

Handbook for Faculty

INSTITUTION

OFFICE
[Contact Information]

[Academic Year]

DISCLAIMER

This template was developed for colleges and universities to use as a starting point for creating a handbook for faculty at their institutions. It is not meant to be used "as is," but rather should be viewed as a tool to use when developing policies, procedures, and guidelines within Disability Services. The National Deaf Center on Postsecondary Outcomes (NDC) offers this tool for use, but is not responsible for any changes made to this template by persons outside of NDC.

NDC is funded by the U.S. Department of Education, OSEP #HD326D160001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

In this template, we use the term *deaf* in an all-encompassing manner to include individuals who identify as Deaf, hard of hearing, hearing impaired, late deafened, and deafdisabled.

ACKNOWLEDGMENTS

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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.

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INSTRUCTIONS FOR USE

This handbook template was set up for any postsecondary institution to download and use. The information in this handbook has been modeled after relevant policies and has been compiled from a variety of Disability Services offices with extensive experience in providing access services to deaf students. Users' instructions are shown in *blue italics* and should not be included in the handbook.

To use this handbook template, consider your institution's existing policies and procedures and compare them to what is included in this document. Modify or delete what doesn't apply to your college or university. Please substitute words in ALL CAPS (see list below) with the information for your school (i.e. replace OFFICE with Disability Support Services, etc.). After making all the necessary content additions, deletions, and adjustments to the handbook, check it for final formatting before using.

"Find and Replace" words:

- INSTITUTION
- OFFICE
- SUPERVISOR

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INTRODUCTION

This Faculty Handbook is designed to educate faculty about working with deaf students and to provide suggestions and examples of accommodations that may be considered. The accommodations discussed in this handbook may not be applicable in every case, nor are these examples inclusive to meet all needs of deaf students. The information included is general information for faculty in postsecondary settings. Any questions or additional information can be forwarded to OFFICE for clarification.

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

Supervisor:

Email:

Phone:

Text:

Office location:

Mailing address:

DISABILITY LAWS IN POSTSECONDARY EDUCATION

Individuals with disabilities are entitled by law to equal access to postsecondary programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended) and the 1990 Americans with Disabilities Act (Pub. L. No. 1001-336). According to the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA, 1990), a student with a disability is someone who has a physical or mental impairment, has a history of impairment, or is believed to have a disability that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for oneself, or performing manual tasks.

The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of the Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds. Section 504 states (as amended):

No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504. Individuals working in this office have the ongoing responsibility of assuring that the institution/agency/ organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At INSTITUTION, the established office is OFFICE.

The Americans with Disability Act (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four main sections of the law: employment, government, public accommodations, and telecommunications. The ADA provides additional protection for persons with disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers, which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Postsecondary institutions are covered in many ways under the ADA. Employment is addressed by Title I, and Title II addresses accessibility provided by public entities. Accessibility provided by private entities is addressed in Title III, and Title IV addresses telecommunications. Miscellaneous items are included in Title V.

Amendments to the ADA, which took effect January 1, 2009, clarify who is covered by the law's protections. The ADAAA revises the definition of "disability" to more broadly include impairments that substantially limit a major life activity. The amendment also states that mitigating measures, including

assistive devices, auxiliary aids, accommodations, medical therapies and supplies have no bearing in determining whether a disability qualifies under the law.

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as INSTITUTION) are covered under Section 504. The ADA does not supplant Section 504 but the ADA standards apply in those situations where the ADA provides greater protection. Therefore, postsecondary institutions must adhere to both the Rehabilitation Act and the Americans with Disabilities Act.

