

Handbook for Deaf Students and with Hearing Impairments

Arcadia University

Disability Support Services

Jessica Holdren, Disability Services Director

holdrenj@arcadia.edu; 215-572-4686

Kathryn Duffy, Disability Services Coordinator

duffy@arcadia.edu; 215-572-2122

2020-2021

INTRODUCTION

Dear Arcadia University Student:

Thank you for choosing Arcadia University as your postsecondary institution of choice. Because you are a Arcadia University student, you will have the opportunity to receive the education you want and the services you need. This handbook is made available to help you achieve your personal and academic goals while attending Arcadia University.

Disability Support Services is here to assist you in gaining equal access to all Arcadia University services, classes, and events. Disability Support Services also will assist you in determining how Arcadia University can best help you meet your accommodation needs in these areas. Disability Support Services is the primary office on campus with staff that have specialized knowledge and experience in disability issues. Disability Support Services also is the central location for maintaining information about your disability through written records and staff contact.

For more information about the services provided at Arcadia University, please contact:

Jessica Holdren
Disability Services Director
Office of Academic Development
Arcadia University
Knight Hall, Rm. 132C
450 S Easton Rd
Glenside, PA 19038
Phone: 215-572-4686
Fax: 215-517-3124
Email: holdrenj@arcadia.edu

Kathryn Duffy,
Disability Services Coordinator
Office of Academic Development
Arcadia University
Knight Hall, Rm.
450 S Easton Rd
Glenside, PA 19038
Phone: 215-572-2122
Fax: 215-517-3124
Email: duffy@arcadia.edu

Acknowledgements

These materials were modified and expanded to fit Arcadia and our All Modes Ready preparations for instruction. They were originally developed in 2001 and revised in 2011 in the course of agreement between the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education and the PEPNet-South Regional Center at University of Tennessee at Knoxville under grant #H326D060003.

In 2017, NDC has made further revisions to update certain terminology used within the document to reflect current practice. To learn more about additional resources offered through NDC visit www.nationaldeafcenter.org.

Disability Support Services

The Disability Support Services at Arcadia University is committed to providing services that facilitate the academic and personal goals of the students it serves. Students with documented disabilities are entitled to reasonable and appropriate academic accommodations in accordance with Federal laws including Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act.

Services from Disability Support Services are open to any student with a disability. The office provides the services necessary to provide equal access to educational opportunities and experiences.

The Disability Support Services advises Arcadia University administration on policies and procedures relevant to students with disabilities and acts as a general information and referral service for disability-related issues. The office strives to educate individuals regarding the abilities and needs of persons with disabilities through coordination of programs and involvement in activities on disability-related issues. Disability Support Services also provides training for faculty and staff to increase the understanding of the needs of persons with disabilities.

The Disability Services Director is the main point of contact for coordinating access services (i.e., ASL interpreters) for Arcadia University.

ACCOMMODATIONS & SERVICES

Accommodation requests indicate specifically what a student requires for equal access. The Americans with Disabilities Act (ADA) clearly specifies the importance and liability that educational institutions have in addressing access needs for students with disabilities. Students must [register with Disability Support Services](#) to request accommodations. An accommodation request simply indicates in writing what support services a specific student requires. This can involve such things as classroom assistance (speech-to-text provider, ALD, etc.), or testing accommodations (extended time, distraction-reduced environment, etc.). Although it is the responsibility of the student to indicate what support services would be helpful for effective communication access, students sometimes are not quite sure what they need or may need at the onset of the semester. Flexibility is important. This is especially true when we are preparing for multiple modes of modality for course content. This new world means the potential for new barriers and need for services that may not be familiar to you. Students must meet with DSS professional staff before the start of each semester to discuss accommodations and make their requests.

Disability Support Services can assist the student with determining the scope of services needed by requesting secondary school records and pertinent medical information, if necessary.

