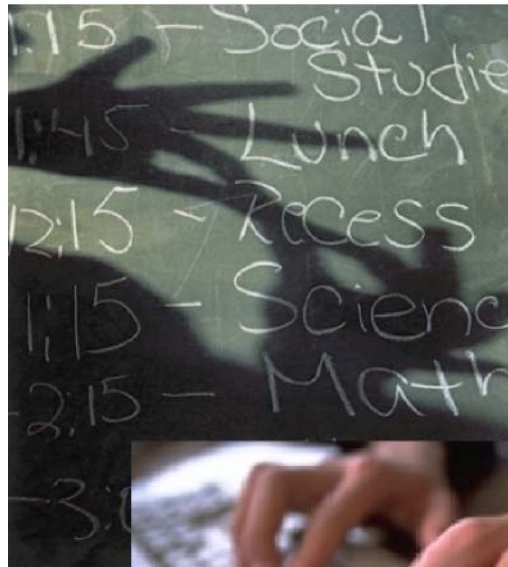


University of Arkansas at Little Rock

**DISABILITY SUPPORT SERVICES**



**Handbook for  
Students who are Deaf or  
Hard of Hearing**

Updated July 2003



Dear Student:

Thank you for choosing the University of Arkansas at Little Rock. Because you are a UALR 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 UALR.

Disability Support Services (DSS) and its program for students who are deaf or hard of hearing are here to assist you in gaining equal access to all UALR services, classes, and events. DSS will assist you in determining how UALR can best help you meet your accommodation needs in these areas. DSS is the primary office on campus with staff who have specialized knowledge and experience in disability issues. DSS also is the central location for maintaining documentation about your hearing loss through written records and staff contact.

This handbook will introduce you to services offered for students who are deaf or hard of hearing. An outline of services available and strategies for accessing those services are provided. The director of Disability Support Services, myself, and all other counselors and staff are available to answer any questions you might have or to clarify topics in this handbook for you.

Thank you again for choosing UALR!

Sincerely,

A handwritten signature in black ink that reads 'Sharon Downs'.

Sharon Downs, M.S.  
Specialist in Deafness

Copies of this material are also available upon request from DSS in the following formats:

Braille, large print, cassette, and diskette.

Disability Support Services, including its grant-funded program (SOTAC), is a department of the UALR Division of Educational and Student Services.

University of Arkansas at Little Rock • 2801 S. University Ave. • Little Rock, AR 72204-1099 • 501.569.3143 (v/tty)

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## DSS INTAKE PROCESS

The intake process is the first step in receiving support services at UALR. You do not have to identify your disability in the admission process. However, if you think you will need support services in your classes or other UALR related activities, DSS will help you determine what services are appropriate and explain how these services will be provided.

Before receiving any DSS services, you must make an appointment and visit with a DSS staff member. During this meeting, you will complete an intake form with the staff member and discuss your needs.

Documentation of a disability is the basis for providing accommodations. For students who are deaf or hard of hearing, the needed documentation is an audiological evaluation from a licensed audiologist that includes a diagnosis and information as to how the disability impacts you in the academic environment. Documentation must be provided before you can receive accommodations. This information is confidential.

In most cases, it is determined whether or not you qualify for services during the intake interview. The staff person will then provide information as to how to inform your instructors of any specific adaptations or devices you require for your studies. Later, once classes begin, you may find that you require other specific services or may not need what you already have. Please discuss these changes with a DSS staff person so we can get the information on record and can respond appropriately if a professor calls us.

Since DSS has a separate computerized student information system based on the information you provided during the intake interview, it is critical that you let us know when you change your address, phone number, or email address. You also must contact the Admissions and Records office about these changes.

Note: Additional general information about obtaining services, eligibility under the law, the intake process, advising and registration procedures can be found in the DSS Student Handbook Supplement.

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## SERVICES

Services provided to students who are deaf or hard of hearing are determined on an individual basis. The following is a list of services most commonly used:

- Sign language interpreters
- Oral Transliterators
- Tutors
- Notetaking assistance
- Typewell® Transcription Services
- Personal Assistive Listening Devices
- Campus TTYs

- Closed Captioned Televisions in Donaghey Student Center, Student Lounge, and Residence Hall
- Extended Testing Administration (as needed)
- Specialized Courses
- Orientation to College
- Advocacy and Support

Additional services may be provided for students with secondary disabilities, such as blindness or a learning disability. A student who is hard of hearing and has a learning disability may tape-record classes and/or use books on tape in addition to using an assistive listening device. A student who is deaf-blind may need books and written materials in Braille or large print in addition to using a tactile or restrictive vision interpreter.

