AND FACULTY**

**DSS RESPONSIBILITIES**
- Inform students of office location, services and procedures for requesting accommodations
- Evaluate verifying documentation and meet with students individually to discuss accommodation requests
- Maintain documentation for each student as per DSS policy
- Approve appropriate accommodations and provide students with DSS accommodation memo
- Communicate with professors as needed to facilitate accommodations
- Protect student’s privacy and confidentiality
- Ensure equal access to courses, programs and services

**STUDENT RESPONSIBILITIES**
- Meet essential qualifications and standards for programs and courses
- Inform DSS of accommodation needs and provide appropriate documentation
- Initiate requests for accommodations in a timely manner, preferably early in the term
- Meet with a DSS specialist to determine reasonable accommodations
- Provide professors with the DSS accommodation memo and discuss how accommodations will be implemented in each course
- Inform DSS of barriers to accessibility or problems regarding accommodations
- Request a DSS accommodation memo each term

**FACULTY RESPONSIBILITIES**
- Establish essential course requirements, and evaluate all students, including students with disabilities, on this basis
- Support and implement accommodations as identified in the DSS accommodation memo and presented by the student
- Afford students the opportunity to meet privately to discuss their accommodations
- Consult with DSS if accommodation requests conflict with course requirements
- Submit book lists to the bookstore as early as possible
- Include announcement in syllabus directing students to DSS if they have a disability-related need
- Maintain student’s right to privacy and confidentiality

DSS staff, students and faculty are responsible for engaging in an interactive process as needed to determine and facilitate reasonable accommodations.
Important Information About Your DSS Memo:

- A memo is a form which documents your registration with Disability Support Services and specifies your approved accommodations.
- Memos are valid only for the semester listed at the top of the form.
- It is your responsibility to pick up new memos from the DSS office at the beginning of every semester and to provide each of your professors with a copy.
- Memos should be distributed to your professors as early as possible in the semester, preferably during the first week of class.

Sharing Your DSS Memo With Your Professors:

- Schedule a private in-person appointment with your professors or meet with them during their office hours to give them your memo and to discuss your accommodations.
- Prior to your meeting, review your accommodations so that you have a good understanding of what accommodations are relevant for each course and how they will be implemented for each course.
- Write down questions and notes ahead of time to refer to during your meeting.
- Although you do not have to disclose your specific disability, make sure you can effectively articulate how it impacts you in the classroom. Examples: Do you have trouble concentrating? Is it hard to follow the lecture while taking notes? Can you see and hear the information presented in class?
- If you have testing accommodations, establish with your professors how you will access them (i.e., whether you will need to use the Testing Center).

***Remember***

- If you do not present your professor with a DSS memo, he/she is not required to provide the approved accommodations.
- Professors can begin to provide you with your accommodations only after he/she receives your memo.
- Professors are not required to provide accommodations that DSS did not specify on your memo.
REASONABLE ACCOMMODATIONS

In the context of higher education, reasonable accommodations are modifications or adjustments in the academic environment that enable a qualified student with a disability equal access to the university's programs, courses, services and activities.

Providing accommodations does not compromise the essential elements of a course or program, nor do they weaken academic standards. Accommodations simply provide an alternative way to accomplish the requirements by eliminating or reducing disability-related barriers and providing a level playing field.

Through an interactive process, DSS works closely with the faculty, staff and students to implement the provision of accommodations. Accommodations are determined on a case-by-case basis and may include priority registration, testing accommodations and use of the Testing Services Center, note-taking assistance, interpreting services, alternative formats for printed materials, assistive technology, para-transit registration and internship accommodations.

In reviewing accommodations requested by the student or recommended by an evaluator, DSS may need to consult with faculty and/or may find that the accommodation is not appropriate given the requirements of a course or program. DSS may propose an alternative accommodation that would be appropriate for the student, but which neither the student nor evaluator has requested.

Important points to remember about your accommodations:

- It is your responsibility to let your DSS specialist know as soon as possible if you experience any difficulties with either accessing your accommodations or if you think your accommodations need to be revised.

- Professors should not provide academic accommodations without first receiving an official DSS memo.

- Accommodations are NOT retroactive. Your professors will begin to provide you with your accommodations from the time they receive your DSS memo.

- The purpose of accommodations is to ensure ACCESS, not SUCCESS. Professors are not expected to modify or waive the essential requirements of a course or program.

- The process of requesting and receiving accommodations is interactive. While all people involved — the professor, the student and the DSS staff — have a shared responsibility to make sure the process works. You are expected to take an active role and advocate for yourself in a professional manner. DSS staff is available to assist both you and your professor in implementing accommodations as they relate to specific course or program requirements.
Getting Started

All students seeking to have materials converted to an alternative format must first have this accommodation approved by their DSS specialist.

What Can the DSS Office Convert?