Assistive Listening Devices (ALD)

You may need to request the use of an assistive listening device, such as a FM system, to use in face to face classes. Please make requests for ALD in advance, at least 4 weeks before the semester begins, so we may ensure that the device is compatible with your hearing aid or cochlear implant.

Students must sign a release form before checking out the equipment. They are expected to return the equipment at the end of the semester in the same condition as when checked out.

Please note that Arcadia is not responsible for personal devices, such as hearing aids or assistive technology that is for personal use.

Speech-to-Text Provider

Types of Speech-to-Text

"Speech-to-text" is an umbrella term used to describe an accommodation where spoken communication, as well as other auditory information, is translated into text in real time. A service provider types what is heard, and the text appears on a screen for the consumer to read. Below are the main speech-to-text systems that provide real time captioning.

CART(Communication Access Realtime Translation) providers produce verbatim transcription. Nearly every word spoken, including false starts, misspeaks, and filler phrases are captured.

TypeWell and C-Print are meaning-for-meaning translations. They seek to eliminate false starts, misspoke, and produce grammarly correct sentences.

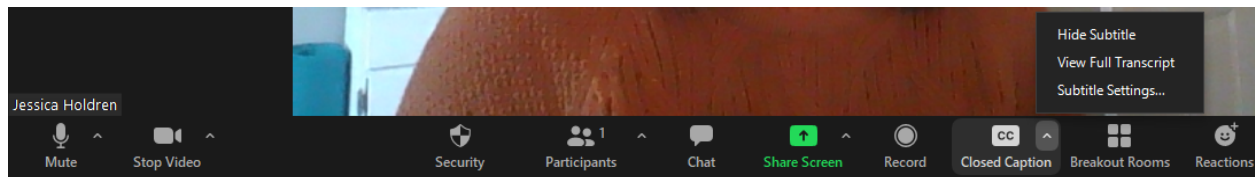
Selecting the most appropriate system will depend on the specific situation and the individual requesting the service. Some individuals will prefer CART because they want to see every word. Other individuals may prefer a meaning-for-meaning system because they become overwhelmed with too much text and want more visual formatting. Some individuals prefer different services for different settings.

In Person Instruction

The speech-to-text provider most often is situated in the front of the classroom and near the instructor. The reason for this is quite simple: to allow the student to have both the speech-to-text provider and instructor in their field of vision as visual cues are an important aspect of any communication. A speech-to-text provider is there to convey what is spoken in the class into a form of print. When a film or video is shown in class, the speech-to-text provider will also provide captions if it does not already have them.

Remote Instruction

The most common way of providing synchronous instruction is via Zoom. The speech-to-text provider will join the Zoom meeting as well and be assigned by the host to provide closed captioning. The host must assign the captionist at the start of every meeting. In order to access the closed captioning, you will need to turn on CC during your meetings.



If the Zoom meeting is being recorded, Zoom automatically generates a transcript. However, since this is automatically generated, it will likely have errors. We strongly encourage faculty to edit their transcripts for accuracy. If you have a speech-to-text provider in your Zoom meeting, you will have access to the transcript generated by the provider.

Asynchronous Remote Courses

It's important to note that some of your courses may have pre-recorded lectures. Panopto, Arcadia's main lecture capture program, does provide auto-generated captions and faculty are able to request edited captions through Panopto. When you request closed captioning, we will notify your instructors to request edited closed captioning for all their pre-recorded content. We also provide faculty with

guidance on selecting video content with closed captioning available for videos not owned or created by Arcadia University. If you have any issues with accessing video content, please contact Disability Support Services immediately.

Sign Language Interpreter

The interpreter is expected to interpret/transliterate from spoken language into the appropriate visual language mode and from visual language into spoken language. Interpreters/Transliterators should use the communication modalities appropriate to the student including Conceptually Accurate Signed English, American Sign Language, Manually Coded English, Cued Speech, Oral and Deaf-Blind interpreting/transliterating. Conceptual accuracy is stressed regardless of what mode is used and the student should be made aware of the proper use and spelling of all relevant vocabulary.

