

DISABILITY SUPPORT SERVICES (DSS)

JACKSONVILLE STATE UNIVERSITY*

STUDENT HANDBOOK

EDITED BY: Daniel L. Miller, M.Ed., CRT, NAD III, Director
August, 2005

*Equal Opportunity Affirmative Action Employer

**DISABILITY SUPPORT SERVICES (DSS)
STUDENT HANDBOOK**

Edited by Daniel L. Miller, M.Ed., Director

TABLE OF CONTENTS

DSS & JSU Directory	3 & 4
City of Jacksonville	4
AL Relay	4
Philosophy	5
Brief History	5
Unit Mission Statement	6
General Information	7
DSS Student Responsibilities	8
I. General	9
II. What To Do When . . .	13
III. What if . . . ?	14
IV. Using Notetaker Support	16
V. Using Tutoring Support	17
VI. Using Interpreter or C-Print Captionist Support	18
VII. Using Reader Support	19
VIII. Using Technical Equipment & DSS Materials	19
IX. Special Testing	20
Policy: Service Animals	20
Books on Tape	21
Vocational Rehabilitation	22
Conclusion	22

DISABILITY SUPPORT SERVICES

139 DAUGETTE HALL

256/782-8380

256/782-7575/TTY

256/782-8383/FAX

dss.jsu.edu

Note: Each DSS staff member has Voice Mail and email. If it is necessary to contact a staff member before or after office hours, you may use either Voice Mail or email (or both). Each staff member regularly checks these from home. Only in the event of a **TRULY SERIOUS EMERGENCY** should a student call staff members at home.

DIRECTOR

Daniel L. Miller, M.Ed., RTC, NAD III
(Serving Students with Visual, Medical, Orthopedic,
and other Impairments)

256/782-8385

dmiller@jsu.edu

DISABILITY SPECIALIST: DEAFNESS

Cindy Camp, M.A., NAD IV, SCPI/Advanced Plus,

256/782-8387

ccamp@jsu.edu

DISABILITY SPECIALIST: LEARNING DISABILITIES & ATTENTIONAL DEFICITS

Adam D. Green, M.S.

256/782-8397

agreen@jsu.edu

TRANSITION SPECIALIST: DEAFNESS

Linda Turner, RTC, NAD II, SCPI/Advanced,

256/782-8386

lturner@jsu.edu

STAFF INTERPRETER: Jennifer Yocum

256/782-8391

jyocum@jsu.edu

CLERICAL/SUPPORT SERVICES:

Jennifer Pruitt

256/782-8381

jpruitt@jsu.edu

ALABAMA DEPARTMENT OF VOCATIONAL REHABILITATION (ADRS)

Liaison Counselor:

Mr. David Sims

256/231-1025

JACKSONVILLE STATE UNIVERSITY
(When dialing on campus, dial last 4 numbers only)

University Police	<u>EMERGENCY ONLY</u> 782-6000 (V/TTY)
All other Police Calls	782-5050 (V/TTY)
Bursar	782-5462
Counseling	782-5475
Financial Aid	782-5006
Houston Cole Library	782-5255
Student Health Center (Infirmary)	782-5310
Telephone Center	782-8000
Tutoring Services	782-8223
University Bookstore	782-5283
University Housing	782-5122

CITY OF JACKSONVILLE

Fire Department	435-6448
Police Department	435-7911

ALABAMA RELAY CENTER 711
(Remember – to make calls off campus, you must first dial 9)

Philosophy

The philosophy of Disability Support Services (DSS) is that otherwise qualified individuals with documented disabilities have an equal right to access existing programs and services of the University. In keeping with the overall University mission statement that “Jacksonville State University . . . a student-centered university . . . balance academic challenges with a range of support services for students’ academic, career, and personal goals. Jacksonville State University provides . . . for a diverse undergraduate and graduate student population.” Each student with a disability should have the opportunity to achieve his or her academic potential through an individualized plan of accommodations tailored to his or her specific documented academic needs.

Research and experience show that successful integration of students with disabilities requires a far greater effort to "normalize" the learning process. It also requires a great deal of compensatory action and, in some cases, rethinking of long-standing institutional procedure. To assure that the requirements of the Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended, the DSS staff works closely with various University units. The policies, procedures, and services of the University are under ongoing review to ensure a mutually beneficial interface between existing University programs and facilities and programs and services of DSS.