You can ask the DSS office to convert any printed material that is required or recommended by your instructor for a course in which you are enrolled at Towson University. This includes but is not limited to: textbooks, syllabi, tests, quizzes, course handouts, books needed for research, documents posted to Blackboard, and materials required for internships.

Software for Alternative Text

Some alternative formats require special software to work. DSS will provide you with access to this software as a part of your accommodation while you attend Towson University. Additionally, computers with this software are available at various locations on campus, including the DSS office, Testing Services Center and Cook Library.

What You Need to Do

1. Complete the Alternative Text Request Form available online: www.towson.edu/dss/forms/alternativetext.html
   You are responsible for submitting your requests in a timely manner, preferably at least 2 weeks before the semester begins. We strive to convert all materials within 10 business days, but this is not always possible. Therefore, the earlier you submit your requests the better.

2. Turn in a proof of purchase/receipt to DSS for all textbooks and other purchased materials that you have requested to be converted. You must purchase your books that you are requesting to convert. If you have an electronic receipt, you may forward it to: dsstech@towson.edu. If you have checked out a book for research from the Towson University library, please bring in a copy of the confirmation.

3. If we cannot obtain an electronic version of your book, we will send you an email requesting that you bring in the hard copy. Please bring your hard copy directly to the DSS office; do not have your books shipped to DSS. We will chop the spine off and scan it to create an electronic file. We will return the hard copy to you rebound with plastic spiral binding. (NOTE: If you purchase or rent your books through the Towson University Bookstore, you will not be penalized upon reselling the purchased book or returning the rented book if it has been chopped and scanned by DSS). If you rent your books from a source other than Towson University we cannot chop and scan them, so you will need to work with the Assistive Technology Coordinator to find a solution.

If You Use Kurzweil

1. You will meet with the Assistive Technology Coordinator to create your Kurzweil account and be given information on how to use Kurzweil.

2. Kurzweil will email you your Kurzweil/Firefly user-name and password. You will use these to log into Kurzweil/Firefly.

3. You can use the online version of Kurzweil by going to the website: www.fireflybykurzweil.com. You can also download the full version of Kurzweil (available for Mac and PC) from: www.kesi.com/k3000_v14.html. This is a large program, so before you start downloading make sure that your computer has the space available and you have enough time to complete the process.

4. You can also access Kurzweil/Firefly with your user-name and password with your iPad. Search “firefly k3000” in your app store.

5. Once your books have been converted, they will be uploaded to your private folder in Kurzweil/Firefly. You can open the files online at www.fireflybykurzweil.com or through your computer with Kurzweil » open from library » your name » private folder.

6. If you have any questions, please contact the DSS Assistive Technology Coordinator at dsstech@towson.edu.
PRIVACY AND CONFIDENTIALITY OF STUDENTS’ DSS RECORDS

The DSS staff is very sensitive to and respectful of your right to privacy and confidentiality. Student disability files are kept separate from academic files and are stored in a secure location within the Disability Support Services office. Information contained in a student’s disability record is confidential and protected as an educational record under the Family Educational Rights and Privacy Act (FERPA). DSS will not provide a student’s information to parties outside of the university without the student’s written consent.

Disability-related information may be shared with Towson University faculty and staff on a limited, need-to-know basis in order to facilitate the provision of accommodations and services, either with the student’s permission or as otherwise permitted under Towson University’s student records policy.

Student information is generally not shared with parents unless the student gives explicit permission. Even with permission, student information is shared on a limited, need-to-know basis at the discretion of DSS.

A file is created for all students registered with DSS in which all disability-related information submitted on behalf of the student is stored. Once students no longer have contact with DSS, (e.g., graduate, leave the university, etc.) their DSS files are made inactive and any paper documents are scanned, shredded and stored on a secure server. Students’ inactive files are stored for 3 years after their graduation date or for 5 years after the last date of contact with DSS. Records are then destroyed in accordance with the University System of Maryland records retention standards.

PRIORITY REGISTRATION

1. Students must be “permanently” registered with Disability Support Services to have access to priority registration. Please note that priority registration does not take effect until a student’s second semester at Towson.

2. Students can register for their classes only after their assigned academic adviser removes the advising hold from their account. DSS staff cannot remove advising holds. All students should meet with their academic adviser before the priority registration date so that they can take full advantage of this accommodation.

3. Students’ designated date and time of registration will be posted to their Student Center account.

4. Students should consider making an appointment with their DSS specialist to review their academic progress and develop a tentative plan to discuss with their academic adviser.

STUDENT CENTER

Your Student Center is your “one stop shop” online resource. It contains information regarding your class schedule, transcript, academic advisor, finances, as well as links to valuable resources such as the Registrar’s Office, Financial Aid and the Bursar’s Office.

To access your Student Center page, log in to Towson Online Services/PeopleSoft using your Net ID and password, click on Self Service, and then Student Center.
Log in using your Net ID and password.