Documentation of Disability

INSTITUTION requests that students notify OFFICE of any special accommodation needs. This notification will help ensure the quality and availability of services needed. Students are responsible for supplying the appropriate documentation to OFFICE prior to arrangements for special accommodations. A letter, written report, or medical record from a professional (such as a physician or an audiologist) stating the student's disability and recommended accommodations is acceptable. This information is confidential. All accommodations are discussed with OFFICE disability specialist and the student. Prior to the start of the term, faculty members are notified that access services will be provided in a specific class to a student with a disability

ABOUT HEARING DISABILITIES

No two people with a hearing loss experience the loss in exactly the same way. There are several types of hearing loss and various factors that determine the impact that the hearing loss has on language development. A person may be born deaf or become deaf due to an accident or illness later in life. If the age of onset occurs before the acquisition of language and the development of speech (by roughly two years of age), the individual may have language-based deficiencies that interfere with language syntax and vocabulary that is auditory-based. Because the usual way of acquiring language through auditory means is affected by hearing loss, visual learning of language takes the place of auditory learning. Deaf people vary widely in their hearing and language abilities. Understanding the nature and extent of the hearing loss and how it affects the student is imperative in providing appropriate accommodations. Often the best source of learning what accommodations are needed is to ask the student, or contact OFFICE. Although the staff will not be able to disclose information related to the student, they can discuss types of hearing loss and how it may impact some students.

People who are culturally Deaf are members of a distinct linguistic and cultural minority. The members of this cultural group use American Sign Language (ASL) as their first language. Therefore, members of this cultural group are bilingual, and English is their second language. As with any cultural group, Deaf people have their own values, social norms, and traditions. Be sensitive and attentive to cross-cultural information in the mainstreamed classroom setting. Culturally Deaf students may use American Sign Language interpreters in the classroom setting.

SOME DIFFERENCES BETWEEN ASL AND ENGLISH

There are many linguistic differences between English and American Sign Language (ASL). As you evaluate your student's work, keep in mind that students whose primary language is ASL may unwittingly follow some of the linguistic characteristics of that language when writing in English. Some examples of the linguistic differences between English and ASL include:

- Plurals are signified in a variety of ways in ASL, whereas English adds an "s" on nouns and verbs.
- In ASL, the adjective is usually after the noun, whereas in English, the reverse is true.
- In English, verbs can indicate past, present or future. In ASL, only one form of verbs is used by establishing the timeframe first, and then all verbs will remain in that tense until the signer changes the timeframe.
- One sign in ASL can have several different meanings in English, just as one word in English can be translated into several different ASL signs.
- ASL does not have the verb "to be," but indicates this information in other ways, by use of non-manual markers.

COMMUNICATING WITH DEAF STUDENTS

Deaf students use a variety of techniques when communicating with others. For example, some students may wear hearing aids and use them in combination with their speechreading skills to access information. It is important to note that even the most highly skilled speechreaders usually comprehend only 30% of what is said, and fill in the rest with contextual cues. Students who rely on speechreading

frequently miss comments from other class members and have difficulty understanding instructors who cover their lips, face the chalkboard, move around the classroom, or have facial hair.

People who use hearing aids usually do not hear sounds as others do. Hearing aids amplify all sounds including background noises such as loud air conditioners, hissing fluorescent light fixtures, and traffic noise. This can be overwhelming to the hearing aid user. Sometimes people use hearing aids only to detect environmental cues because speech is perceived as jumbled and disjointed.

A cochlear implant is very different from a hearing aid. A cochlear implant is a small, complex electronic device that is surgically implanted to provide a sense of sounds to a person with a hearing loss. Cochlear implants bypass damaged portions of the ear and directly stimulate the auditory nerve. Signals generated by the implant are sent by way of the auditory nerve to the brain, which recognizes the signals as sound. The implant consists of an external portion that sits behind the ear and a second portion that is surgically placed under the skin. Hearing through a cochlear implant is different from normal hearing and takes time to learn or relearn. However, it allows many people to recognize warning signals or understand other sounds in the environment, and can sometime assist in understanding conversations with others.

Often deaf students require assistance in order to communicate effectively with faculty. For students who utilize sign language as a means to communicate, an interpreter may be necessary to convey spoken speech to the deaf student. Some students, primarily those who do not use sign language, will use speech-to-text services to display the spoken words in text format. These services include C-Print®, TypeWell®, and communication access real-time translation (CART) or similar systems. With the advent of new technology, some postsecondary institutions are turning to remote services to save on costs or even find a service provider for rural areas which may not always have them readily available.