## Priority Registration

Students are encouraged to take advantage of priority registration offered through DSS. This will allow students first choice of classes. For those students who require sign or oral interpreters or transcribers, this is VERY IMPORTANT. Registering for classes as early as possible will allow the Interpreter/Transcriber Coordinator the opportunity to find the best possible interpreter/transcriber for your class. Students who add or drop a class must notify the Interpreter/Transcriber Coordinator immediately so that services may be arranged.

To ensure that the best quality of services is provided, we **must** know your schedule as soon as possible. Therefore, we request that all students submit a copy of their schedule to the Interpreter/Transcriber Coordinator **at least 10 working days prior** to the start of the semester. Students who do so will be given priority when scheduling services. Greater consideration will be given the earlier your schedule is received, in the event of a shortage of interpreters or transcribers.

## Faculty Memo

DSS can provide letters for you to take to your professors explaining the support services you will need in class. You must request these letters from DSS, pick them up in the DSS office at the beginning of each semester, and take the letters to your instructors on the first day of classes. The letters will state which classroom and testing services you need (for example: interpreters, help finding notetakers, assistive listening devices).

## Notetaker Services

During the intake interview, the need for notetaking services will be determined. Notetaker flyers are available in the DSS office for you to bring to your class the first week of school. You may ask the instructor to announce in class that a notetaker is needed and hand out the flyer or you may choose to make the announcement yourself. If there are multiple students in one class needing a notetaker, you need to choose one person to take notes for everyone.

After you meet with your notetaker, instruct him/her call the Specialist in Deafness so we know you have a notetaker for the class, we can collect any needed information, and we can discuss notetaking techniques with your notetaker.

On occasion, finding a notetaker from your class may not be possible. If this occurs, DSS will attempt to find a notetaker to come in to your class to take notes. Usually this is not necessary. However, it is your responsibility to let us know that you are having difficulty finding a notetaker. You should first talk with your instructor before coming to the DSS office.

If you are having problems with your notetaker, discuss the problem directly with him or her. Do not discuss them with your friends or with other notetakers. If the problem cannot be solved, contact a DSS staff person, who will either speak to the notetaker or set up a meeting with you both.

The notetaker is not responsible for giving you notes when you are not in class. If you miss a class, it is your responsibility to get a copy of the notes from someone else in class. The notetaker will be responsible for letting you know if she/he will be unable to attend a class. If your notetaker does not come to class, it is your responsibility to ask someone in your class to volunteer to take notes for that day. You may also ask for assistance from your instructor.

Copies of notes can be handled in several ways. DSS provides carbonless paper to notetakers so that notes can be given to you at the conclusion of class. If the class has multiple students using a notetaker, our copy machine may be used to copy notes. **You and the notetaker are responsible for making an agreement about how notes will be copied.**

A file box is located in the DSS office with a hanging file for each of the deaf and hard of hearing students using notetakers. Copies of notes or other messages may be left in these files. Please check your file at least twice a week for any messages you may have received. Anything left in the file more than two weeks may be discarded.

## **Assistive Listening Devices**

A limited number of personal assistive listening devices (ALDs) are available for loan to students for use in the classroom or other UALR related activities. ALDs may be loaned out for the entire semester or on a daily basis (depending on the demand).

ALDs may be checked out for academic advisement meetings, professor-student meetings, etc. If you think you would like to use an ALD for your classes, contact the Specialist in Deafness in the DSS office for an appointment. Referral may be made to the Assistive Listening Device Center located at the Speech and Hearing Clinic on campus for students wanting a hands-on demonstration of various ALD systems.

An amplification system designed for small meetings is also available on campus. Room amplification systems are available in the Stella Boyle Smith Auditorium, the Theatre, and

the Donaghey Student Center Rooms A, B, and C. If you would like to access these systems at any time during the semester, contact the DSS office at least two weeks prior to the time you will need the system (or as soon as you are aware of the need).

## **Interpreter Services\***

\*All policies relating to interpreting services also apply to TypeWell® services.

During the initial intake interview, the need of sign or oral interpreting services will be discussed. If needed, an interpreter will be assigned to each of your classes. On occasion, DSS may be unable to find a qualified interpreter for a specific class at a specific time. If this occurs, you will be notified immediately and given the opportunity to change the class to another time or choose a different class when an interpreter is available.