Regarding the Deaf/Hard of Hearing (D/HH) population, the issue of communication philosophy continually surfaces. It is the philosophy of DSS that the adult who is Deaf/HH enters college having already established his or her communication style and that DSS must mesh with the needs of each individual. Therefore, DSS has adopted an Inclusive Communication philosophy that embraces all modalities from auditory/oral to Conceptually Accurate Signed English (CASE) to American Sign Language (ASL). Because of University requirements, all students must work on improving their English skills, but students who are oral are not expected to learn sign language, and signers are not required to become oral only.

Brief History

As with many a good idea, DSS had a humble beginning. In August of 1983, Dr. Susan R. Easterbrooks came to Jacksonville State University to set up and teach the new undergraduate program of education of teachers of the Hearing Impaired (SPE/HI). Dr. Easterbrooks was approached by two deaf adults, Mr. and Mrs. Sidney and Carol Sharp, of Gadsden, who wanted to become teachers of the HI. Cognizant of the struggles they would face, Dr. Easterbrooks agreed to assist the Sharps in completing their course work toward teacher certification. Because she was providing support to the Sharps, other individuals who were D/HH began requesting assistance. Since she had a full teaching load, Dr. Easterbrooks quickly realized that she would be unable to meet the needs of the students who were requesting assistance. Therefore, in March of 1984, Project Expand was written. The proposal was not successful; however, at the request of then President Theron Montgomery the following fall, the project was rewritten to include students with vision impairments. It was submitted for line item funding to the Alabama State

Legislature. With the active support of Representative Glen Browder, funding for the program was approved, and the project opened its doors on October 1, 1985, with an '85-'86 budget of \$100,000. The project began as the Postsecondary Program for Sensory Impaired (PPSI) with seventeen (17) students across all four academic years. In January of 1990, the Program's services were expanded to include all students with disabilities, and it assumed the name Disabled Student Services. In 1999, the name was officially changed to Disability Support Services. In 2000, DSS moved physically to a renovated Theron Montgomery Student Center to become part of the Academic Center for Excellence (ACE). Being part of ACE gives emphasis to DSS's goal to integrate students with disabilities into the mainstream of student life at the University. The DSS enrollment has steadily increased, and we will celebrate our 20th year at Jacksonville State University. This year the program will actively serve well over 260 students with disabilities.

The enthusiasm and positive results have been phenomenal. The Program's efforts and commitment to expanding educational opportunities for disabled persons were noted when it received an award from the American Association of State Colleges & Universities/National Organization on Disabilities, and the J. C. Penney Foundation. DSS is an Affiliate Member of the Postsecondary Education Consortium (PEC) -- a federally funded grant through the University of Tennessee/Knoxville that provides technical assistance and outreach for students at the postsecondary level who are Deaf or Hard of Hearing. Due to the effort of DSS to secure outside funding, approximately 75% of all support services are funded by non-JSU dollars. DSS staff present at state, regional, and national conferences, evidencing DSS's commitment to excellence. Many of the DSS staff have been honored by their peers – for example, the Director, Daniel L. Miller, was awarded the Earl Lindsey Service Award in 2000.

DSS UNIT MISSION STATEMENT

The fundamental purpose of DSS is to make a college education accessible to otherwise qualified individuals with disabilities. To this end, due to budgeting restrictions, DSS provides **services** to all students with disabilities, while specific additional funding permits programming for only students with sensory disabilities, learning disabilities, and attention deficit. DSS is aware of the continuing need to provide more in-depth services to other specialty groups and continues an ongoing search to secure appropriate funding to expand.

The constituency or clientele of DSS includes, but is not limited to, students who have documented disabilities as defined by state and federal laws, and who meet the entrance requirements of Jacksonville State University. The program interfaces with all University units to assist faculty and staff in serving this population.

In certain situations DSS does have limited technical aids, equipment, and support services available. The major activity of DSS is to **assist** Instructors in removing unfair barriers to the

student's attainment of the course requirements. DSS facilitates a variety of services. Types of services include, but are not limited to:

Interpreters for the Deaf	Access to Notetakers
Readers for Blind/Low Vision	Study Skills Courses
Individual Postsecondary Program (IPP)	Access to Tutoring
Real-time Captioning	Referral to Dept of Voc Rehab
Availability of Alternative Media Formats	Special Testing Requiring Adaptive Technology
Braille & Enlarge Exams & Instructor Handouts	

GENERAL INFORMATION

DSS is a support-based program. DSS individually tailors the variety and amount of assistance from which a student can benefit into an **Individualized Postsecondary Program (IPP)**. This process is formulated with input from the student, instructors, Department of Rehabilitation Services (DRS) Liaison Counselor, and DSS staff after a review of the student's academic history and documentation. **It is the responsibility of the student to provide current documentation of the disability and formally request services (DSS Form #4).** DSS will advise the student as to what documentation is required. DSS is the facilitator. Recommendations will be made concerning support service providers, amount of study, special tutorials, etc. The IPP will list reasonable accommodations, modifications, and adaptations.