In addition, there are other options students may use such as Cued Speech or oral Interpreting. Cued Speech is a visual mode of communication that uses different handshapes and placements in combination with the mouth movements to make the phonemes of language look different from each other. Oral interpreters facilitate spoken communication and use speech and speechreading as their primary mode of communication. The oral interpreter silently mouths sentences to the deaf person and may change words or phrases, as needed, to ones that are easier to speechread.

During lectures, some deaf students may need to have the instructor's speech amplified by an assistive listening device (ALD). This requires the instructor to wear a small wireless microphone that is compatible with the student's hearing aids. The assistive listening device is usually provided to the student through OFFICE. Other students may need to audio tape lectures so that they can play the tape back at a higher volume. Most deaf students will likely need note taking services as it is difficult to focus on the interpreter and/or the instructor while simultaneously taking notes. Deaf students may receive information using a combination of methods, such as through an assistive listening device and speech-to-text transcription, or through an interpreter and a classroom note taker.

Telephone communication for deaf students is no longer an obstacle. Most deaf individuals have access to a video phone which allows them to utilize a Video Relay System (VRS) to make calls. Video relay calls are placed over a high-speed internet connection through a videophone connected to a TV monitor or through a personal computer with a web camera. The deaf user sees an ASL interpreter on the monitor and signs to the interpreter, who then calls the hearing user via a standard phone line and relays the conversation between them. Hearing callers also may initiate a VRS call by calling the student's 10-digit

number. The Video Interpreter (VI) will answer and inform you of their number and then place the call for you. Training for those who are interested in using VRS is available through OFFICE.

Video Phones (VPs) are available in the following campus locations as well:

(list locations)

Telecommunications Relay Service, also known as TRS, Relay Service, or IP-Relay is an operator service that allows deaf people to place calls to standard telephone users via a keyboard or assistive device. Originally, relay services were designed to be connected through a TTY (TDD) or other assistive telephone device. Services have gradually expanded to include almost any generic connected device such as a personal computer, laptop, mobile phone, PDA, or other devices. Voice callers can now access the service with a universal number: 711. After dialing 711, the caller will hear instructions necessary to reach a deaf caller.

Training using relay is available through OFFICE. When contacting deaf students, faculty may choose to use either relay or a video relay service. Both make it possible for instructors in postsecondary settings to contact deaf students regarding any class changes or cancellations. These students also can use the service to contact instructors when necessary. Email is also an effective way to communicate with deaf students, as is instant messaging.

RESPONSIBILITIES OF FACULTY

- Cooperate with OFFICE to provide authorized accommodations and support services in a fair and timely manner.
- Meet with the deaf student, when necessary, to discuss access services and accommodations. If needed, contact OFFICE to arrange for an interpreter prior to conferencing with the student.
- Provide reasonable accommodations based on authorized recommendations by OFFICE.
- The student's documentation of his or her disability is confidential information, so it cannot be shared with anyone outside of OFFICE, including faculty or other staff. It is permissible to ask the student how the learning process is occurring. Having the student describe how he or she learns best might be helpful.
- Arrange with the student the needed accommodations in class.
- Expect the student to be responsible for the same course content as all the other students in the class.

RESPONSIBILITIES OF STUDENTS

- Self-identify to OFFICE and provide documentation of disability as early in the advisement period as possible.
- Request accommodations for support services.
- Consult with OFFICE to determine specific accommodation needs.
- Meet with faculty member, when necessary, to discuss accommodations.
- Maintain the same responsibility for academic standards, attendance, participation and behavior as is required of all students.

- Give timely notification of any needs for reasonable accommodations, i.e.: interpreter or note taker, for special events such as field trips, extra class sessions.
- Notify OFFICE if expected to be absent from class or when schedule changes are announced. The interpreter, note taker, and speech-to-text provider are not a substitute for class attendance, nor are they responsible for student's missed classroom time.
- *(Add specific policies from OFFICE/INSTITUTION that affect a student's attendance and punctuality when using these accommodations.)*
- Self-advocate appropriately through OFFICE for classroom/campus support.

