

An Inside Look: Accommodations in the Postsecondary Classroom

by:

Dick Banks
EASI: Equal Access to Software and Information

and

Nina Coyer
Instructor at Eastern Kentucky University

and

Jamy Dickson
Director, Disability Support Services at Hinds Community College

Moderated by : Cindy Camp and Jennie Bourgeois - PEPNet-South

>> CINDY CAMP: We'll go ahead and start into our discussion today. I'd like to welcome our three presenters. Each has a great deal of knowledge and expertise in the area of accommodations and classroom access.

We have, first of all, Dick banks who works with the Equal Access to Software and Information. We have Jamy Dickson who is coordinator of disability services at Hinds Community College in Mississippi. And Nina Coyer who is assistant instructor in the interpreter training program at Eastern Kentucky University. I would like you to know that Nina is Deaf and will be participating through an interpreter. This is important because there may be some time lag between the questions and the responses. So please don't worry about that.

At this point I've just given a very brief introduction, so I would like it ask each of the panelist to tell us just a little bit about themselves and their background. And let's start with Dick.

>> DICK BANKS: Hello, everyone. Thank you, Cindy. I am Dick Banks, and I am the chief technology officer to Equal Access to Software and Information. And this business of education and disabilities is a personal one with me. I've been legally blind since birth, and I also have a profound hearing impairment.

So means that that's personal with me. I've been with EASI

for 20 years now, and we primarily work in the area of helping institutions, educational institutions, primarily, and businesses how to make their information technology available or accessible to people with disabilities, and that's all areas of disability. And I'm sure that I'm not going to take anymore time except to say that it's not only personal to me, but it's made a profound difference in my life. And I found that this is not so much about technology as it is about people.

It allows us the opportunity to participate on a level playing field with "normal folks." So with that, Cindy, I will pass it back to you.

>> CINDY CAMP: Thank you, Dick.

And, Jamy, would you like to tell us a little more about yourself?

>> JAMY DICKSON: Certainly. I am glad that everyone is here. I am Jamy Dickson. I am the coordinator for disability support services at Hinds Community College in Raymond, Mississippi.

I have been in the field of disability for going on about 11, 12 years now. It's an area that I am very excited about even today. I think with all of the technology changes and the different challenges it keeps the field very exciting.

And I look forward to taking part in today's presentation.

>> CINDY CAMP: Great. Thank you, Jamy.

Nina?

>> NINA COYER: Hi, my name is Nina Coyer, and I was born as a hard-of-hearing person, and then my hearing loss became more gradual, and now I am Deaf. I learned to Sign at age 18, and I graduated with my degree in Deaf and Hard-of-hearing field for teaching, and then my master's. And I have been teaching for about 10 years at the postsecondary level, teaching interpreting and future students who want to learn how to Sign.

So it's been a fun career to work with, and I am really looking forward to working with you folks today to learn a little bit more about the possibilities and accommodations and so forth for Deaf and Hard-of-hearing folks.

>> CINDY CAMP: Thank you, Nina. I just want to say a big thank you to all of our panelists because I know that you've worked really hard in preparing for this tele-training. And I am sure that the audience is going to benefit greatly from your knowledge and the information that you share today.

Because we have such a varied group of questions, we're going to be jumping around a little bit between our speakers. So let's get started with our first slide and our first

question, which is "What are the current requirements for documentation from students who are Deaf or Hard-of-hearing in order to receive accommodations?"

Jamy, I think that you had an answer for that.

>> JAMY DICKSON: Yes. Currently the desired documentation is an audiological report, something that goes beyond just a simple audiogram. The audiogram does provide useful information, but it simply only gives a picture of a certain type of hearing loss.

The report would hopefully include information that would give you a better picture of how that hearing loss is impacting that particular individual, because as we all well know, you work with individuals on a case-by-case basis, and you certainly want to know how any one hearing loss is impacting a specific individual.

>> CINDY CAMP: Thank you.

And our next question, "What are some of the common accommodations which a Deaf or Hard-of-hearing individual might receive?"

Nina, would you like to start us off on that one?