If the professor cancels a class and either puts this information in the syllabus or makes an announcement in class, you must notify the Interpreter/Transcriber Coordinator as soon as possible. If you know you will miss a class, give the Interpreter/Transcriber Coordinator and your classroom interpreter(s) at least 24 hours advance notice. In some situations, such as an emergency, you may not be able to provide 24 hours notice; however any advance notice is considered sufficient.\* Failure to provide any advance notice is considered a “No-Show.” To give advance notice you may:

- Call the DSS office and either speak with or leave a message for the Interpreter/Transcriber Coordinator by voice, relay or TTY,
- Contact any DSS staff member and speak in person by voice, relay or TTY, or
- Send an email message to the Interpreter/Transcriber Coordinator.

Failure to provide notice will result in the following actions:

- 1) First “No-Show”:  
A letter or email will be sent to remind you of the policy and appropriate procedures.
- 2) Second “No-Show”:  
A letter or email will be sent informing you that you have two “No-Shows.” In addition, the letter will remind you of the policy and appropriate procedures.
- 3) Third “No-Show”:  
Services will automatically be temporarily suspended and a letter or email will be sent informing you of the policy and the appropriate procedure. Services will remain suspended until you make an appointment and meet with the Interpreter/Transcriber Coordinator to discuss reinstatement of services.
- 4) For each subsequent “No-Show”:  
Services will automatically be suspended and a letter or email will be sent to you informing you of the policy and the appropriate procedures. The services will remain

suspended until you make an appointment and meet with the Interpreter Coordinator in DSS to discuss reinstatement of services.

**Repeated cancellations of interpreter services with less than 24 hours notice may also result in suspension of services.** In such instances, the Interpreter/Transcriber Coordinator will suspend services until you make an appointment to discuss reinstatement of services.

**These policies will be followed even if you have not received notification.** For example, if you have 3 or more “No-Shows” in a week, interpreting services will be suspended, even if you have not received a letter from DSS. Two classes missed on one day still counts as two “No-Shows.”

If you are late for class, the interpreter will wait outside of the classroom for 20 minutes before leaving. If you arrive in class before the interpreter leaves, do not ask the interpreter what you missed. It is your responsibility to ask your instructor, notetaker, or other students what you missed, either after class or during break.

If you need to talk to the instructor or other students after class, ask the interpreter if she/he is available. If she/he is not, you will need to set up an appointment and request an interpreter from the Interpreter/Transcriber Coordinator.

You are responsible for all course content, tests, and other course requirements. The interpreter is not responsible for the grades you receive. Ask the instructor questions, not the interpreter. Do not ask the interpreter for help in class or for tutoring. Remember, the interpreter is only there to assist with communication.

If communication problems occur or you are having other problems with your interpreter, discuss those issues directly with your interpreter. Do not discuss these problems with your friends or with other interpreters. If the problem cannot be solved, contact the Interpreter/Transcriber Coordinator, who will either speak to the interpreter, or set up a meeting with you both.

You will be given the opportunity to fill out an evaluation on your interpreter(s) at mid-semester and at the end of the semester.

If interpreting services are needed for any college-related events other than the regular class schedule, contact the DSS office and fill out an Interpreter Request Form at least two weeks before the event (or as soon as you are aware of the need).

Interpreters will not be placed in assignments that could threaten to compromise their commitment to the Code of Ethics. Examples of this include but are not limited to interpreting for family members and romantic interests. In such situations, the deaf person's right to privacy and confidentiality could easily be compromised. Any questions about the ethics of a relational situation with you and an interpreter should be directed to the Interpreter/Transcriber Coordinator.

DSS supports students in the Interpreter Education Program by allowing them to observe classroom interpreters as part of their practicum experience. You have no responsibility to

an interpreting student who may be observing the interpreter in your class. Practicum students are required to follow all aspects of the UALR Interpreter Policy and the RID Code of Ethics.

## **TypeWell® Transcription Services**

**What TypeWell Is:** TypeWell is a transcription system that allows transcribers to provide communication access and notetaking services for students and others who need such support. It is an effective learning tool for deaf and hard of hearing students and staff, as well as those with visual, physical or learning difficulties.

**How It Works:** With the TypeWell system, a hearing transcriber uses a notebook computer with abbreviation software to transcribe meaning-for-meaning what is said in class, in both lectures and discussions. The students read the transcription in real-time from a second computer. Students can also type questions and comments to the transcriber during class. These questions and comments are then read out loud by the transcriber to the speaker. If you prefer to use sign language to express yourself, let the Transcriber Coordinator know and she will try to schedule a transcriber who is also an interpreter for your class.

**Communication access in class:** A trained TypeWell transcriber provides students with information about both class content and social interaction among their peers. The transcriber captures the meaning of what is said, as well as how it is expressed.

**Notes after class:** In addition to communication access during class, the TypeWell transcriber provides notes for after-class use. The notes are copied onto a disc which is given to the student for their personal use. This leaves the students with printable notes.

