

Handbook for Students

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.

CONTRIBUTORS

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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

Dear INSTITUTION Student:

Thank you for choosing INSTITUTION as your postsecondary institution of choice. Because you are a INSTITUTION 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 INSTITUTION.

OFFICE is here to assist you in gaining equal access to all INSTITUTION services, classes, and events. OFFICE also will assist you in determining how INSTITUTION can best help you meet your accommodation needs in these areas. OFFICE is the primary office on campus with staff that have specialized knowledge and experience in disability issues. OFFICE 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 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 Americans with Disabilities Act (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 ADA Amendments Act (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.

ADMITTANCE

Qualified persons with disabilities must meet the INSTITUTION regular admissions standards. However, admission eligibility will be considered on a case-by-case basis to afford applicants an equal educational opportunity. Qualified applicants with disabilities will not be denied admission solely on the basis of their disability. It is not necessary, nor recommended, that students disclose their disability in the application process.

Once admitted, students with disabilities requiring accommodation(s) must contact the OFFICE to request these services. In order to receive services or accommodations for a disability, the student must furnish appropriate documentation of the disability to OFFICE.

OFFICE

The OFFICE at INSTITUTION 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. INSTITUTION is committed to equal opportunity for persons with disabilities without regard to disability in the recruitment of, admission to, participation in, treatment in or employment in the programs and activities operated and sponsored by INSTITUTION.

Services from OFFICE are open to any student with a learning, physical, or psychological disability. The office provides the services necessary to provide equal access to educational opportunities and experiences.

The OFFICE advises INSTITUTION 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. OFFICE also provides training for faculty and staff to increase the understanding of the needs of persons with disabilities.

Service Coordinators

Service Coordinators are an important component of student success. Coordinators for students with disabilities are the referral point where a student may request accommodations for academic success. Instructors are encouraged to contact coordinators for assistance in accommodating students with disabilities in the classroom.

Eligibility for Services

A person is eligible for services and/or accommodations if he/she:

- is considered a person with a disability,
- has identified him/herself to the institution through OFFICE, and

- has presented appropriate documentation regarding the disability to the institution as required by the OFFICE.

Services must be disability-related, contingent upon the documented nature of the disability and those functional limitations accompanying the disability.

Disability Definition

Section 504 defines a person with a disability as a person:

- with a physical or mental impairment that substantially limits one or more major life activities,
- who has a record of the disability, OR
- who is regarded as having the disability.

THE DOCUMENTATION OF A DISABILITY

Documentation of a disability is the basis for providing accommodations. Understanding the impact of the disability and determining how to address it in the postsecondary setting are the keys to providing support services. Documentation of a hearing loss is most often done through an audiological evaluation. This hearing examination will indicate the presence of a hearing loss and its impact. Being able to interpret an audiogram will provide essential information in understanding the particular hearing loss and what it may mean for that particular student. Obviously, it needs to be clear that a student has a disability that requires accommodation.

DOCUMENTATION GUIDELINES

Postsecondary institutions differ from high schools regarding the first step of providing academic accommodations. When a person with a disability needs an academic accommodation in high school, a team of people are assigned to discuss that student's classroom instructional accommodations. This is not the case with colleges and universities. The legislation states that in order to receive services from a postsecondary institution, a person with a disability must first disclose his/her disability to the institution. In most cases, the person would disclose this to OFFICE on campus. You must bring appropriate documentation regarding your disability. Please print and return the three following documents to receive services or to request accommodations for a disability: (1) Disclosure Form, (2) Release of Information Form, and (3) Accommodation Request Form.

The name, title, the professional credentials of the evaluator (including license or certification as well as the area of specialization), place of employment, and state in which the individual practices should clearly be indicated on the documentation. Additionally, appropriate documentation must meet the following criteria:

Documentation from a licensed audiologist should include a diagnosis and information as to how the disability impacts the student in academic environment. Once documentation is on file, students may choose to schedule a meeting with OFFICE staff to arrange accommodations and/or services. All documentation is confidential.

ACCOMMODATIONS & SERVICES

Priority registration enables students with disabilities that require this service to register early each academic semester. The purpose of priority registration is to allow students with disabilities the ability to schedule classes in a manner, which allows their schedule to conform to the needs associated with their disability.

Accommodation requests indicate specifically what a student requires for academic success. The Americans with Disabilities Act (ADA) clearly specifies the importance and liability that educational institutions have in addressing access needs for students with disabilities. 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 (time extensions, interpreted tests, distraction-free room, 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.

OFFICE can assist the student with determining the scope of services needed by requesting secondary school records and pertinent medical information, if necessary. Copies of the accommodation request are signed and kept by OFFICE.

Speech-to-Text Provider

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. Deaf individuals tend to rely more on visual cues for 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.

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.

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/transliteration'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.

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

- To receive interpreting/transliterating or captioning services outside of the classroom, you must complete a Request for Interpreter/Transliterator or Speech-to-Text Provider form at least 24 hours in advance.
- You must know the starting time and the approximate ending time as well as the room number of the assignment to request an interpreter/transliterator or speech-to-text provider.
- You may request a specific interpreter/transliterator 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/transliterator 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

INSTITUTION 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.