The purpose of DSS is to make recommendations that will enable students to maximize their college experience. DSS may make and try to govern recommendations, but DSS has no legal basis to enforce these. This area is often confusing to parents who have been operating under the P.L. 94-142 (and its Reauthorization P.L. 101-476), which gives exact procedures that must be followed. Please note that P.L. 94-142 is for students through the secondary level; college is postsecondary and falls under the broad guidelines of Section 504 of the 1973 Rehabilitation Act (P.L. 101-336) and The Americans with Disabilities Act (ADA). The guidelines are designed to provide accessibility and reasonable accommodation, but detailed specifics as to individual needs and procedures are not covered as in P.L. 94-142.

DSS functions as the primary resource to the University community in assessing situations and recommending methods of achieving accessibility for students with disabilities. However, DSS may not demand such change. Often, DSS does serve as an advocate for the student, but the student must take an active role in overcoming barriers.

The percentage of all entering college students not completing a degree is approximately fifty (50%) percent nationwide. DSS is working continually to increase the retention rate of students with disabilities at JSU. The number one reason for failure to stay in college is social adjustment, not academic problems. Therefore, DSS strongly recommends specific Learning Skills (LS 100 or LS 104) course work during the freshman year.

DSS STUDENT RESPONSIBILITIES

JSU offers support services to any qualified student with a disability who requests such services. It is each student's responsibility to make use of these services. Each student is reminded that he or she is ultimately responsible for his/her academic success and/or failure. Each student must take the initiative to use time, facilities, and support services in a productive manner. Each student is responsible for his/her own work and grade in each course. REMEMBER -- AN INSTRUCTOR DOES NOT "GIVE" YOU A GRADE; YOU "EARN" THE GRADE.

DSS offers direction in securing guidance in academic and personal matters. Again, it is each student's responsibility to make use of these services. DSS will not be held responsible for acts of misconduct committed by any student.

It is the responsibility of each student to know and abide by all JSU and DSS policies, rules, and regulations. Each student must take the initiative to familiarize him/herself with these policies, rules, and regulations. Failure to do so will not exclude the student from reprimand, punishment, or any other consequence of violating any JSU or DSS policy, rule, or regulation.

DSS is one program in the Jacksonville State University system. DSS staff and students must adhere to University policies. University policies take precedence over all DSS policies.

DSS operates under the broad guidelines of ADA and Section 504 of the Rehabilitation Act of 1973, as amended.

Once a student has been accepted for admission into JSU, identified him/herself as a student with a disability, requested services, and presented documentation of the qualifying disability (as defined by Section 504 of the Rehabilitation Act, as amended), a multi-disciplinary team will meet to discuss the student's needs for reasonable accommodations. It is **the responsibility of the student** requesting special consideration to provide current documentation of a qualifying disability and formally request services. DSS will advise the student as to what appropriate documentation is required. DSS is the facilitator. Recommendations will be made concerning support service providers, amount of study, special tutorials, etc. DSS will prepare an Individualized Postsecondary Program (IPP). The student is responsible for requesting these services in a timely manner. IT IS THE STUDENT'S RESPONSIBILITY TO RECEIVE HIS/HER IPP FROM THE DSS OFFICE; TO SET UP AN APPOINTMENT WITH EACH INSTRUCTOR, AT WHICH TIME THE STUDENT IS TO IDENTIFY HIM/HERSELF AS HAVING A DISABILITY; GIVE EACH INSTRUCTOR A COPY OF THE IPP; AND ANSWER ANY QUESTIONS THE INSTRUCTOR MIGHT HAVE. The IPP should be given to each instructor at the beginning of each semester.

Self-Disclosure: Students must self-disclose to the individual instructor their need for accommodations per ADA/504 – which is usually done with the IPP. **The student needs to provide the documentation/diagnosis only to DSS.** The instructor should not ask the student the specific diagnosis, only request the type of accommodations. The student may choose to

share the diagnosis. Any questions concerning diagnosis and the implications as they concern the student's academic standing should be directed to DSS. Students must self-identify to receive accommodations. Only students who have a current IPP should be accorded accommodations. Accommodations are never retroactively honored.

Students are referred to and must follow the University Academic Regulations, as listed in the catalog.

I. GENERAL

Students are considered adults. Thus, the student must be willing to accept the results of his/her action or lack of action.