1. Academic Requirements Report
2. View your grades
3. Request your TU transcript
4. List of holds
5. Things you still need to do
6. Date you can begin enrolling in classes.
   Click details for the start time.
7. Name(s) of academic adviser. Click details for contact information.
8. View University Core requirements
9. View the current academic calendar
10. Declare or change your major or minor
11. Forms: Permission to take classes at another college, permission to take a course for the third time, etc.
The following policies and procedures have been developed by Disability Support Services to guide students who are approved for note-taking assistance as an accommodation. Notes are intended for a student’s personal study use only and are not to be shared with other individuals. This accommodation is not considered a substitute for a student’s class attendance or participation. If notes are available online or from the instructor, note-taking assistance may not be indicated. You should contact your DSS specialist to discuss your needs or if you have any questions.

1. Students who are registered with DSS and approved for this accommodation must pick up their DSS memo and give it to their professors.

2. As early as possible in the semester, discuss with your professor how the note-taking accommodation will be implemented in the course. Ask the professor to make the note taker announcement in class (as directed in the DSS memo) or ask if the professor can ask a specific student, as appropriate. If you determine that you will not need note-taking assistance in the course, or if you decide to ask a classmate yourself to be your note taker, let the professor know that he or she will not need to make the announcement. In order for you to receive your accommodations you must give your DSS memo to your professor, even if you choose to find a note taker on your own.

3. In class, your professor should read the announcement specified in the DSS memo asking for a note taker, or ask a specific student to provide the notes. The professor should maintain confidentiality by not disclosing your name to the class. If confidentiality is not maintained, please let DSS know.

4. The professor should promote communication between you and the note taker within a week after making the announcement. If your professor does not notify you that a note taker has been identified, ask the professor to make another announcement or to approach a specific student who may be interested. If a note taker has not been identified within two class periods after your initial request, contact your DSS specialist for assistance.

5. Your professor should refer the note taker to our office to complete the necessary paperwork to receive a $100 stipend at the end of the semester. Additionally, your note taker’s OneCard will be credited with retail points so that he/she may copy, scan or print notes.

6. You and your note taker should arrange a system to provide you with notes within 48 hours of the class. Possible options for the note taker include:

   Using carbonless copy paper (available at DSS) so the notes can be provided at the end of each class (OR)
   Using regular notebook paper and making hard copies (OR)
   Using regular notebook paper then scanning and emailing (OR)
   Typing notes and printing or emailing them
7. If you do not receive your notes within 48 hours of the class, contact your note taker. If this does not resolve the problem, contact your DSS specialist as soon as possible.

8. Attend each class. It is recommended that you also take your own notes to the extent you can. If you must miss class, inform your note taker in advance when an absence is predictable. If you have unexcused absences from class, your note-taking accommodation may be suspended until you meet with your DSS specialist and develop a plan to reinstate the accommodation. If you withdraw from the course, notify DSS immediately.

9. Determine with your note taker how note taking will be handled if he or she must be absent. (e.g., make prior arrangements with another classmate to share his/her notes).

10. If you believe your notes are insufficient or lacking in some way, discuss the problem with your note taker. If the problem continues, contact your DSS specialist. It is important that you notify DSS as soon as possible so your specialist can work with you to find a solution.
Another note-taking accommodation is borrowing a Smart Pen from DSS and using it to take your notes. A Smart Pen is a device that audio-records lectures as notes are written on special Smart Pen paper. When reviewing notes later, the Smart Pen can be tapped on the Smart Paper to play back the audio-recording from the exact moment that the note was written. During playback, the speed and volume of the recording can be adjusted. You can also add new notes that will sync with a computer. Notes can be uploaded to a computer using Echo Desktop.

To be approved to use a smart pen for taking notes, this accommodation must be specified on your DSS memo. You must inform your professor directly that you will be using a Smart Pen to record lectures. A good time to do this is when you give your professor your DSS memo. Maryland law requires that you inform a person that you will be recording him or her, so it is very important that you do this prior to any recording. Also, you are not allowed to share the recordings or post them online.

Although you may be approved to use a Smart Pen as an accommodation, it may not be appropriate for all classes, such as those that involve student discussion of sensitive subject material. If this is the case, you should speak with your DSS specialist to discuss alternatives. This should be done as early as possible in the semester.

CHECKING OUT A SMART PEN

1. The DSS Assistive Technology Coordinator will provide you with your Smart Pen, along with Smart Pen supplies and a starter Smart Pen notebook. You can purchase additional Smart Pen notebooks at the University store and other major retailers.

2. The Assistive Technology Coordinator will train you on how to use the Smart Pen and have you complete the DSS Equipment Loan Form and Agreement for Recording Lectures at TU.