>> NINA COYER: Well, the most common accommodation for the Deaf community to depend upon an interpreter, and you will commonly see that. And, again, that depends on the individual. For those who are hard-of-hearing may need to be more of making use of note-taking services, to have special FM systems or devices given to the instructor, and the instructor may use that if they have a cochlear implant, hearing aids that sort of thing, assistive listening devices. But once again, I want to emphasize that it depends on the individual, and the needs that they have because they vary.

So the students typically, though, will depend on interpreting services for the Deaf community.

>> CINDY CAMP: Thank you.

And, Jamy, would you like to add anything?

>> JAMY DICKSON: Yes. Certainly to go along with what Nina has said, there are also items that are becoming a little more common. C-Print, TypeWell, oral interpreters, and then you also get into situations where you might need to consider realtime captioning or C.A.R.T.

>> CINDY CAMP: Thank you. And I appreciate that you both brought up how important it is to look at the individual as opposed to trying to cookie cutter these accommodations, which leads us into our next question, "Have either of you had a situation where there were -- there was a need for unique accommodations, or perhaps alternative accommodations to the standard?"

I think that both Jamy and Nina had a story related to this. Jamy, would you like to go first?

>> JAMY DICKSON: Sure. One of the more interesting things that we've had happen recently within the last year or two, there was a Deaf individual on the Coast of Mississippi who was going into the welding program. And this individual used an interpreter for communication, and it presented a situation where folks had to really think outside of the box.

What eventually happened was that the instructor designed the classroom setting so that when this particular student needed to actually be welding in the class taking part in class activities, the spot was large enough for the student, the instructor, and the interpreter to be in close proximity. Instruction was given to the Deaf student through the interpreter, and then the interpreter removed themselves from the situation. The student then began doing the actual welding, and the instructor had worked out with the student touch cues.

Basically, the instructor would touch the student either on the shoulder or on the knee, something of that nature, to indicate that the student needed to pause because the instructor needed to give further instructions. Or a touch on the left shoulder as opposed to the right shoulder indicated that the student was moving along well and doing what he needed to do and should continue doing that. So I thought that was a rather ingenious creative way of addressing that situation.

>> CINDY CAMP: I think that is a very creative solution that not everyone would think of at first.

Nina, did you want to share a story here?

>> NINA COYER: Yes, Cindy. One particular time we had what was called an astronomy class that we were doing. And we also go to what we call the moon room at the Planetarium. And, of course, being night it was dark, and there was no light for the interpretation. So the interpreters used white gloves to interpret in, in that type of lighting so that they knew what to do in that setting at the Planetarium for the moon room.

>> CINDY CAMP: Again, a very unique situation, and a very simple solution once you think of it.

Have you noticed a change in the type of students that you are seeing in college today as opposed to maybe 5 or 10 years ago? Nina, do you want to start us off on this one?

>> NINA COYER: Yes, I have. I know probably 20 years ago we saw more and more deaf students that were going to the deaf school as long time ago, and now more are in the

mainstream setting. So when they get to the postsecondary level, you know, other schools will get those type of students, which are mainstream. And within the mainstream setting you have a variety of different students coming in the Sign systems, Signed English, ASL, a host of different types of Sign system from its mainstream students. So more and more children are getting cochlear implants which presents a whole other list of needs.

You have to have a common knowledge of Deaf and hard-of-hearing issues in addition to cochlear implants. So that's a whole new group of people that is coming in and presenting a different type of need with implants. So there is a variety of different things there that we're seeing now compared to some years back.

>> CINDY CAMP: Thank you. And, Jamy, would you like it add anything?

>> JAMY DICKSON: Just one other thing that I have noticed, along with those things that Nina has mentioned, many of our deaf students now seem to be presenting with multiple disabilities rather than just deafness on its own.

>> CINDY CAMP: I think that's a very good point to consider, and it also can present some new challenges when we're talking about accommodations.

That leads us into our next question, since you're both noticing some differences, what changes in accommodations are you seeing and perhaps how disability service providers need to approach this new breed of student?

Jamy, do you want to start us off?