In Person Course Hint for Students: Using Interpreters /Transliterators

If you have a question during class time, raise your hand and ask the instructor. Please do not try to talk to the interpreter or transliterator while they are working. The interpreter cannot listen to the instructor, interpret, and understand what you are saying at the same time.

It is the interpreter/transliterator's responsibility to voice your questions and/or responses. Therefore, do not sign/cue anything that you do not want voiced in class.

Let your interpreter know what method of communication you prefer. Do you prefer sign language with speechreading? Do you depend mostly on speechreading? When you speak in class, do you want the interpreter/transliterator to voice for you or will you speak for yourself?

If you discuss this at the beginning of the semester, you may avoid misunderstanding with the interpreter. Work at keeping the communication open between you and your interpreter.

Remote Courses:

The most common way of providing synchronous instruction is via Zoom. The interpreter(s) will join the Zoom meeting. To ensure that the interpreter is always visible in your Zoom screen, you should Pin their Video. This allows their video feed to be centered or enlarged.

<https://support.zoom.us/hc/en-us/articles/201362743-Pinning-participants-videos>

How to Request an Interpreter or Speech-to-Text Provider

To request services for your courses, you should notify the Disability Services Director as soon as you are registered for courses and at least 4 weeks before the semester begins. You must notify DSS of any changes to your schedule (drop/add or withdraw). You will receive an email confirmation once an interpreter has been secured.

The [Interpreter or Speech to Text Services Request Form](#) can be used for events or meetings. Complete the form as soon as the event has been confirmed, at least 3 business days in advance, in order to secure a service provider.

- You must know the starting time and the approximate ending time as well as the location of the event or Zoom link to request an interpreter/transliterater or speech-to-text provider. It is also preferable if you can provide the contact information for the event coordinator or Zoom Host.
- You may request a specific interpreter/transliterater or speech-to-text provider for an assignment and all efforts will be made to provide your preference. However, keep in mind that your preference of an interpreter/transliterater or speech-to-text provider may not always be available at the time requested.

Remember to cancel any services that you have requested if you decide not to attend. Failure to do so will result in a “No Show” being recorded.

RESPONSIBILITIES OF THE STUDENT

Responsibility Statement

Arcadia University 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 they are ultimately responsible for their academic success and /or failure. Each student must take the initiative to use time, facilities, and support services in a productive manner.

It is the responsibility of each student to know and abide by all Arcadia University and Disability Support Services policies and procedures. Each student must take the initiative to familiarize themselves with these policies and procedures. Failure to do so will not exclude the student from reprimand, punishment, or any other consequence of violating any Arcadia University or Disability Support Services policy, rule, or regulation.

Class Attendance

Class attendance is crucial for successful academic completion. When a student who uses an interpreter or speech-to-text provider will be absent from class, notifying Disability Support Services is expected. It is also important to notify if you do not require services on exam days. This is crucial when communication facilitators are being paid for their time in class.

The interpreter or speech-to-text provider can be notified ahead of time when any change is expected. When at all possible, prior notification is expected by contacting the Disability Support Services. The interpreter or speech-to-text provider is there as a supplement to the classroom experience, not as a substitute. If a student misses class he or she needs to meet with the instructor for follow up. Interpreters and speech-to-text providers are not responsible for the student's absence nor their academic responsibilities.

Basic Expectations of the Student

Role

The student's role is simply to be the learner. Students are in the classroom for the purpose of learning.