3. You must return your borrowed Smart Pen and supplies to DSS at the end of the each semester. You can check out a Smart Pen every semester.
INTERNSHIP ACCOMMODATIONS

Please be aware that you may request an accommodation for an internship. An internship accommodation may more closely resemble a job accommodation rather than an academic accommodation. Internship accommodations require advance planning and often involve a significant amount of interaction between the academic program, DSS and the student. If you will be participating in an internship experience, plan to discuss whether accommodations will be needed with your DSS specialist as early as possible.
ONLINE COURSE ACCOMMODATIONS AND CONSIDERATIONS

Just as internship accommodations may differ from classroom accommodations, so too may online course accommodations. The following questions should be considered before enrolling in an online course. Students are encouraged to discuss online courses and possible accommodations with their DSS specialist prior to enrolling in one.

How well do I manage my time?

The independent nature of an online course requires a firm grasp on your ability to manage your time. You will be required to set a regular study schedule, keep track of assignments and due dates, as well as participate in online discussions. This may be more difficult without in-person reminders from your professor.

Does my disability affect my ability to process and comprehend written information?

For students with certain disabilities, managing the content, directions and discussion in an online course can be difficult. Information in an online course is frequently delivered via written material. The professor will not be immediately available to answer questions.

How knowledgeable and comfortable am I with computers and technology?

It is important to assess your current skills and comfort level with technology and computers. Accessing all course information and instruction in an online format may be more difficult than learning in a traditional classroom format.

What do I expect of the online course?

It’s important to be aware of your expectations of the online course. What kind of interaction are you expecting from the professor? Are you expecting a lot of personal interaction or a little? Do you think that you will have a lot of writing to do or not so much? You should find out as much as possible about the format of the online course, the expectations the professor has of you and what you need to do to successfully complete the course. The more information you learn about the course prior to enrolling in it, the better you can determine if it will be suitable for you.

Remember, accommodations needed in an online environment may be different than accommodations needed in a traditional classroom.
Testing Services Center
Administration Building, Room 228
T. 410-704-2304
F. 410-704-4699
www.towson.edu/testing

Overview
The Testing Services Center provides testing accommodations for students registered with Disability Support Services. The Center offers extended time, reduced distraction testing spaces, computers and other assistive technology, as well as reading and writing software, as appropriate. All tests are proctored to ensure academic integrity.

**Please note***
Professors may be able to provide you with your testing accommodations in the classroom but if they cannot, you should request to take your exams in the Testing Center.

Using the Testing Center

**Step 1:** Provide your professor with a copy of your DSS memo as early as possible in the semester. Professors are not obligated to provide any accommodations until they receive a current copy of your DSS memo. With your professor, establish how your extended time and/or reduced distraction testing space will be accommodated. Remember your professor may be able to provide you with these accommodations in the classroom.

**Step 2:** At least 5 business days before the test day, submit an online Testing Center Request Form. This form is sent to the Testing Center and your professor. It lets the Testing Center know you are requesting a testing space and it notifies your professor to send a copy of the test to the Testing Center. The request form requires you to accurately type your TU e-mail address and your professor’s e-mail address in order for it to be successfully delivered.

**Step 3:** You will receive confirmation that your request has been submitted. You will also receive an e-mail once your professor approves your request. Monitor your TU student e-mail account for an approval from your professor.

**Step 4:** If you do not receive an e-mail approval from your professor, contact the Testing Center staff and/or your professor 2-3 days prior to your test date.

**Step 5:** On the test date, arrive to the Testing Center 15 minutes before your appointment. Be prepared with any material you will need to take your test. (e.g., writing instrument, scantron, bluebook, any testing aids authorized by your professor).
**Important Points to Remember**

1. If you do not follow the procedures for requesting your testing accommodations you may not have the opportunity to be accommodated. This includes submitting your online Testing Center Request form at least 5 business days in advance of your exam. This is to ensure that the Testing Center staff has adequate time to obtain the test from your professor, to schedule proctors, and to arrange for the appropriate testing space and all necessary accommodations.

2. You must submit an online Testing Center Request form for each and every quiz or test you want to take in the Testing Center.

3. Most of the testing spaces in the Testing Center are cubicles. The Testing Center also offers disposable earplugs, noise-cancelling headphones and white noise machines to create a reduced distraction testing environment.

4. The final exam period is the busiest time of the semester for the Testing Center due to all students taking their final exams at the same time. In an effort to accommodate all testers during this high-demand period, the Testing Center is likely to have to reserve testing spaces in other areas of the building. This means that cubicles may not be available at this time and you may be asked to take your exam in a room with other students. If you have to test in a remote area during this time, staff will provide you with earplugs and/or noise-cancelling headphones.

5. You do not have to take all of your quizzes/exams in the Testing Center if your professor can accommodate you appropriately.

6. You are expected to take your tests at the same time as your classmates. If you have a scheduling conflict, an alternate time MUST be approved by your PROFESSOR prior to scheduling your appointment in the Testing Center.

7. If you arrive later than 15 minutes after the testing appointment you may not have the opportunity to be accommodated and your professor will be contacted.