>> JAMY DICKSON: Certainly. As far as changes or different accommodations, we begin looking at possibly adding in accommodations that in the past might not have been needed. So you are certainly looking at additional accommodations where you were not needing them in the past.

Also different types of technology, certainly to address possibly some of the additional disabilities that are coming into the mix, such as cerebral palsy, autism, things of that nature.

>> CINDY CAMP: Thank you. And, Nina, would you like to add anything here?

>> NINA COYER: I am in agreement with what Jamy's comments are. That's about it. Really it just depends on the individual as to what type of disability that they have, or multiple disabilities, and what accommodations are necessary for that person.

>> CINDY CAMP: Great. Thank you.

And, Dick, we have kind of left you out a little bit, but

this next set of questions I think is going to be targeted for you.

How do you define online classes and distance education?

>> DICK BANKS: I don't feel left out.

(Laughter)

Actually, I think that the term "distance learning" or "distance education" is a bit misleading. And the reason for that is because I think most of us who have gone to college in the last 3-4 years or so realize that many of the on-campus courses have a component that's online. So distance is really not distance, and I think that a lot of people now are referring to it as eLearning, or electronic learning because of that reason.

There are a number of issues with eLearning over the normal classroom. And that is from an administrative standpoint, or from a faculty standpoint you don't have really a clue as to who is going to be signing up for your course, if you are offering it at a distance.

The assumption may be that the course, you know, almost all people have the same type of computer and so on and so forth, or the same kind of access, and that's really not the case.

So that's primarily the basic difference. Primarily the deaf and hard-of-hearing, as far as accessing the computer, which is used obviously for eLearning in most cases, as a general rule don't have a great deal of difficulty with text or navigating, like navigating a web page, or navigating a course information system. You know, like someone who is blind, or someone who has a mobility impairment and is unable to use a mouse. So there are all kinds of different issues, and the real big red flag here is -- and people who are deaf and hard-of-hearing, this should really be a concern and advocate for making it accessible, and that's the whole realm of multimedia.

>> CINDY CAMP: Thank you. You have answered actually a couple of our questions in one, and I appreciate that. You brought up obviously that multimedia will present an additional problem for an individual with a hearing loss.

Are there any current standards for making eLearning accessible? What standards, what rules should schools follow in regards to this?

>> DICK BANKS: Well, lawyers love to get involved in that.

(Laughter)

I am not a lawyer. But what seems to be happening as a general rule is a lot of institutions, educational institutions, and government entities not only the Federal Government, but state governments now are seeming to fall

into line in using Section 508, the Rehabilitation Act, as their sort of their guidelines, for lack of a better term, or their way of saying that they are accessible.

And the two basic issues are if you have audio you need to have a transcription.

If you have video, you need to have streaming text with that video in order for it to meet Section 508 standards.

And so as states begin to adopt this and states mandate, and I know that the State of Texas did, and they're desperate to find ways to put their data online in an accessible format. And so with that coming along, what seems to be happening is that Section 508 is going to go in the same way as Section 504 of the Rehabilitation Act which is the curb cuts rule. In other words, had you to make your buildings accessible. We call Section 508 the basic answer or the basic way of ensuring that we have made accessible the electronic curb cuts. And so that's pretty much the short and long of it.

And while Section 508 now seems to be -- or you would have those argue that this is really for government entities only, it's pretty -- it pretty much is accepted in the accessibility to information technology group of folks who are involved in helping institutions and helping businesses become -- making their stuff accessible, we really feel as though Section 508 is going to go the way of Section 504, and become public entities as well as governmental entities.

>> CINDY CAMP: Thank you for that information. We all need to do a little more research on 508 then.

Let me ask all of you, do you think that these eLearning classes are a good choice for deaf and hard-of-hearing students? Jamy, what do you think?

>> JAMY DICKSON: I think that this is an opportunity for me to give one of my favorite answers of, "It depends."

It depends on the student. It depends on the course. It depends on how a particular instructor would have that particular course set up. So it really kind of depends on many factors. It certainly is good for some, and not for others.