CREATING AN ACCESSIBLE LEARNING ENVIRONMENT

Sign language interpreters and speech-to-text providers are essential components of communication access in a classroom. Although there are some strategies that are unique to each profession, the guidelines listed below can promote effective communication, no matter what service is provided.

- Remember to communicate directly with the deaf student.
- In using demonstration and visual aids, hearing students are not able to listen to the instructor and, at the same time, watch what is being explained. Brief but frequent pauses while using visual aids and demonstration are appreciated by the service provider and the deaf student. Doing this will allow the student time to see what is being said and then watch the demonstration. Most likely students in the classroom who are trying to take notes also will appreciate these pauses.
- It always helps to write general class announcements on the board to make sure all involved are aware of the change.
- Writing new vocabulary words on the board or overhead, or sharing notes with the interpreter prior to the class is helpful.
- Question and answer periods may create challenges for effective communication. Allowing one person to talk at a time enables the service provider to identify who is talking.
- It is useful for the service provider and the instructor to become acquainted at the beginning of a course. At that time, questions involving these guidelines and other points may be discussed.
- Remember, service providers are ethically bound to convey everything you and the other students say. The deaf student has the right to hear everything, just as hearing students do.
- The service provider is there to facilitate communication, not evaluate the teacher or the student.
- Disagreements with service providers, if they occur, should be discussed in private away from the student and if not resolved, brought to the attention of OFFICE.

Working with an Interpreter

An interpreter's role is to provide communication access between a deaf student and hearing persons who do not use sign language. The interpreter signs what is being spoken, and voices what is being signed. As an instructor working with deaf students, you may have the new experience of teaching with an interpreter at your side. In the beginning, this new experience may seem a bit strange, but adjustment to the situation will be easier if you bear in mind the following guidelines:

- Generally, the interpreter will stand beside you or sit at the front of the classroom. This enables the student to maintain eye contact with both you and the interpreter. This is important for good student/instructor rapport.
- Wherever the interpreter stands or sits, there must be good lighting.
- The interpreter will sometimes need to adjust to your pace, and sometimes it will be necessary for you to adjust to the pace of the interpreter. This is to ensure that the student receives your message in full. The interpreter will let you know if you need to modify your pace.
- For classes with small groups of students, arranging the chairs in a semi-circle allows students to see each other, which may have a positive impact on student involvement in class discussions.
- Please inform the interpreter when an off-campus activity such as a field trip or a class meeting will occur so that s/he can make sure that OFFICE is aware of the plan. Students are responsible for requesting a service provider (interpreter or speech-to-text provider), if needed. However, often times, students are not aware of specifics/details related to trips and/or changes in the regular class meetings which will require information from the instructor.
- When using a projector, videos, slides, or films, it is sometimes necessary to reduce or turn off classroom lights. Please advise the interpreter beforehand so s/he can bring a small lamp for better illumination and visibility.
- Sign language does not contain signs for every word in the English language, especially specialized jargon. Usually the interpreter will have to fingerspell such words using the manual alphabet.
- Because they need to focus on the interpreter, deaf students may have difficulty taking their own notes in class. Another student in the class may volunteer or be hired as a note taker for the deaf student. It also might be helpful to share a copy of your notes or lecture outline with the student.
- The interpreter will interpret faithfully, conveying the content and spirit of the teacher. He or she will not counsel, advise, or interject personal opinions. Interpreters follow a "Code of Professional Conduct" which involves a strict confidentiality policy.
- The interpreter works with the instructor, but it is not his/her responsibility to teach, take roll, discipline, keep records, or see that the student is in class or lab.
- It is the student's responsibility to pay attention to the teacher and the interpreter.

Working with a Speech-to-Text Provider

- A speech-to-text provider's role is to provide communication access between a deaf student and hearing persons via the typed word using a computerized abbreviation system.
- Speech-to-text providers cannot honor requests to refrain from captioning/transcribing parts of lectures, conversations, or instructions.