Attend all classes. More than three unexcused absences in any class during the freshman year may result in a conference with DSS staff. **SUPPORT SERVICE PROVIDERS REPORT CLASS ATTENDANCE.** This information is shared with the individual(s) or agency financially responsible for the student.

All JSU policies, rules, and regulations **MUST** be obeyed. Failure to do so will result in the student being referred to the appropriate unit of the University for the standard University disciplinary action.

Support Service Providers follow standard procedures. Students must not ask them to bend the rules.

All entering DSS students who are D/HH, LD, ADD/ or AD/HD are strongly advised to take the following courses, unless evaluations and DSS recommendations advise otherwise.

LS 095 - Reinforcing Communication Skills

Individualized instruction in grammar and developing writing skills.

LS 104 - Academic Success Skills

Individualized instruction in vocabulary enrichment, using notetakers, study skills, concentration, test taking, and time management. Instruction in reading for content and understanding and problem solving skills in academics, as well as on a personal level.

Department of Rehabilitation Services (DRS): If a student is sponsored by DRS, it is the student's responsibility to be sure his/her DRS counselor has authorized payment for whatever is being covered by DRS (tuition/books/etc.) in a timely fashion. In other words, if a student's registration for classes is canceled because of non-payment or because a student is not on the DRS authorization list, it is the student's responsibility to handle this directly with DRS.

Early Pre-registration: DSS EARLY pre-registers (before all other JSU students pre-register) DSS students only who wish to take advantage of this service. It is the responsibility of the DSS student to be in the DSS office (or other registration facilities) with his/her class schedule, signed by his/her academic advisor on the date that DSS will early pre-register. DSS will inform students of the date via a memo addressed to his/her campus address or via their email, but it is the student's responsibility to find out the date of this early pre-registration. All financial charges must be cleared or arrangements made with the Bursar's Office prior to pre-registration. Failure to clear charges will prevent registration. If the DSS student chooses not to use this EARLY pre-registration advantage, pre-registration becomes the student's responsibility.

If **D/HH** use Telephone or Web (on-line) Registration, it is their responsibility to give their class schedule to Clerical personnel at DSS, if they wish to use interpreting or captioning services. If DSS is not supplied with a request for interpreting or captioning services and a copy of the student's class schedule, no services can be scheduled.

If a DSS student who is **Orthopedically-impaired/Wheelchair-bound** pre-registers for class in a building that is not accessible, it is the responsibility of the student to notify DSS of this registration at the time of DSS early pre-registration for the course. If DSS is not notified, we will be unable to set in motion the procedure required to request that the class be relocated to an accessible building. The time frame for this request is the semester BEFORE the class will be offered. To reiterate: DSS can assist with having a class relocated ONLY if the student notifies DSS at the time of EARLY pre-registration for the following semester(s).

Drop/Add: It is the student's responsibility to drop/add and to notify DSS.

Personal Information: It is the student's responsibility to be sure DSS has his/her current home and JSU addresses, phone numbers, and email address, as well as the telephone number and name of someone who can be called in case of an emergency. If DSS does not have this information, we will be unable to notify the student about important information.

Interpreters & Captionists: Students who use Sign Language Interpreters and Captionists must notify DSS clerical personnel of all class scheduling before the beginning of each semester. If changes are made in class scheduling, DSS must be notified immediately.

If a student who is **D/HH** desires "outside" (other than class) interpreting or captioning services, a request must be submitted to DSS early enough (at least 24 hours) to allow appropriate time to obtain the services of an Interpreter or Captionist.

Testing: If a student must "special" test at DSS because of the need for adaptive technology, it is the student's responsibility to present his/her IPP to instructors at the beginning of each semester and to notify his/her instructors that a test must be delivered to DSS seven (7) days before the date of the test to allow enlarging, braille, or scheduling of technology. It is the instructors' responsibility to pick up the finished tests from DSS. Students who are **blind or visually impaired** and use special technology, may take their tests/exams in the DSS office.

Students are to notify DSS at least seven (7) days in advance, so that DSS can facilitate the special testing accommodations.

Messages: DSS will not contact any instructor or department with a "message" from a student. It is the student's responsibility to handle all personal contacts with instructors and departments.

Abuse/Misuse: If support services are misused or abused by any DSS student, these services may be suspended. Examples of misuse or abuse include but are not limited to:

- a. sleeping in class
- b. cutting class
- c. consistent tardiness
- d. ignoring the Interpreter or Captionist
- e. personal conversations during class

Services: If a student needs any of the following services, he/she should notify DSS as soon as possible to permit coordination and access.