**Meaning-for-Meaning vs. Word-for-Word:** The TypeWell transcription system is a meaning-for-meaning system. This means the transcriber may not type every word that is said, but rather may condense and summarize while maintaining the full meaning intended by the speaker. Many TypeWell transcribers do get close to verbatim transcription, but they are trained to omit false starts, repetitions and other non-meaningful speech. All spoken content is retained in class communication access, including jokes, off-the-point comments, behavioral control, etc.

### **Using the Educational Transcription Service - Student Guidelines**

- Do not provide other students with copies of the notes. Providing notes to other students may result in a loss of service. If other students or the professor request copies of the notes, inform DSS or the transcriber.
- Tell the transcriber how you prefer to communicate with the teacher and other students in class.
- Don't handle equipment unless the transcriber asks you to help.
- Copy diagrams from the board or overheads. The transcriber cannot get this kind of information into the notes. It is your responsibility.

- In class, don't watch the computer constantly. Look around at the teacher, the other students, the board, etc. This will help you know the emotional tone in the class. It will also prevent eyestrain, and it will make class more interesting.
- Check the spelling of all new vocabulary words. The correct spelling is your responsibility.
- The text from the transcriber is not word-for-word; it is meaning-for-meaning. Speech goes too fast for a typist to keep up, so the transcriber often has to condense what is said.
- If you don't understand something in class, ask the professor to clarify it, not the transcriber. The transcriber is not a tutor or teaching assistant.
- Give the transcriber your disc every class so that he/she can make a copy of the notes for you.
- Talk to Transcriber Coordinator about any problems with the communication access in class, or with the notes. Don't let problems continue.

## **Tutoring and Other Academic Supports**

If you know you will need a tutor for any of your classes, contact the Specialist in Deafness or someone in the DSS office. Do not wait until you are having a test or are failing a class to ask for a tutor! The earlier you request services, the better your chances for doing well in your classes. You will probably be referred to Student Support Services for tutoring and/or other academic support services, although DSS staff may be able to identify a tutor for you in some cases.

If during tutoring sessions you will require a sign language interpreter or transcriber, you will need to request this service in advance from the Interpreter/Transcriber Coordinator using an Interpreter Request Form available in the DSS office.

Student Support Services is a separate program at UALR that provides a range of academic support services to eligible students such as tutoring, study skills, counseling, a math lab, a pre-algebra prep math class, a reading lab, and test preparation counseling.

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## **RESPONSIBILITIES**

UALR is committed to academic achievement for its diverse student population. DSS, the student, faculty, notetaker and interpreter work together as an educational team for the purpose of creating a successful learning environment. Each member of the team has a vital and specific role. In order to create an equitable learning experience, all team members must actively fulfill their respective roles.

### **Student Responsibilities:**

- complete the intake process with the Specialist in Deafness or another DSS staff person
- provide documentation of your disability to DSS

- discuss support services needed with a DSS staff person
- for interpreter requests outside of regularly scheduled class times, complete the Interpreter Request Form two weeks prior to the event (or as soon as you are aware of the need)
- on the first day of class or in any new situation, please identify yourself to the interpreter
- 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
- if you have questions relating to the class materials, ask the professor, not the interpreter
- personal conversations with the interpreter should not occur during the class, but before or after the class
- request tutors as soon as you are aware of the need
- when using assistive listening devices or other equipment checked from the DSS office, return them on time and keep them in good condition
- complete academic advising and registration for classes as soon as possible, especially if you are using interpreter services
- notify the Interpreter/Transcriber Coordinator of your schedule at least 10 business days prior to the first day of class (students who do so will be given priority when scheduling services)
- pick up notetaker flyers and faculty memos to give the instructor the first day of class
- work out an agreement with your notetaker about how you will receive copies of notes
- discuss any problems with your interpreter or notetaker directly with the interpreter or the notetaker before coming to talk to a DSS staff person
- notify the Interpreter/Transcriber Coordinator if your interpreter does not come to class
- let your interpreter know if you plan to be absent, if your class is cancelled, if there will be a video shown in class, or if you will be making a presentation
- be responsible and respectful in your actions regarding support services
- know and abide by all UALR and DSS policies, rules and regulations.