Also, OFFICE offers direction in securing guidance in academic and personal matters. Again, it is each student's responsibility to make use of these services. OFFICE 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 INSTITUTION and OFFICE policies, rules, and regulations. Each student must take the initiative to familiarize him/herself with these policies, rules, and regulation. Failure to do so will not exclude the student from reprimand, punishment, or any other consequence of violating any INSTITUTION or OFFICE policy, rule, or regulation.

OFFICE staff and students must adhere to INSTITUTION policies. INSTITUTION policies take precedence over all OFFICE policies.

Class Attendance

Class attendance is crucial for successful academic completion. When a student who uses an interpreter, transliterator or speech-to-text provider will be absent from class, notifying OFFICE is expected. This is crucial when communication facilitators are being paid for their time in class.

The interpreter, transliterator 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 OFFICE. 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 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 SUPERVISOR 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 OFFICE if you will require note taking services.
- 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 SUPERVISOR.
- If you have problems with your note taker, contact OFFICE.
- If your interpreter or speech-to-text provider does not come to class, notify the Coordinator that he or she has failed to show up.

Let your interpreter or speech-to-text provider 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 services have been requested, and you know that you will be unable to attend class, you should provide with at least 24 hours advanced notice so that person can be informed. In some situations, students may not be able to provide 24 hours 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:

- Call or text the office.
- Contact SUPERVISOR and speak either in person or leave a message.
- Contact another 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 an Advisor in OFFICE 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 SUPERVISOR in OFFICE.
- 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 OFFICE.

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.

The Coordinator oversees the scope of support services needed by an individual student. Working in close proximity with the professional staff to ensure that effective accommodations are being provided is the main focus of this support coordination.

Support and teamwork are vital to the optimum classroom experience. By establishing a good working relationship with the classroom support team, the student can be sure that his/her needs are met for the particular class. It is the student’s responsibility to advocate for himself or herself for what he/she needs in the classroom.

It is often a good idea for the student and note taker to sit side by side in order for the student to monitor when and what notes are being made. If a problem arises, it can more easily be identified.

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

INSTRUCTOR RESPONSIBILITY

Having a deaf student in the classroom often is a new and challenging experience for an instructor. As an instructor, he/she is the ‘head of the class’, which simply means that he/she is 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 adult 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 counselor or coordinator 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.

Counselors/coordinators 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. Advocacy is not limited to on-campus activities, as communication with sponsoring agencies, such as Vocational Rehabilitation, also may require intervention and advocacy on behalf of the student.

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 OFFICE and is not considered a part of a student’s educational record.

APPENDIX A

Glossary of Terms

Academic Accommodation	Changes in the delivery of course material and/or in the assessment of knowledge that assist students in meeting the standards of the course. Students are eligible for the accommodations based on the documentation of their disability. A few examples of accommodations include note takers, speech-to-text providers, sign language interpreter, recorded textbooks, extended test time, and the use of assistive technology during class and exams.
Age of Onset	The age at which a person starts to lose hearing.
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.

APPENDIX C
Release of Information Form

*Form to be completed by student and given to service provider

Student: To receive accommodations and services from OFFICE complete and current documentation must be on file. Download, print, and complete copies of this form and give it to any providers (doctor, psychologist, school, etc.) from whom you request documentation. The provider may then send the documentation to the address below or you may send the documentation to our office. A copy of this completed form should be included with any documentation sent to this office.

Name _____ Student ID _____

Address _____

City _____ State _____ Zip _____

Phone/TTY _____

I, _____, **release** a copy of all necessary records, including testing, evaluation, etc. to INSTITUTION for the purpose of providing supportive services to me while enrolled as a student. I also give permission for the OFFICE to contact the provider listed below. The student, upon written notification to INSTITUTION can cancel this release at any time.

Student Signature _____ Date _____

Please complete the following information and submit the form(s) to the agencies or persons who will provide the documentation of your disability. You must submit a separate form to each provider.

Name of Provider _____

Address _____

City _____ State _____ Zip _____

Telephone _____ Fax _____

Disability documentation and a copy of this completed form should be sent to:

INSTITUTION – OFFICE
OFFICE Address:

APPENDIX D
Accommodation Request Form

This form is to be used as a **planning tool** for the student requesting accommodations to prepare for meeting with OFFICE staff to develop an accommodation plan. The information requested below, any documentation regarding disability and need for accommodation will be considered confidential and will not be shared with any outside source without your permission. Requests for accommodation **MUST** be supported by documentation. Students requesting accommodations must meet with a OFFICE staff member to develop an accommodation plan. Students will present copies of the plans to their professors. Final decisions for accommodations are the responsibility of OFFICE.

Name _____ Email _____

Street Address _____ City _____

State _____ Zip _____

Disability _____ VR Counselor _____

Phone/TTY _____ ID _____

Past educational accommodations that you have used successfully. (please specify)

What **classroom accommodations** are you requesting?

What **testing accommodations** are you requesting?

What **other accommodations** are you requesting?

Comments/Other requests:

Signature: _____ Date: _____

This template was originally developed by pepnet2 and has been redeveloped by National Deaf Center on Postsecondary Outcomes (NDC) under a grant from 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. Publication Date: 2017. Additional information about current NDC resources can be found at: www.nationaldeafcenter.org