Interpreting	Captioning
Readers	Scribes
Tutoring	Notetaker Access
Special testing/test proctoring	

It is the student's responsibility to follow JSU procedure for dropping classes. Instructors **never** drop classes for students. If a student drops and/or fails a course used to satisfy a degree requirement more than twice, it will be considered an unreasonable accommodation for this student to receive support services in the classroom (i.e., Interpreters, Captionists, readers) if the student retakes the class. Students receiving support through the Department of Rehabilitation Services (DRS) will find this policy to be consistent with rulings on not paying tuition by DRS for "retaken" courses.

THREE (3) UNEXCUSED ABSENCES IN ANY CLASS MAY RESULT IN THE SUSPENSION OF SUPPORT SERVICES. INTERPRETERS AND CAPTIONISTS REPORT TARDIES AND ABSENCES.

Tutoring:

- a. Tutoring Services (3rd floor of TMB) offers tutoring in general education coursework to all JSU students at no charge. DSS strongly recommends signing up as early in the semester as possible (preferably the first day of classes) in order to obtain the services of a tutor. DSS will assist if necessary.
- b. The student is responsible for securing and compensating a tutor if JSU does not provide tutoring in the course area needed.
- c. Students needing Interpreters or Captionists for tutoring must notify DSS immediately.

Notetakers:

- a. The student is to secure notetakers with the assistance of his/her instructor if needed. DSS suggests 2 or 3 notetakers per class.
- b. As a general rule, notetakers are NOT compensated.
- c. It is recommended that the student ask his/her instructor to check the notes for accuracy and completeness on a regular basis.
- d. DSS can supply NCR copy paper for Notetaking.

Readers:

- a. DSS is responsible for assigning readers.
- b. If the student is dissatisfied with his/her reader, notify DSS.
- c. Readers are generally compensated.

Interpreters and Captionists:

- a. At the time of registration for classes, DSS clerical personnel **MUST** be given a copy of the class schedule for each student who uses Interpreting and/or Captioning services. Should changes be made to the class schedule, DSS clerical personnel be notified immediately. This will permit scheduling changes for the Interpreters/Captionists to be made.

DSS reserves the right to change students' class schedules to facilitate the scheduling of Interpreters and Captionists.

If an Interpreter or Captionist will not be needed for a particular class, this information should be noted on the class schedule and the Lead Interpreter informed.

- b. DSS will endeavor to provide Interpreters and Captionists for a variety of activities at JSU. A request for services must be given DSS clerical personnel at least 24 hours in advance, unless it is an emergency situation.
- c. If scheduled interpreting or captioning services are not needed, the Lead Interpreter must be notified immediately.
- d. DSS clerical personnel make the assignment of Interpreters and Captionists based on the class, student, and skills of the Interpreter or Captionist.
- e. DSS makes every effort to honor requests from students who are D/HH for academic interpreting or captioning services. Due to unforeseen circumstances, such as illness, weather, etc., there may be instances when such an assignment cannot be filled.

- f. If a student is dissatisfied with his/her interpreting or captioning service, The student should notify the Lead Interpreter as soon as possible.
- g. Interpreters and Captionists **wait ten (10) minutes** for students starting from the time the assignment is scheduled to begin. After that, these support service providers are free to leave.
- h. If you know you will be late or absent, contact the Interpreter or Captionist **AND** DSS clerical personnel immediately.
- i. If your Interpreter or Captionist dresses or behaves in an unprofessional manner, you have the right to correct them. If the situation does not improve, contact DSS clerical personnel.
- j. Interpreters and Captionists are not responsible for notetakers, special testing, tutors, etc. **THESE ARE THE STUDENTS' RESPONSIBILITY.**

II. WHAT TO DO WHEN . . .

Before Classes Commence:

- C Make an appointment to meet with each Instructor to identify yourself and to give him/her a copy of your IPP. **DO NOT** hand the IPP to the instructor on your way into or out of class.
- C Select notetakers if needed, or make arrangements to ask for notetakers at the beginning of the first class session.
- C If needed, explain to the Instructor how DSS can help.
- C Ask if the Instructor foresees any particular difficulty with your successful completion of the course. If there is a problem, contact the DSS office immediately.

The First Class:

- C Arrive **early** to secure the best possible seating.
- C If you use an Interpreter, Captionist, or reader during class, save him/her a seat.
- C If you use special equipment, arrive early so the instructor can work with you, without taking up class time.
- C Get copies of the syllabus, outlines, required texts, and the instructor's office times.
- C Use a notebook to organize each class syllabus, outlines, notes, and a calendar.
- C Secure notetakers if needed and make arrangements to get notes.
- C Provide the notetakers with paper, carbon, and a black ink pen if needed.
- C Be sure you have **ALREADY MET WITH THE INSTRUCTOR TO GIVE HIM/HER YOUR IPP.**

During the Semester:

- C Inform the DSS office of any changes in your schedule (for example, if you drop or add courses, or if the time, place, day of class, or instructor is changed).
- C Keep DSS informed of dates for your exams, major projects, or field trips, if you are requesting DSS special assistance (i.e. interpreting/captioning/reading/special testing).
- C Make appointments to talk with your instructors for monitoring your notes and progress. Do this at least once before an exam and again after the exam.