*Each student must take the initiative to familiarize him/herself with these policies, rules and regulations (Failure to do so will not exclude you from reprimand, punishment, or any other consequence of violating any UALR or DSS policy, rule or regulation.)*

## **DSS Responsibilities:**

- assist students in gaining equal access to all UALR services, classes and events
- continue to enhance services and access to programs
- provide counseling for students
- provide qualified interpreters to students who require this service
- provide assistive listening systems to students who require this service
- assist students in completing the DSS intake process and accessing appropriate support services
- help students determine which support services are appropriate and explain how these services will be provided
- maintain documentation of disability and other written records
- assist faculty and staff members in working with students
- provide advocacy and support to students in working with professors
- provide students with a faculty memo to give their professors
- provide notetaker flyers
- refer students to other services on campus when necessary (e.g., Student Support Services, Counseling and Career Planning Services)
- follow all laws that apply to serving students on a college campus
- provide outreach and technical assistance to other institutions, agencies, and organizations in Arkansas

## **Interpreter Responsibilities:**

- follow the RID Code of Ethics
- interpret lectures, discussions, movies and all asides in the classroom setting
- provide interpreting services to the best of their ability
- keep all information regarding interpreting assignments confidential
- facilitate communication between persons who are hearing and persons who are deaf or hard of hearing as accurately as possible
- show up on time for assignments
- be professional in all aspects of the interpreting assignment

- dress appropriately wearing clothes that contrast with skin color and are not distracting to the student
- prepare for class by reviewing textbooks, handouts and movies ahead of time
- if student is absent or late, stay 20 minutes before leaving
- contact the Interpreter Coordinator if you have comments or concerns

## **Transcriber Responsibilities:**

- follow the TypeWell® Transcriber Code of Ethics
- transcribe lectures, discussions, movies and all asides in the classroom setting
- provide transcription services to the best of their ability
- keep all information regarding transcribed assignments confidential
- facilitate communication between persons who are hearing and persons who are deaf or hard of hearing as accurately as possible
- set up equipment prior to assignment and dismantle equipment at the end
- be professional in all aspects of the transcription assignment
- dress appropriately
- prepare for class by reviewing textbooks, handouts and movies ahead of time
- if student is absent or late, stay 20 minutes before leaving.
- copy notes onto student disc and own disc at the end of class
- contact the Transcriber Coordinator with any questions or concerns

## **Notetaker Responsibilities:**

- take notes for each class as accurately and clearly as possible
- write down all important dates, assignments, and other course-related information
- meet with a DSS staff person at the beginning of each semester to discuss notetaking strategies and specific notetaking assignments
- discuss any problems directly with the student before speaking with DSS staff
- check with the instructor to make sure notes are clear and all information is correct and complete (if necessary)
- provide copies of notes in a timely manner to students (based on the notetaker and students agreement on making copies available)

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# MISSION STATEMENT

## **UALR Disability Support Services**

The mission of Disability Support Services is to eliminate physical and academic barriers and to fulfill the University's concept of assisting students in achieving their educational, career, and personal goals through the full range of institutional and community resources. In addition, the office was established to insure that students with special needs receive support services and accommodations to allow them compete access to all UALR academic programs and full opportunity to realize their potential.

## **Postsecondary Education Consortium (PEC) and State Outreach and Technical Assistance Center (SOTAC)**

PEC is a consortium of postsecondary education programs serving persons who are deaf and hard of hearing. PEC promotes quality programs and services through innovative practices and outreach. The State Outreach and Technical Assistance Center (SOTAC) at UALR is one of twelve in the southern region of the United States working with PEC.

The SOTAC Coordinator (Specialist in Deafness) and Outreach Specialist are available to help enhance postsecondary education opportunities for individuals who are deaf or hard of hearing in Arkansas. The SOTAC's mission is to promote quality programs and services through innovative practices and outreach to individuals providing these direct services. PEC's vision is to encourage all postsecondary programs to improve access and provide appropriate accommodations for students in this population. PEC's goal is to enhance the postsecondary education experiences of deaf or hard of hearing students through the empowerment of these individuals wherever they are being served. These quality technical assistance services provide professionals with new ideas, new ways of thinking, opportunities to develop professional competencies and technical expertise, best practice models, training modules, and other resources.

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*Updated 07/11/03*

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## DSS Staff and Office Hours

**Betsy Domingue**

Interpreter/Transcriber Coordinator

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501.569.3229 (v/tty)

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**Disability Support Services  
University of Arkansas at Little Rock  
2801 S. University Avenue  
Donaghey Student Center, Room 103  
Little Rock, Arkansas 72204-1099**

**Phone 501.569.3143 (v/tty)**

**Fax 501.569.8068**

**Fall and Spring Hours:**

Monday – Thursday 8:00 am – 6:00 pm

Friday 8:00 am – 5:00 pm

**Summer Hours**

**(and when classes aren't in session):**

Monday – Friday 8:00 am – 5:00 pm