Responsibilities

- Contact the Disability Support Services if an interpreter or speech-to-text provider or other accommodation is needed.
- On the first day of class or in any new situation, please identify yourself to the interpreter or speech-to-text provider.
- Be on time for all classes, labs, and meetings.
- Sit in a place that provides the best distance, lighting, background, and angle for seeing the interpreter or speech-to-text provider.
- If you have any questions relating to class materials, ask the instructor.
- Personal conversations with the interpreter or speech-to-text provider should not occur during the class, but handle these before or after the class.
- Notify Disability Support Services if you will require note taking services and for which courses.
- If you have difficulty understanding the interpreter or speech-to-text provider, discuss it with that person. If this does not solve the problem, then go to the Disability Services Director.
- If you have problems with your note taker, contact Disability Support Services.
- If your interpreter or speech-to-text provider does not come to class, notify the Disability Services Director that he or she has failed to show up.
- Let your interpreter/speech-to-text provider and Disability Services Director know if:
 - You plan to be absent or miss a class.
 - Your class is canceled.
 - There will be a video shown in class.
 - You will be making a presentation.

NO-SHOW POLICY

If an interpreter or speech-to-text provider has been requested, and you know that you will be unable to attend class, you should provide at least two business day advanced notice so that person can be informed. In some situations, students may not be able to provide two business day notice; however, any advanced notice is helpful. Failure to provide any advanced notice is considered a “No-Show”. To give advance notice a student may:

- Email Disability Services Director (holdrenj@arcadia.edu)
- Contact Disability Services Director and speak either in person or by phone.
- Contact another DSS staff member and speak either in person or leave a message either by voice mail or relay.

Failure to provide notice will result in the following actions:

- First “No-Show”: A letter will be sent to remind the student of the policy and appropriate procedures.
- Second “No-Show”: A letter will be sent to the student informing the student that they have two “No-Shows.” In addition, the letter will remind the student of the policy and appropriate procedures.
- Third “No-Show”: Services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedure. Services will remain suspended until the student makes an appointment and meets with a staff member in Disability Support Services to reinstate services.
- For each subsequent “No-Show”: Services will automatically be suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment and meets with the Disability Services Director.
- Exception to the “No-Show Policy”: If three (3) or more “No-Shows” occur within the same two week period, services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment with Disability Support Services.

COORDINATION OF SUPPORT SERVICES

The coordination of support services involves the support of interpreter services, speech-to-text services, note taking services, assistive listening devices, testing accommodations, and tape recording assistance. For some students it will involve a combination of these support services. For others, a single accommodation is all that is required.

Support and teamwork are vital to the optimum classroom experience. By establishing a good working relationship with the classroom support team, you can be sure that your needs are met for the particular class. It is the student's responsibility to advocate for themselves for what they need in the classroom.

If a situation is not working well for the student, it is the responsibility of the student to let the interpreter or speech-to-text provider know how or what needs to be changed. When problems with the team cannot be worked out, the Disability Support Services can intervene to find a workable solution.

INSTRUCTOR RESPONSIBILITY

Having a deaf student or student with hearing impairment in the classroom often is a new and challenging experience for an instructor. As an instructor, they are the 'head of the class', which simply means that they are the one who sets the pace, tone, and atmosphere for learning. It is no small feat, yet one that is easily overlooked. Aside from the usual classroom preparations, the instructor must enforce the conduct code that is expected in the classroom. Each student in the classroom falls under the jurisdiction of the instructor and has a responsibility to comply. This applies to each and every student, regardless of having a disability or not. An instructor has a job to do in the classroom, and frankly, so does the student. Some specific factors that may be evident in a classroom with a deaf student are mentioned in the following paragraphs.

STUDENT ADVOCACY

Student advocacy creates an opportunity for students to learn the basics of self-advocacy. Often students have not had ample opportunity to learn how to advocate for what they need and express that need in an effective way. One of the roles of the Disability Support Services involves teaching students how to begin to advocate. Ideally, the student can learn from others how to self-advocate and what to do in a given situation. It's not unusual for students and instructors to have issues arise which necessitate intervention.

Disability Support Services staff intervene as needed to mediate when there is conflict or misunderstanding that cannot be resolved by the student and the instructor. Students may know what they want or need, but cannot express it in a way that it is understood. This is where professional intervention can remedy the situation, and in that process the student and instructor both learn how to work better with each other.