I think the first consideration when looking at an online course, I think that it would be to go look at it without the disability and this student. Does the student seem to be a good fit for online learning, or eLearning, a new term that I've just learned.

And then begin also looking at what types of accommodations are going to be able to be put into place so that the individual can have access to that eLearning experience.

>> CINDY CAMP: Great. And, Nina, did you want to share maybe a personal experience here?

>> NINA COYER: Yes. I did take one class one particular time with some online learning, and, you know, it was a fit for me. I grew up hard-of-hearing, and so English was my first language at that time. I could read and do the research and all of the things required, so it was a match for me.

But then, again, it may not match other students who are dependent solely on visual cues, manual, or ASL Sign Language, manual Sign Language or ASL, and they may prefer a more one-on-one classroom situation.

So if you have -- you don't have that human connection, but like Jamy said, it depends.

So, really for myself as student, I've taken many online courses, and I am comfortable with that. But it may not and fit for my husband, for example. That would not match my husband. He is more of a technical person and that sort of thing. So it depends.

>> CINDY CAMP: Great. Thank you.

And our next question, "Who's responsible under the ADA for making this eLearning accessible and providing accommodations?"

Dick, did you want to start us off on this one?

>> DICK BANKS: Sure. I think that you have a two-tiered issue here. One of them is how the course is delivered. If you have a course information system like Blackboard or Web CT, or eCollege, or some of the open source course information systems or course management systems they're sometimes called, it really is in the best interest of those course management systems to be accessible. And here is the reason why.

We have been working with a number of the course information systems for a long time. 10 years ago it wasn't even on their radar screen. The reason that it wasn't is because nobody was asking that question.

Now with Section 508 and with a lot more students with disabilities in the system, now you are having the people who are responsible for purchasing or using a course information system on our campus, you have them asking the vendors, you know, are you -- you know, is your course information system accessible? Well, they got real interested in getting help from EASI when those questions started to be asked.

The other side of the coin is, of course, the content. That is the actual course material itself. And what we found is that in most cases that's not being done by a webmaster.

They don't create course materials. This is generally wound up -- this is generally done by faculty or grad students in a work study or whatever who has a little HTML experience, or whatever, or creating media, and they're putting their materials online, and I think that there needs to be a campus-wide effort from that standpoint to make this information -- make their course content accessible.

The other thing is that many institutions, and I work with a number of them, are buying what they call course cartridges, which has been created by a third party. And it gets real sticky when those things come into play. Who is responsible?

And it seems to be in many cases if an educational institution takes a kid's money or registers a student, the buck needs -- there really needs -- it seems to be that the school is held responsible from the standpoint of making an accommodation, and whatever their accessing, the content is not accessible, it's their responsibility -- you know, as I say, lawyers love to get into this. They make a lot of money off of this. And I by no means want to say this is set in stone. But I am saying that in a number of law decisions, students have gone to the Office of Civil Rights, OCR, who is not punitive, by the way. They're more interested in getting the needs met of the students. But it's pretty much been falling into the category of the school's responsibility.

And a very good story of how that happened, and I won't name the institution, but there was an institution who offered a course online, and the student couldn't access it. It was a math course. They couldn't access it. And asked that she have her course in Braille, the math and so on in Braille. The institution said, no, that they wouldn't do that.

So as it came to pass because they were responsible, the school was, for making that accessible, and they needed to make Braille copy of it. So, you know, you have two choices here I think. You can wait until someone points a gun at you and do it in that way, or you can do your best to accommodate or to make your stuff accessible, make your content accessible, and if you are making an effort, it may not absolutely meet the requirements, but if you are making an effort, the chances of you winding up in a lawsuit over it are fairly minimal.

And it's really better if you can work it out with the student. But those are just the basic issues.

>> CINDY CAMP: Thank you.

And, Jamy, did you have a story that you wanted to add in here?

>> JAMY DICKSON: Well, yes. Just briefly. Dick has really touched on these things. When it comes to who is responsible, in my mind it is a collaborative effort. All of the players have some responsibility whether it be the Blackboard company itself, the instructor in the classroom, the student, the institution that that course is being provided through. I know that in Mississippi we have a unique situation. I'm not exactly sure how unique. Some other states may be doing this. We have what is called a Mississippi Virtual Community College.