At Mid-term:

- C If you receive a grade report, **be absolutely sure you are in every class listed on that report.** If you are not attending a class, but are registered for it, you need to be sure to drop the class immediately.

At the End of Semester:

- C Check finals schedule and request Support Services if needed (reader, interpreter, captionist, special testing, proctoring of exams, etc.).
- C Talk with instructors to find out if they foresee any problem in administering final exam.
- C **THANK** the instructors, notetakers, Interpreters, Captionists, and readers for their assistance.

III. WHAT IF...

Problems with an instructor:

- 1st - Try to resolve it yourself.
- 2nd - Contact DSS professional.
- 3rd - Make an appointment with the Director of DSS.
- 4th - Make an appointment with Associate Vice President of Student Affairs.

Sick:

The Student Health Center has nurses and doctors who provide free service (check office hours). Although the Infirmary does take walk-ins, it is better if you make an appointment. Any medication that is prescribed and obtained from the Student Health Center is charged to your student account. It is responsibility of the student to contact his/her instructors about missed classes and to secure a note from the doctor regarding class absences due to illness.

Students who are using Interpreter or Captioning services should contact the Interpreter or Captionist AND the Lead Interpreter as soon as possible before class time if they will be unable to attend class.

Buy Books:

If you receive Vocational Rehabilitation (DRS) support and books/supplies are part of that support in accordance with your IWRP, your books can be purchased only in the JSU Bookstore in the Theron Montgomery Building (TMB). If the JSU Bookstore does not have a book you need and you will have to buy it somewhere else, you must first discuss your options with your DRS Counselor. If he/she gives you permission to purchase the book off campus with the understanding that DRS will pay, it is your responsibility to get the receipt to your DRS Counselor.

Identification (Student ID):

You must have your Student ID (and replacements if necessary) made on the 2nd floor of Theron Montgomery Building (TMB). There is a charge for this.

Meal Ticket Problems:

Go to the office of Sodexo-Marriott in Jack Hopper Dining Hall.

Need To Use DSS Equipment/Technology:

See DSS clerical personnel.

“Broke”:

Call home.

Talk to a friend.

Support Service Provider Doesn't Show:

If you have a class and the Interpreter or Captionist does not show, you need to wait until ten (10) minutes after the assignment is to begin. Then, **go immediately to the departmental secretary and ask to have DSS called (8380)**, so that DSS can be informed and take action.

If an Interpreter or Captionist is not there, try to tape record the lecture. Ask the instructor if it is possible to meet at a later time to go over that day's class.

Oversleep/Miss Class:

Students who are D/HH **must immediately inform** the Interpreter or Captionist for that class **AND** the DSS office.

Contact the instructor and apologize.

Try to get notes from a classmate or friend.

It is not the responsibility of DSS to provide notes to students who miss class.***

Class Registration For The Next Semester:

Although DSS does send out notifications to students about EARLY pre-registration dates, there are instances when students do not receive the notice. It is the responsibility of each DSS student to check with DSS to ascertain the deadline for DSS EARLY pre-registration.

See your Advisor for academic advisement. Be sure you have a copy of your check sheet for your major.

DSS does Special Early Pre-Registration. DSS students must come to the DSS office (or any other Registration Center on campus) with a completed trial schedule signed by their advisor and wait while the schedule is entered into the system. **All** money owed to JSU must be paid prior to registration; if not, the computer will not permit your registration to be entered.

If DSS students do not take advantage of DSS early pre-registration, the normal JSU procedures are to be followed and registration for classes is the students' responsibility.

Change Major:

See your University Academic Advisor. You will have to fill out a "Change of Major" form in the College of your new major and submit it to a computer operator, who will then tell you the name of your new advisor. Students who receive assistance from Vocational Rehabilitation should always check with their counselors before changing majors. All students who change majors should notify DSS.

Department of Rehabilitation Services Problem:

Contact your DRS Counselor or DSS to make an appointment with the DRS/JSU Liaison Counselor.