8. All tests must be completed by the Testing Center’s closing time.

9. All tests are proctored; students are required to adhere to the Towson University Student Academic Integrity Policy.
DIRECTIONS FOR SUBMITTING AN ONLINE TEST REQUEST FORM

1. Go to the following link: www.towson.edu/dss

2. In the right hand margin, click on TESTING SERVICES CENTER

3. On the right, scroll and click on ONLINE TEST ACCOMMODATION REQUEST FORM. Complete all of the required fields in the request form.

4. Double check your date and time. You are expected to take your test at the same time as your class. If this is not possible, you MUST talk to your professor to find an agreed upon time.

5. Check the box confirming you have given your memo to your professor.

6. Click SUBMIT. Your request will be sent to your professor and the testing center. You should receive a confirmation email from the testing center that the request was received and approved.

7. Come to the testing center to take your test on the agreed upon date and time.
The Laura Lamb Memorial Scholarship Fund

The Laura Lamb Memorial Scholarship Fund was established in 1992 by Cindi Lamb in memory of her daughter.

The Laura Lamb Memorial Scholarship is a $1000 award open to a full or part-time undergraduate or graduate student with a disability. Applicants must submit documentation of their disability that meets DSS guidelines. Applicants may be current TU students, transfer students or incoming freshmen. The minimum cumulative grade point average must be 2.5. Applicants and the selected recipient may reapply for the scholarship for the years they are enrolled at TU.

DSS will accept applications for the Laura Lamb Memorial Scholarship each year between January 1 and February 1.

Visit the DSS website (www.towson.edu/dss) for application materials and detailed information regarding the Laura Lamb Memorial Scholarship.

- Contact Robyn McCray at 410-704-3683 or at rmccray@towson.edu if you have questions.
Delta Alpha Pi International Honor Society

Purpose
Delta Alpha Pi (DAP) is an academic honor society that recognizes college students with disabilities for their academic accomplishments and aims to spread a positive message regarding students with disabilities. There are more 120 chapters of Delta Alpha Pi at colleges and universities across the country. The Towson University chapter of DAP, Alpha Epsilon, was founded in 2009 and is the 28th chapter in the nation.

Members of Delta Alpha Pi honor society engage in activities designed to educate the campus community regarding disability issues and to change negative stereotyping associated with disability. DAP activities are designed to facilitate the development of leadership and advocacy skills and provide opportunities for members to serve as mentors and role models.

DAP Membership Criteria
All students must:

• Be registered with Disability Support Services
• Demonstrate an active interest in disability issues

Undergraduate students must have:

• Completed a minimum of 24 credits
• Earned an overall GPA of 3.10

Graduate students must have:

• Completed a minimum of 24 credits
• Earned an overall GPA of 3.30

Application Process
For more information, contact the DAP faculty/staff advisor, Kelly Rogan at krogan@towson.edu.

DSS Peer Mentoring Program

The Disability Support Services Peer Mentoring Program is designed to pair incoming students with disabilities with upper class students who have demonstrated leadership capability and been academically successful at Towson University. Mentors are trained to provide guidance and support to mentees as they become familiar with campus life and resources. By creating connections between new and more experienced students, the program helps personalize the university experience and create opportunities for rewarding personal relationships.

Application Process
If you are interested in more information, please contact the DSS Peer Mentoring Program Coordinator, Jennifer Walsh at 410-704-4641 or jwalsh@towson.edu.
DSS participates in the Workforce Recruitment Program (WRP), which is a Federal recruitment and referral program managed by the U.S. Department of Labor/Office of Disability Employment Policy and the U.S. Department of Defense/Office of Diversity Management & Equal Opportunity. The WRP connects federal employers, as well as participating private sector employers, with college students and recent graduates with disabilities who are seeking summer and permanent jobs.

Each fall semester, WRP recruiters conduct personal interviews with interested DSS students on college/university campuses across the country. Potential candidates represent all majors, and range from freshmen to graduate students. At Towson University, students can request assistance in obtaining a Schedule A letter that certifies their disability for Federal employment. Interviews are held by phone in the DSS office or can be scheduled at the student’s residence. Students are encouraged to work with the Career Center on their resumes and interviewing skills as a part of the process.

After candidates are selected by the WRP, information from the candidate interviews is compiled in a searchable database that is opened to all employers registered with the WRP nationwide. Both federal employers and registered private sector employers hire candidates from the database throughout the following year for positions across the United States and abroad.

To be eligible for the WRP, candidates must be current, full-time undergraduate or graduate students with a disability, or have graduated within the past year. For the 2019 WRP, interviews will be held in Fall 2018. For more information, please contact the Towson University WRP Coordinator, Jeannie Mauldin, at jmauldin@towson.edu.
Campus Accessibility Guide

The Towson University campus is hilly in places and can present challenges for wheelchair users and pedestrians with limited stamina. A Towson University Accessibility Guide is available from DSS and online that includes a campus map showing routes on paths and walks that:

- Are accessible with no obstructions
- Exceed a five percent grade and require an individual to be strong enough to travel them, and
- Are inaccessible, having grade changes that are too steep or rough for wheelchair users.