- The speech-to-text provider occupies the space of one (1) person and may need access to an electrical outlet. In some classes, there may be two (2) speech-to-text providers assigned due to the duration of the class or the difficulty of the lecture.
- The speech-to-text provider is not a student of the class and should not participate in the class activities or discussions.
- The speech-to-text provider does not tutor the student and is not permitted to discuss anything about the student with the instructor or other students in the class.
- If the student fails to show up for class 10 minutes after the class has begun, the speech-to-text provider will discretely leave the classroom.
- The speech-to-text provider should be provided with a copy of the course syllabus and any course handouts throughout the semester. This will enable them to be familiar with vocabulary related to the course.
- Speech-to-text providers are generally quiet and cause little distraction. However, any distractions caused by the novelty of having a service provider in the class will quickly wear off.
- Speech-to-text providers follow a “Code of Ethics” which involves a strict confidentiality policy.

Working with a Remote Interpreter

There is a critical shortage of sign language interpreters across the nation. Postsecondary institutions may utilize remote services in order to fill the institutional need. Video remote interpreting (VRI) is a strategy for providing sign language interpreting via videoconferencing technology instead of on-site interpreting. VRI works by using videoconferencing equipment in the classroom as well as where the interpreter is located. The interpreter uses a headset to hear what the professor says. As the professor speaks, the interpreter signs everything said to a web camera. When the deaf person replies via their web camera, the interpreter sees and voices the interpretation. The deaf person and the hearing person can talk back and forth, just as if the interpreter was in the same room. For more information about VRI or to see if it is offered at INSTITUTION, contact OFFICE.

Working with a Remote Speech-to-Text Service Provider

The use of remote speech-to-text services is increasing in use by postsecondary institutions. Remote services allow campuses without access to local service providers to better meet the needs of students. Many students prefer the feeling of independence and the provider can be located far away from the lecture site, even in another state. The lecturer wears a microphone and the speech is sent over the internet to the transcriber. The transcriber's transcript is sent back over the internet to the reader at the lecture site.

Note Taking Services

Note taking services are a vital service for deaf students. Watching an interpreter or speechreading an instructor does not allow the student time to take notes. Many students use note takers on a regular basis to supplement interpreted class lectures and labs. For some classes that utilize "hands-on" instruction, note taking may not be as important as in a class where a lecture is the primary mode of instruction. Note taking is a service that must be rendered when requested by a student with a

documented disability. A note taker is not a teaching assistant. If a student misses class for any reason, the note taker is not responsible for taking notes. Upon returning to class, the student is responsible for obtaining notes from another source.

Most deaf students will require a note taker during class time, since it is impossible to take accurate notes while visually following an interpreter or trying to speechread the teacher. It is helpful for the teacher to check notes from the note taker periodically to ensure the student is getting accurate information.

Tutoring Services

Tutoring services may be available to supplement classroom learning. Tutorial services at INSTITUTION are offered through ____ (*an open lab facility for all students regardless of subject; by appointment with a designated graduate assistant; other*). The resources available at INSTITUTION, along with the students' needs, will determine the most appropriate tutoring resources for the student. Although they are not mandated by law, tutoring services offered on campus must be accessible for students with disabilities. It is a vital supplement for many students, whether or not they have a disability. Keep in mind that the main goal is to ensure that the students receive equal and quality services that will contribute to academic success.

Encourage students to use the tutoring services available at INSTITUTION. An interpreter or speech-to-text service provider can be arranged if necessary.

Assistive Listening Devices (ALDs)

Students who use a hearing aid may have difficulty understanding speech due to competing background noise. Hearing aids have a tendency to enhance all sounds at the same time, thereby drowning out the sounds of speech. Several amplification systems are available to improve hearing ability in large areas, such as lecture halls and auditoriums, as well as in interpersonal situations (i.e., group discussions and instructor conferences).

These systems work by delivering the speaker's voice directly to the ear (with or without personal hearing aids), thus overcoming the negative effects of noise, distance, and echo, thereby improving comprehension. There are several different types of assistive listening devices that are available through OFFICE.