IV. USING NOTETAKER SUPPORT

Carefully observe the students in your class to see who appears to be taking good notes. Approach one or more of these student and ask if you could have copies of their notes. If you need assistance in locating good notetakers, you should ask the Instructor to assist you. Make arrangements with the notetakers to get a copy of the notes. Notes written in black ink are preferable for photocopying. Arrangements have been made with several departments (not all)

*** Students who receive captioning services may obtain copies of notes only if the Director of DSS gives permission.

throughout the University to allow DSS students to use their photocopiers. **Be absolutely sure that you check with the Instructor and obtain permission from the secretary or department head of the department before using a copy machine in any department.** If photocopying cannot be done in the department office, the photocopier in DSS is available for copying notes for DSS students. DSS also has NCR paper that is available to notetakers.

Be sure to promptly return notes to your notetakers.

Attend each class.

Also, when possible, take notes yourself, especially if anything is written on the board.

Ask the instructor for permission to tape record his/her lectures.

It is not your notetakers' responsibility to give you notes if you missed class.

You must reach an agreement with the notetakers concerning how the notes will be duplicated. Check with DSS Office for procedures. (In classes where more than one student is receiving notes, select one person to be responsible for distributing notes and returning the original to the notetaker.)

Notes are **not** to be shared with any other student without the notetakers' permission.

Students who are D/HH and Blind/Low Vision will have boxes at DSS in which class notes, messages, etc., will be placed.

It is strongly advised that you read, review, outline, and rewrite (type/word process) the notes in your own words NIGHTLY.

See if your class instructor is willing to review the notes for accuracy and content:

1. End of week one.
2. End of week three.
3. Occasionally throughout the remainder of the semester.

V. USING TUTORING SUPPORT

Request tutoring for a specific course at the very beginning of the semester. Do not wait -- it may be too late to do any good!

DSS can attempt to assist students with sensory impairments in the process of securing tutoring.

DSS students are referred to Tutoring Services, located on the 3rd floor of TMB. **It is imperative that you sign up with Tutoring Services as early in the semester as possible in order to be assigned a tutor. The first few days of class are the best time to request tutoring.**

If you want private tutoring, payment for this is your responsibility.

Give the tutor advance notice regarding tests and assignments.

Students who are D/HH and who need interpreting or captioning services for tutoring must work with the DSS clerical personnel when scheduling tutoring sessions.

VI. USING INTERPRETER AND CAPTIONIST SUPPORT

Interpreters and Captionists are professionals who are responsible for facilitating communication between persons who are D/HH and persons who are hearing. Interpreters and Captionists are part of the educational team that includes the student, Instructor, Interpreter or Captionist, tutor, and case manager.

Attend all classes. If you know in advance that you will be absent, please inform the Interpreter or Captionist and DSS clerical personnel as soon as possible, so that alternate assignments can be made.

THE INTERPRETER WILL WAIT TEN (10) MINUTES AFTER THE ASSIGNMENT IS TO BEGIN, AT THE END OF WHICH TIME HE/SHE WILL LEAVE. If the student is later than the ten (10) minutes for a class, an Interpreter will not be available.

If the Interpreter or Captionist is later than ten minutes after the assignment is to begin, the student should contact DSS so that a substitute, if available, can be sent.

Interpreters and Captionists will maintain a roll of students receiving services. **Late arrivals, "no shows," students not taking advantage of services, or abusing services will be noted.** This information is given to the DSS staff and may be shared with a person or agency providing financial support for the student.

Interpreting and Captioning services are charged by the full hour. If a student "no shows", charges are still incurred. Interpreters and Captionists report tardies and absences to DSS.

If the student chooses to sleep, eat, ignore, or generally not pay attention to the Interpreter or Captionist, what the instructor has said will not be recapped. In other words, the Interpreter or Captionist will interpret or caption as the instructor talks -- and will not stop interpreting or captioning to try to "catch up" the student.

The Interpreter or Captionist is not a counselor or a tutor, and he/she will not assume these roles.

The Interpreter or Captionist and the student(s) are a communication team and should strive to work together to maximize the effectiveness of the classroom experience. If the Interpreter does not know a particular sign, the student may show the Interpreter if it does not interfere with the interpreting. Words that are used frequently, but for which there are no signs, can be given a sign that will be used only in that classroom situation and are not intended to be used generally.

If you must cancel or reschedule a session, notify the Interpreter or Captionist as early as possible. If cancellation or rescheduling is not handled early enough, there will be a charge for the time set aside to work with the student.

Any problems with Interpreters or Captionists should immediately be brought to the attention of DSS clerical personnel.

VII. USING READER SUPPORT

All reader requests must be made to DSS clerical personnel, who coordinate readers with students who are blind or visually impaired.