The map also shows accessible parking and paratransit pick up locations on campus. To view the map, go to: www.towson.edu/maps/documents/campus-map.accessibility.pdf

Accessible Parking

For students with disabilities, both a valid, state-issued handicap hang permit/license plate and a valid university parking permit are required to park in designated handicapped spaces on campus. Only the disabled individual to whom the permit/plate is issued may use a handicapped space. Students with a valid handicap hang permit/license plate and a university parking permit may park in any handicapped space located on campus.

Shuttle Buses

The front seats of each campus shuttle are reserved for students with disabilities. Not all shuttle buses are equipped to accommodate wheelchair users, but accessible transportation can be arranged through the university’s paratransit service.

Paratransit Service

Paratransit service is provided to students with disabilities and temporary conditions impacting mobility who are registered with DSS. The paratransit service will make scheduled pick-ups at any campus location that is safely accessible by vehicle.

To register, students must contact DSS to schedule an appointment with a Disability Specialist and provide medical documentation. Once registered, DSS will issue a paratransit access card for the student, which must be displayed to the paratransit driver in order to board the vehicle.

More information on paratransit service can be found at: www.towson.edu/parking/shuttle/paratransit.html.
Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and Towson University policies and procedures prohibit discrimination on the basis of disability.

Students who believe they have been discriminated against because of their disability, or who have a complaint regarding disability accommodations or services, should notify their DSS specialist as soon as possible. Should the complaint not be resolved at this level, the Director of DSS should be notified. The Director will meet with the concerned individual as soon as possible in an attempt to resolve the complaint.

If the complaint is not resolved at the Disability Support Services office, or if the complaint includes the Director of DSS, the student may contact the Office of Inclusion & Institutional Equity (OIIIE) at 410-704-0203.

The OIIIE is located in the Administration Building, Suite 214. Upon receipt of the complaint, the ADA, Civil Rights & Title IX Compliance Specialist will attempt to resolve the complaint either informally or formally. If the complaint results in a formal letter of finding, there are procedures for appealing a formal resolution. Towson University Policy 06-01.00 - Prohibiting Discrimination on the Basis of Race, Color, Religion, Age, National Origin, Sex and Disability – includes the procedures for making a complaint and is available at: www.towson.edu/dss/prohibiting-discrimination-document.pdf
Tip No. 1: Go to class and develop a relationship with your professors

New students often hear that in college, “you can go to class anytime you want.” NOT TRUE! Attend class and participate so your professors get to know you.

Most faculty are very approachable; don’t let the titles of “professor” or “doctor” frighten you. A perfect way to begin your relationship with your professors is to see them during their office hours to provide them with your memos.

Your professor is not your peer — address him or her professionally when communicating — this includes face to face interactions and e-mails.

Use your professor as a resource. If you are having trouble with the course material, let your professor know by either making use of his/her office hours or by making an appointment. Your professor may be able to provide you with clarification or make helpful suggestions.

Tip No. 2: Use time management strategies

Realize that being a student is a full-time job even though you may not have classes 5 days/week. In college, the time you spend outside of class studying will be greater than the time you spend in class.

Create a master schedule for yourself which includes all of your classes’ due dates for the entire semester.

Divide tasks into categories such as daily, weekly and/or monthly and prioritize into short-term and long-term goals.

Break down reading and writing assignments into manageable “chunks”. (e.g., 50 pages of reading = 10 pages/night; 10 page paper = 2 pages/night).

Tip No. 3: Use your accommodations

Start off using your accommodations even if you think you won’t need them. Accommodations are not retroactive. If you fail a test on which you did not request to use your approved accommodations, the grade remains.

Review your accommodations at the beginning of every semester to make sure they continue to be appropriate for the classes you are taking. Your needs, the demand of a semester and each course’s expectations may change over time.

Tip No. 4: Use on-campus resources

Know the resources for academic support such as the Tutoring and Learning Center and the Writing Center.

Visit their websites and familiarize yourself with the services/support they provide.

Know the support services provided by resources such as the Counseling Center, Health Center, Tutoring and Learning Center, Career Center and Cook Library.

Tip No. 5: Maintain regular contact with your DSS specialist

Regular contact with your specialist is particularly important during your first year at TU to assist with your transition.

Regular contact with your specialist may look different each semester. (e.g., weekly one semester, monthly the next semester.)

Your DSS specialist can help to proactively address concerns before they become significant problems.
Tip No. 6: Let your syllabus be your guide

READ every class’ syllabus. It is NOT enough to simply print it out or have it stored electronically. You must KNOW the information contained in this very important document.

Keep a PAPER copy of each of your syllabi so that you can refer to it during class and, if indicated, make changes right away to due dates or add additional information your professor may provide during class.

Tip No. 7: Meet with your academic advisor

Schedule an appointment with your advisor before you register for classes.

Your academic advisor is the only one who can remove the advising hold on your account.