All of the community and junior colleges in the State of Mississippi entered into an agreement to provide eLearning to students. So any one student anywhere in the state, or nationwide or actually globally, can be taking four classes from four different institutions all through the community college system, the Virtual Community College system.

So this did present somewhat of a challenge when it came to who is responsible, because there may and community college on the coast that an adjunct instructor would not know who I am. I am centrally located in the state. So if I were to send them an e-mail or try to contact them to discuss about accommodations for a student that's in their classroom, they may not have any clue as to who I am. They may begin to question what authority I have to be telling them what accommodation as student may or may not need in their course.

So we've had to set up a system of different contacts, different levels of contacting individuals to get the needed accommodations into those eLearning classrooms.

>> CINDY CAMP: Great. It sounds like we just all need to work together on that.

Dick, would you give us a brief description and explain just a little bit about the difference between asynchronous and synchronous formats in eLearning?

>> DICK BANKS: Sure, I would be happy to. Asynchronous was the way of eLearning for quite some time, and that simply means accessing the information at any time. More and more now, which is really -- can be a real solution for a lot of people with disabilities, particularly those who are deaf and hard-of-hearing, and those who are blind, or those who can't use a mouse, this is not just a one-thing issue. Asynchronous means any time, anywhere. That's the easiest way to remember it.

Synchronous education would be through like where you could have audio, video, and text chat going on at the same time,

or the same part of a course. You can have camera to view the instructor or view whatever it is that's part of the class. And everybody, like a classroom, needs to be there at the time. And often what those things are archived so that they can be reviewed online, which can lead to, you know, can lead to another issue.

What do you do if you have someone talking behind a video that's, say, showing a science -- a laboratory experiment of some kind, and you have audio going on behind that. The only way to make that accessible to someone who is deaf -- you can provide an accommodation and provide a transcription if that would be acceptable to the deaf student, but really to make it accessible you need to have the -- what is spoken streamed with the video. So we need to make a clear distinction between accommodations and making it accessible.

Now, accommodations are probably a good thing because accessibility is not on the radar screens of a lot of institutions. While they are making an effort to make their stuff accessible, and most of that is done in retrofitting. In other words, they already had the material and now they're scrambling to make it accessible rather than taking the needs of, you know, all people with disabilities and without disabilities, without taking their needs into mind as they're creating the material, or the course material.

So asynchronous is -- has been the way it's been. It's still probably 85-90% is asynchronous. You access it any time, anywhere, 3:00 A.M. in the morning or 3:00 P.M. in the afternoon.

While synchronous is at the time, you know, right at the time, as if it were a class, you know, a regular scheduled class.

>> CINDY CAMP: Great. Thank you.

And with that, we're going to go to our first question from the audience. Jennie?

>> JENNIE BOURGEOIS: Great. Y'all are sending in some really good questions, and keep 'em coming.

This is a multi-faceted question, so I am trying to put together some similar questions that are coming in. The question is, "Is there a federal law or any individual state laws that mandate that media shown in the classroom must be closed captioned? If so is there a way to add an interpreter or captioning to existing or live media? How can do you that? What technology can do that?"

>> DICK BANKS: This is Dick, and I suppose that I will jump in here because I understand what the person is getting to.

In answer to your question, today's Web can really produce any of what you ask, any of those questions. Yes, you can provide -- you can provide accessibility to what you mentioned. The key here is -- and this is a big one and I hope that all of you will write this down -- that making multimedia accessible is extremely time-consuming.

Now, NCAM, National Committee for Accessible Media, for every minute of video it takes 10 minutes to create.

So if you have -- well, let's just do something that's easy to understand. If you have an hour video, or an hour class, and that class is videotaped, and you choose to use that as a means of you delivering your content, it's going to take you 10 hours to produce one hour. And actually we have it down now to where we have 4:1 ratio. So it takes four hours to produce one hour. Now, I don't know how many hours or maybe Jamy and Nina can jump in here and tell me how many hours are in an actual course, but it becomes staggering. It becomes overwhelming. And it becomes, as you might imagine, and I imagine that's going through your head, it's very expensive.