CONFIDENTIALITY

Section 504 states that any information regarding a person's disability gained from medical examinations to the appropriate post-admission investigation shall be considered confidential and shall be shared with others within the college or university on a need-to-know basis. In other words, faculty members do not need to have access to information regarding a student's disability, only the accommodation(s) that are appropriate and necessary to meet the student's needs. Confidential information is kept in a separate file in Disability Support Services.

Glossary of Terms

Assistive listening Device (ALD) Devices that use a microphone positioned close to the speaker's mouth to transmit speech to the receiver worn by the student, either via a loop, headphones, or an ear bud. ALDs help overcome the problems of distance and surrounding noise. Also known as Hearing Assistive Technology.

American Sign Language (ASL) A natural visual-gestural language with syntax, structure, and grammar rules different from English.

Audiogram A graph used to record the results of a hearing evaluation.

Closed Captioning Displaying the audio portion of a television program, video, or movie as text on the screen. The captions are "closed" until the viewer activates them through a decoder.

Communication Access Realtime Translation (CART) A speech-to-text service that uses specialized computer software to provide a verbatim transcript of the lecture and class discussion.

Cued Speech	A visual mode of communication that uses handshapes and placements in combination with the mouth movements of speech to make the phonemes of a spoken language look different from each other.
Degree of Hearing Loss	The extent of an individual's hearing loss that is usually categorized as "slight," "mild," "moderate," "severe," or "profound."
Documentation	A written assessment from a professional with expertise in that particular field of disability. This documentation is required in order to determine the student's eligibility for services and the specific services that are needed. Since there are some variations among colleges regarding the documentation required to receive services, students are encouraged to inquire at all colleges of interest.
Equal Access	Providing to students with disabilities who are "otherwise qualified" the same educational opportunities and full participation in programs and activities as provided to all other students.
Interpreter / Transliterater	A trained professional who is bound by a code of professional conduct to facilitate communication between deaf and hearing persons. Interpreters and transliterators may be fluent in American Sign Language; or they may provide Cued Speech transliteration; or they may be oral interpreters who mouth words without voice so deaf individuals can speechread the information presented.

Note Taker	A person, typically a student in the class, who takes notes and provides them to the student with a disability. Notes include lecture information, diagrams, and comments from class discussions.
Open Captioning	Text from a television program, video, or movie that appears automatically on the screen to convey the spoken information. No special decoder is needed.
Otherwise Qualified	As a student with a disability, you are "otherwise qualified" when you meet the same academic requirements and standards as non-disabled students. These requirements and standards must be considered necessary to maintain the integrity of a course, program or college policy. For example, a student with a disability is required to meet the instructor's expectations for all students in regards to class participation, work standards, attendance, and ability to demonstrate acquired knowledge.
Residual Hearing	Any usable hearing that a person may have.
Registry of Interpreters for the Deaf (RID)	A national professional organization that is responsible for testing and certifying interpreters, and maintaining the Code of Professional Conduct.

Speech-to-Text Service A service provided to facilitate communication by using technology to provide a text format for auditory information. The service provider uses special software and a display device, and types all of the spoken information so the student is able to read the lecture or class discussion.

Speechreading (also known as lipreading) The process of watching a person's mouth movements and facial expressions to ascertain what is being said. Speechreading ability varies from person to person and can be influenced by factors such as the amount of useable hearing a person has and their knowledge of spoken English, the lighting and ambient noise in the room, and speaker differences such as accents, lip movements, and facial hair.

Telecommunications Relay Service (TRS) Services that facilitate two-way telephone communication between a person who uses a TTY or a computer and a person who does not use such a device.

TTY A telecommunication device used by deaf persons who cannot communicate on the telephone. A typewriter-like unit prints the conversation on a screen or paper so that it can be read, and enables the user to type responses back on the keyboard. A TTY must connect with another TTY or a computer. Previously referred to as a TDD.

Video Relay Service (VRS) A free online service which provides on-screen interpreters to facilitate phone calls between hearing and deaf persons.