PREPARE for your academic advising meeting. Have an idea of what courses you need to take for your core requirements and/or your major. To the extent possible, choose classes and professors based on your learning needs and style.

Consider taking 12 credits versus 15 per semester; it is better to do well with fewer classes than poorly with too many.

Tip No. 8: Know your grades

You should know what your grade is in every class at all times.

Develop a system to record your grades, paying attention to the weight of all assignments as they impact the final grade. (e.g., earning an “A” on a 10 point quiz won’t have as much impact on your grade as earning a “D” on a 50 point exam.)

Tip No. 9: Know yourself

College is stressful so make sure you are addressing your physical and mental well-being.

Take time to exercise, rest, and to eat well-balanced meals.

Make an appointment to talk with a counselor at TU’s Counseling Center if you are having trouble managing your stress level or want to learn coping strategies.

Tip No. 10: Familiarize yourself with Towson’s Academic Standards and Procedures and the Code of Student Conduct

The Academic Standards and Procedures are found on TU’s website and include important information such as class attendance policy, satisfactory academic progress, repeating courses, grades/grading, etc.

The Code of Student Conduct can be found on TU’s website and includes the student academic integrity policy.
The Tutoring and Learning Center is located on the fifth floor of the Cook Library with four satellite laboratories located throughout campus for tutoring.

Some Services include:

- Tutoring — Tutoring is available for many 100- and 200-level courses on a drop-in basis or by small-group appointment at the Tutoring and Learning Center (Cook Library) or the satellite locations around campus.

- PAL Sessions — Peer-Assisted Learning Sessions are structured group sessions for specific courses led by peer tutors.

- Workshops — Academic Success Strategies Workshops are offered each semester and provide a concentrated approach to developing skills vital to enhancing academic performance.

- Academic Coaching — Academic coaching sessions are one-on-one sessions with a learning specialist offering individualized strategies and resources for achieving college goals.

- Study Groups — Study groups are a task-oriented study system that requires students to use active learning skills in a small group setting.

The mission of the Undergraduate Academic Advising Center is to ensure that informed, effective, and easily accessible academic advising, which addresses individual needs and interests, is available to every undergraduate student at Towson University.

If you are a freshman, you will participate in the First Year Experience, a year-long program to orient you to the university and its resources, enhancing your educational experience. Your adviser will be a professional adviser, professional Student Affairs staff member, or a faculty member who has completed the Faculty Institute in Advising. That FYE adviser will be assigned to you for the year.

If you are not a freshman, you will participate in the Academic Advising Program, and your adviser will be a professional adviser (open majors also known as deciding majors) or a faculty adviser in your major field.
The Career Center
7800 York Road Building, Suite 206
www.towson.edu/careercenter
410-704-2233

The Career Center offers a comprehensive range of free services to assist you with your career-related needs including:

- Developing your career action plan
- Career counseling and advising
- Resume and cover letter reviews
- Mock interviews
- Job and internship searches
- Graduate school essay reviews
OTHER CAMPUS RESOURCES

Cook Library
libraries.towson.edu
410-704-2461

In the Towson University library you will find a variety of resources to support your learning, along with knowledgeable librarians and staff to assist you. There are computer workstations, printers and photocopiers throughout the building, collaborative work spaces, individual study areas, and a room devoted to quiet study on the 2nd floor.

By visiting Cook Library’s website you can:

• Search for that much-needed book or article
• Browse the Subject Gateways to learn more about the specialized resources in a subject area or major
• Access brief Help Guides that explain how to use various library resources
• Receive assistance from a librarian via text, instant messaging, e-mail, or telephone

By visiting Cook Library in person, you can:

• Meet with a subject specialist librarian who will help you find the research you need for a class assignment
• Meet with an “A-LIST” student who can assist you find articles and books, navigate the library’s resources, use library technology and cite resources

Accessibility Station Located in Cook Library

The Accessibility Station at Cook Library is comprised of three computers reserved for students registered with Disability Support Services. The Accessibility Station is located on the second floor of Cook Library in room 202. If you have any questions or want more information about any of these programs, please contact Disability Support Services at 410-704-2638.

The Accessibility Station computers have the following programs:

Computer 1: Juliet Pro Braille Embosser, JAWS and Duxbury (Braille translation software).

Computer 2: CCTV, Kurzweil 3000, JAWS, Inspiration, ZoomText, Dragon Naturally Speaking, FS Reader, Opticbook 3800 Scanner and Livescribe Desktop.

Computer 3: Kurzweil 3000, JAWS, Inspiration, ZoomText, Dragon Naturally Speaking, FS Reader, Xerox Documate 152 Scanner and Livescribe Desktop.