Notify DSS in advance when you will need a **reader for special activities**, such as reading a test or extra studying for exams.

If library research assistance is needed, schedule a reader for specific dates and times in advance.

If you must cancel or reschedule a session, notify the reader as early as possible. If cancellation or rescheduling is not handled early enough, the reader will charge for the time he/she has set aside to work with the student.

Not all reader/student assignments work out. If there are problems, the clerical personnel at DSS must be notified immediately.

VIII. USING TECHNICAL EQUIPMENT OR OTHER DSS MATERIALS

You may check out the following (if available) for specific set time periods:

- TTYs - by the day (overnight)
- Closed-captioned Decoder - by the day (overnight)
- Books, magazines, technical pamphlets - by the week
- Computer programs - by the day (no overnight).
- Other items are available **for use in the office**.

You are responsible for returning the equipment and materials in good condition.

Equipment requiring batteries: Because of continuing financial constraints, securing batteries is the responsibility of the student checking out the equipment.

All equipment and materials must be returned in the same condition as when it was checked out.

IX. SPECIAL TESTING

If your IPP specifies Special Testing, your instructor is responsible for making the needed accommodations. Students who are Blind/VI and who use special technology available only at DSS must notify DSS clerical personnel at least seven (7) days in advance that they have a test/exam scheduled. They must also be sure their instructors take care of test/exam delivery to and pick-up from DSS. Failure on the part of students to notify and schedule special testing at DSS may result in the student not being able to take the test/exam at DSS.

POLICY: SERVICE ANIMALS

Service animals are welcome in all buildings on campus and may attend any class, meeting, or other event. Reasonable behavior is expected from the animals while on campus. If your dog exhibits unacceptable behavior, you are expected to employ the proper training techniques to correct the situation.

Cleanliness is mandatory in the campus situation. Daily grooming and occasional baths (at a vet or a family home) should keep dog odor to a minimum. Flea control is essential, and adequate preventative measures should be taken. If a flea problem develops, it should be dealt with immediately and in an effective manner.

Consideration of others must be taken into account when providing maintenance and hygiene of service animals. Additionally, specific policies have been established concerning service animals living in the residence halls.

Service Animals in Residence Halls

Service animals must always be kept under control; dogs will always be on leash except in your own room/apartment with the door closed.

Dog vocalizations that cause a disturbance must be kept to an absolute minimum.

When dogs need to be walked/parked, they must be taken to a specific area designated by your dorm director. The droppings must be picked up, placed in a plastic bag, and deposited in a trash receptacle provided in that area.

Dog dishes must be cleaned only in appropriately designated sink(s).

Dog food must be kept in covered storage containers to keep out pests.

Service Animals in Cafeteria/Dining Hall

Animal must remain quietly by your chair, or under your table out of the way of other diners. Service animals must NOT disturb others in the dining hall in any way.

Services animals must keep noses, paws, etc. off tables, trays, and food-serving counters at all times.

POLICY: BOOKS ON TAPE - Usually obtained from Recordings for the Blind & Dyslexic (RFB&D)

Each student who is blind, visually impaired, or learning disabled handles the ordering of textbooks on tape. As soon as you have completed registering for classes for the upcoming semester, take your class schedule to the JSU Bookstore. To order books on tape, you must have the complete title of the book, author's name, and the edition and/or year of book.

DEPARTMENT OF VOCATIONAL REHABILITATION SERVICES

DSS works closely with the Department of Rehabilitation Services (DRS). It is important that each student be involved with his/her local DRS counselor. DSS does have a brochure from HEATH (for free distribution) that explains the goals and procedures of DRS.

Every student who is working with the Department of Vocational Rehabilitation is to be in contact with his/her DRS Counselor regularly and be sure the Counselor has "authorized" him/her for tuition, etc. with the University prior to the beginning of each semester. If the student's classes are canceled because of not being authorized by DRS or because of non-payment, it is the student's responsibility.

CONCLUSION

To be a successful college student -- with or without a disability -- one **must** be willing to work three (3) hours **outside** of class for each one (1) hour **in** class. Students with disabilities have become familiar with the fact that they must work even harder. The students must be familiar with their disability and willing to use the various support services and learning strategies offered by DSS.

College is hard work. Often the course work will have little relevance to one's immediate needs or interests. The workload must be faithfully attended over the entire semester. College is not for everyone. There are many excellent opportunities in this day and age at various types of postsecondary institutions (e.g. Technical/Vocational Programs and Community Colleges). The motivated, intellectually ready student can expect great joy by succeeding in the mainstream. If you have any questions regarding a topic in this Handbook (or about something not covered in this Handbook), contact DSS.