>> CINDY CAMP: Thank you. I think that's a very good point to be made because people are looking for an easy fix, and there just isn't one at this point.

Our next question, "When a student who is Deaf or hard-of-hearing enrolls in a program, what are some ways that they can advocate for themselves to receive appropriate accommodations?"

Nina, would you like to answer this one?

>> NINA COYER: Sure. I would be happy to.

Normally all Universities are required or professors, rather, to put down a statement in their syllabi to have accessibility accommodations, and to use the office at the University for that purpose if they have any special needs.

So they would be able to have that support from the disability office, and that's documented in each syllabus. And we have a particular office for Deaf and Hard-of-hearing services for interpreters, note-takers, and other needs as requested. So you can contact the instructor, the student could, and let them know how to work with that student.

And the office would support that. Sometimes as an instructor myself I may recognize something, a need that a student may have, and you can offer that service to the students, and just make them aware that that help is available to them.

>> CINDY CAMP: Great. And, Jamy, would you like to add anything?

>> JAMY DICKSON: Right. One thing that we do, or we at

least try to do, is the same thing that we do for students with or without disabilities. We encourage them to meet and get to know their instructor. We do that as one of the things as a difference between high school and college, that it is important that the student get to know their instructor, and by doing that the instructor gets to know them.

We find that when the students are doing that, the instructor tends to make an easier transition to seeing the deaf/hard-of-hearing individuals that student rather than the student that comes with the interpreter. And so, therefore, the instructor begins to break that habit of speaking to the interpreter to transfer information to the Deaf student, or telling the interpreter, "Would you tell your student," you know, things of that nature.

>> CINDY CAMP: Very good advice.

If the deaf or hard-of-hearing student is dissatisfied with the accommodations or perhaps the service provider, what should he or she do?

Nina?

>> NINA COYER: Typically you can go back to that disability office or the coordinator who is in charge of that office and let them know that they're not satisfied with the interpreter or the service. They can make a switch with the interpreter, or change that service. And then at the end of each semester evaluations can be collected that is filled out by the students, and they can give feedback as to whether or not they're satisfied with the services that they receive for that semester.

>> CINDY CAMP: Great. And, Jamy, do you have anything to add?

>> JAMY DICKSON: No, not really. I think that Nina covered that one.

>> CINDY CAMP: Okay. Great.

What about dual accommodations? Is it ever appropriate to provide both an interpreter and captionist? Jamy, is there a situation where you might consider this, and why?

>> JAMY DICKSON: I would think -- I would never, of course, say to rule out any situation. I think when you are looking at providing dual accommodations, especially those that were mentioned as far as having an interpreter and C-Print, something of that nature, I would think for courses that are very -- there is a -- what is the word I many trying to look for? Their language is very specific, such as a medical course where the student is really going to need to see that word spelled out more often than rather just in a

Sign.

Things of that nature, I believe -- I think you have to look at the course requirements when making that decision as to whether the dual accommodation is appropriate or inappropriate.

>> CINDY CAMP: Great. And, Nina, would you like to add something here?

>> NINA COYER: Sure. I had one particular experience with dual accommodations. I used an interpreter and realtime captioning. Sometimes I would get weary of watching the interpreter all day long, and I preferred to read the captioning and go with the English. And then sometimes reading can wear you out at times, too, and I would go back to the interpreter. So it was very nice. It was a nice luxury to have the availability of both, and have them at the same time.

But, once again, we go back to that it depends on the individual and what the deaf or hard-of-hearing person's preference may be for language use.

>> CINDY CAMP: Thank you.

I think both of you may have had some examples of this, but how would you handle accommodations in perhaps non-typical or non-traditional classroom settings, such as a student taking a scuba diving class, or a student who is doing an internship in an elementary school? Nina, do you want to start us off?