*To use Dragon Naturally Speaking, you will need to request headphone/microphone combo from the attendant at the Periodicals Desk.
The Health and Counseling Centers at Ward and West

**Counseling Center**
www.towson.edu/counseling  
Phone: 410-704-2512

The Counseling Center seeks to help students make the most of their college experiences. We work with students to resolve emotional difficulties; improve personal skills; overcome the effects of trauma, disadvantage or substance abuse; and achieve personal goals. The Counseling Center also seeks to improve the quality of life on campus as a whole. Recognizing that the university community includes people with a wide range of concerns and needs, we provide programs and presentations by request, and offer a full calendar of events during the academic year.

**Health Center**
www.towson.edu/healthcenter  
Phone: 410-704-2466

The Health Center provides health and wellness services for registered Towson University students and English Language Center students.

Most types of appointments may be scheduled online through the Health Center’s secure TigerHealth portal. Students can also view/print out their immunization record, see their account balance and send Health Center’s staff secure messages through this portal.

**Writing Center**
www.towson.edu/cla/centers/writing  
Phone: 410-704-3426

The Writing Center provides individual writing support to all members of the Towson community, including undergraduate and graduate students, faculty and staff, native English and second-language writers. Writing Center assistants work with students at any stage of the writing process from brainstorming to polishing the final draft. They provide feedback to help writers develop and organize their thoughts, sharpen their focus, and communicate their ideas more clearly and precisely. Writers can bring any type of writing project, including essays, research papers, lab reports, PowerPoint presentations, resumes and creative writing.

**Institute for Well-Being**
www.towson.edu/iwb/  
email: iwb@towson.edu  
Phone: 410-704-7300

**Hearing & Balance Center**

**Hussman Center for Adults with Autism**

**Occupational Therapy Center**

**Speech & Language Center**

**Wellness Center**

Towson City Center  
One Olympic Place, Room 200, Towson, MD 21204

The Institute for Well-Being at Towson University consists of five primary Centers that provide services to Towson University and the community. Services are provided by Towson University students under the supervision of licensed or professional faculty and staff. The Hearing & Balance Center offers hearing and balance evaluations, and fits clients with a full array of hearing aid products. The Hussman Center for Adults with Autism pairs Towson University students with adults with autism in a variety of interactive learning programs. The Occupational Therapy Center and Speech & Language Center provide evaluation and treatment programs for young children to adults with a variety of sensorimotor, physical or communication disabilities. The Wellness Center operates a fitness center and also offers personal training and group exercise classes.
## Fall Term 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27 (Monday)</td>
<td>Fall classes and change of schedule period begin</td>
</tr>
<tr>
<td>September 3 (Monday)</td>
<td>Labor Day - TU Closed</td>
</tr>
<tr>
<td>September 5 (Wednesday)</td>
<td>Change of schedule period ends for full semester courses</td>
</tr>
<tr>
<td></td>
<td>Last day to drop a course with no grade posted to academic record</td>
</tr>
<tr>
<td></td>
<td>Last day to add a course</td>
</tr>
<tr>
<td>November 5 (Monday)</td>
<td>Last day to withdraw from full semester courses with a grade of &quot;W&quot;</td>
</tr>
<tr>
<td></td>
<td>Last day to change to Pass or Audit grading option</td>
</tr>
<tr>
<td>November 21-25 (Wednesday–Sunday)</td>
<td>Thanksgiving Holiday - No classes</td>
</tr>
<tr>
<td>December 10 (Monday)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 11 (Tuesday)</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 12 (Wednesday)</td>
<td>Final examinations begin</td>
</tr>
<tr>
<td>December 18 (Tuesday)</td>
<td>Last day of examinations and end of term</td>
</tr>
</tbody>
</table>

## Minimester 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2 (Wednesday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 2 &amp; 3 (Wednesday &amp; Thursday)</td>
<td>Change of schedule period</td>
</tr>
<tr>
<td>January 11 (Friday)</td>
<td>Last day to withdraw</td>
</tr>
<tr>
<td>January 21 (Monday)</td>
<td>Martin Luther King Day – No classes</td>
</tr>
<tr>
<td>January 22 (Monday)</td>
<td>Classes end</td>
</tr>
</tbody>
</table>

## Spring Term 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 28 (Monday)</td>
<td>Spring classes and change of schedule period begin</td>
</tr>
<tr>
<td>February 5 (Tuesday)</td>
<td>Change of schedule period ends for full semester courses</td>
</tr>
<tr>
<td></td>
<td>Last day to drop a course with no grade posted to academic record</td>
</tr>
<tr>
<td></td>
<td>Last day to add a course</td>
</tr>
<tr>
<td>March 17-24 (Sunday-Sunday)</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 8 (Monday)</td>
<td>Last day to withdraw from full term courses with a grade of “W”</td>
</tr>
<tr>
<td></td>
<td>Last day to change to Pass or Audit grading option</td>
</tr>
<tr>
<td>May 14 (Tuesday)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 15 (Wednesday)</td>
<td>Final examinations begin</td>
</tr>
<tr>
<td>May 21 (Tuesday)</td>
<td>Last day of examinations and end of term</td>
</tr>
</tbody>
</table>