The use of an ALD helps the deaf student hear the instructor more clearly. It is relatively simple to use. The instructor wears a transmitter that is attached to a small mic worn on the lapel. The transmitter can be placed in a pocket or clipped on a belt. The student wears a receiver with individual volume control and a headphone, loop, or ear bud. These systems are designed to enhance the hearing acuity for the wearer. No other person in class is distracted or affected, and the instructor is free to move around the classroom. Instructors should be careful to turn off their microphone when not lecturing.

ACCOMMODATIONS THAT MAY BE NECESSARY

Testing Accommodations

- Testing time may be extended to limits of time and a half, double time, or may be unlimited. This should be determined by the student, disability specialist, and instructor.
- Interpreted tests may be necessary for some students who have difficulty reading English. This is usually used when English comprehension and expression are not being tested.
- Testing in a low-distraction room may be appropriate.

Classroom Accommodations

- Face the student and speak in a natural tone.
- When using an interpreter, speak directly to the student and not to the interpreter.
- Recognize the processing time that the interpreter takes to translate a message from its original language into another language (whether English to American Sign Language or vice versa) because this will cause a delay in the student's receiving information, asking questions and/or offering comments.
- Priority seating allows the deaf student to view the instructor, interpreter, and classroom activities. It also facilitates students using ALDs or a tape recorder.
- When possible, provide the student and service provider with class outlines, lecture notes, lists of new technical terms and printed transcripts of audio and audio-visual materials.
- Visual aids including handouts such as syllabi, outlines, study guides to reinforce student's learning responsibilities are helpful. They can include videos, drawings, charts, and other visual aids. Videos with captioning should be used whenever possible and students should be given information in an alternative format when the video is not captioned, such as having it interpreted and/or providing a written transcript.
- If requested, assist OFFICE in identifying student note takers.
- Include class breaks when possible or when class sessions exceed 60-70 minutes. The interpreter needs time to rest and the student needs a break from visually receiving information that can be tiring and cause eye fatigue.
- Do not hesitate to communicate with the student in writing when conveying important information such as assignments, scheduling, deadlines, etc.
- The classroom door should be closed to eliminate outside distractions and reduce background noise.
- Advance planning for field trips requiring interpreters or other necessary accommodations is needed.

Accommodations Related to Media

- Make audio information available either by providing an on-screen interpreter, providing captions, or providing a written transcript.

ADDITIONAL TEACHING STRATEGIES THAT MAY BE HELPFUL*

- Give assignments in writing.
- Allow students to meet with you before a writing assignment is due to clarify what is expected. Make clear to the student that late work will not be accepted unless this is negotiated ahead of time.
- When new materials or terminology are presented, supply a list of these terms in advance to the student and interpreter or speech-to-text transcriber.
- Repeat questions and comments from the class before responding to allow a student using an ALD to hear class discussion.
- Do not talk to the class while simultaneously having students read something.
- Encourage the use of technology, i.e. computer with spell check.
- Make sure students have acquired vocabulary-in-context skills.
- Teach effective dictionary skills.
- Teach students to read academically and draw inferences from content.

Deaf students bring a unique set of strengths and experiences to college. While many may learn in different ways, these differences do not imply an inferior capacity to learn. Special accommodations may be needed, as well as modifications in the way information is presented and in methods of testing and evaluation. Faculty will be aided in these efforts by understanding students' prior learning experiences, using available resources at INSTITUTION, and collaborating with OFFICE staff members.

OUR STAFF

List location of office that coordinates services, names of staff/telephone and fax numbers, email addresses.

ADDENDUM A
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.
Amplification	The use of hearing aids or any other technology used by a person with a hearing loss to amplify sound.
Amplified Phone	A telephone equipped with volume controls on the handset.
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.
Cumulative Trauma Disorder	A painful physical condition, such as Carpal Tunnel Syndrome or Repetitive Motion Injury, which is caused by overuse and repetitive motion without sufficient breaks for resting.
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.

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