>> NINA COYER: Well, I have had experiences of teaching in that elementary setting in a public school. This has been about 25 years back, but, of course, there was no computers at that time, or technology much to speak of.

I had requested an interpreter for that situation because I was teaching to all hearing students as a deaf instructor. So that was rather unique, having a deaf teacher teaching hearing students that were 5th graders. So I did have the luxury of having an interpreter with me all day, everyday, for eight weeks for that class time, and that helped me to be very successful in that particular setting.

>> CINDY CAMP: Thank you.

And, Jamy, what can you add to this?

>> JAMY DICKSON: Simply that regardless of the setting, you need to go back to that you are providing access to the program and the information. So, therefore, accommodations are going to be needed.

You certainly when it's in a unique situation, or it might be in a situation that is not housed under the roof of your institution, such as student teaching, things of that nature, there are going to be certain dynamic us that are going to

have to consider. it's going to be bringing players to the table that normally may not be there.

But regardless of that situation, the accommodations still need to be put in place.

>> CINDY CAMP: Thank you.

Nina, could you give us a little bit of insight how perhaps classroom accommodations would differ from that of a community accommodation?

>> NINA COYER: Yeah. Okay. I am trying to remember. I did have one particular unique situation here at the university. We had three different services for Deaf and hard-of-hearing folks. One was focusing on the students. We have services provided for the deaf and hard-of-hearing student specifically. We have a coordinator for the student.

Secondly, we also have a staff interpreter that interprets for the deaf faculty and staff who work within that particular college under the university which happens to be my department. And we have several deaf faculty members and staff members and staff interpreter who provides accessibility for meetings on an on-call basis. Also, we more recently added a new component to the university to provide services to the community if we have, for example, university-wide sponsored event where we have a play or someone from the deaf community from the outside would like to come in and view that play, who would provide the interpreter in that setting. Of course, the University is responsible to provide an interpreter, or for a special presentation.

I do remember one particular time that I went to listen to a gentleman who was -- his name was Jim Thorpe who happened to be very famous within the Olympics, with baseball, and that sort of thing. You know, it was nationally known and so forth.

And my husband was a PE teacher, and a coach at the School for the Deaf, and he wanted to hear the presentation that -- presentation that Jim Thorpe was giving to the university. That's not related to classroom accommodation for students or for faculty as instructors. That was just a university-sponsored event where they needed to provide services. That catered to the community at large. So there had to be any type of accommodations for anything, if they provide any type of service, teaching classes, that kind of stuff for adult education, that's a whole different ballgame and so services have been delineated in that way. That's pretty cool. We were excited about that.

>> CINDY CAMP: Thank you for sharing that, Nina. We're

ready for our next question in the audience.

>> JENNIE BOURGEOIS: There was a comment or follow up concerning the previous question about media and making it accessible that I would like to share. One of the participants has e-mailed in and shared that closed captioning is mentioned as an auxiliary aid, and these must be provided by law. OCR has decided that primary considerations must be given to the preference of the individual with a disability. OCR has decided that the accommodations provided to students with disabilities must be effective as the access to other students have -- must be as effective as access that other students have. So if the student requests closed captioning, it skirts the law and precedent to provide something that is not as effective as accommodation such as interpreter, et cetera. I just wanted to share that comment.

They asked that information to be shared as well.

Now, the next question from the audience is, is extended time for tests appropriate for deaf and hard-of-hearing students with no other documented disability?

>> JAMY DICKSON: Again, I think that situation is a case-by-case basis. You need to look at the student's understanding of English. You also would need to take into consideration the course. Then also looking into what is the test -- testing. If it is testing, if time restraint is a part of test result, then you have to really take that into consideration.

>> CINDY CAMP: Thank you, Jamy. That's a very good answer. And, again, it depends. Our next question is about --

>> NINA COYER: Cindy?

>> CINDY CAMP: Yes. What would you like to add, Nina.

>> NINA COYER: Once again, as he said it depends on the student and so forth, to have a full understanding of English as their language. As you are going through those testing, if they're not familiar with that particular vocabulary and they've been used to seeing it interpreted, then you may have to refer to the interpreter for the test. And then let them reinterpret that so that they can understand the vocabulary. It depends on what the indication has been thus far. So if those types of questions come up, then they would need to have an understanding of what the intent is before they answer those questions on the test, and maybe would need extended time. I don't know if Jamy has anything he wants to add to that or not.

>> JAMY DICKSON: Nina, that is an excellent point, and

certainly clarifies what I was talking about in that you really have to take into consideration the individual, their understanding of the language, those types of things.

>> CINDY CAMP: Thank you both for those answers. I think that helps the audience to understand very well.

Our next question relates to an instructor showing something in the classroom that's not captioned, and since we already talked about that a little bit, I am going to skip down and if we have some time at the end we can discuss that a little bit more.

The next issue, is that a lot of textbooks these days are coming with supplementary CDs or DVDs, and these materials may not be accessible. So how should we handle that?

Nina, would you like to start us off?

>> NINA COYER: Okay. Once again, you know, would you have to have to take special time to have the interpreter come in and provide the interpretation through the CD or DVD if it's not captioned or anything. Or you would have to use realtime captioning for it, you know, for those types of supplemental materials. If they don't provide captioning on it, or any type of transcript, which most don't, then would you have to secure an interpreter.

>> DICK BANKS: Can I jump in here for a second, Cindy?

>> CINDY CAMP: I was just about to ask you to.

>> DICK BANKS: In California, and a lot of the institutions, or a number of institutions, I shouldn't say a lot, but a number of institutions are adopting a policy that they cannot buy a textbook, or they cannot -- a faculty person cannot use a textbook unless it's accessible. And the California community colleges are that way.

In other words, that's part of the purchasing process, and there's real hope in that because money seems to have a way of solving issues, and, you know, you would like to believe that people would do the things because it's just the right thing to do, but often that doesn't happen.

And when publishers become -- when that becomes an issue with them, and they're concerned about losing business that can happen, so it would be nice to see more institutions adopt a philosophy like that.

>> CINDY CAMP: Thank you for sharing that, Dick, and I agree that when the schools begin to band together, we're probably going to see the producers actually responding more. I believe Missouri has passed a state law that any educational video, or multimedia that's purchased in the state has to be accessible, or it cannot be purchased. So it looks like two states have it right, and maybe we can get

some more on the bandwagon.

Our next question, sometimes instructors will assign unique assignments, perhaps in a sociology class an instructor might tell the students to go to YouTube, and what -- watch clips on pop culture. They had interesting stories that could change our perspectives. Jamy, do you want to start us off? And they brought up the topic YouTube, and I know what that is, I am not familiar with it, so she was able to take us to the YouTube website, and many of the videos, stored materials there that were directly related to deafness, many of them were presented in Sign Language. I thought it was exciting to see that, that for once technology was providing access rather than denying access. At least for one group of individuals.

So that was excitement there. That's one thing not covered for a deaf and hard-of-hearing individual.

>> CINDY CAMP: Nina, would you like to share in this one?

>> NINA COYER: Yes, I would. It's an interesting topic.

Right now I am currently teaching one particular course, interpreting course, and I expected a student to sign on a particular issue that we were talking about pertaining to this field of issue. For example, the medical setting, or the legal setting, Voc Rehab, those types of things. So students will sign a third piece through YouTube or put it on a blog or send it to me electronically. It's opened up in ASL to me, and I understand it. If there are some signs not clear on this or that, then I have a webcam so I can record myself signing some feedback to give to them. And it helps to sign to a video camera and given that back to the student. Given that, I have 20 or 30 videotapes I have to lug around with me and great, and watch each one individually, so that it can be a little time-consuming.

But you don't just simply open it and all of that but it's a nice new technique for us as instructors, deaf instructors, that we like we can utilize. Also, Blackboard is another venue that we're using. So it's interesting to see how technology has helped us in our fields, but you are right. YouTube thing and everything in the Deaf community, many Deaf people are using those resources and vlogs and those sorts of things with various topics of discussion, and that's all done in sign language responding to everything. I just recently responded to one myself that was online. So it's very interesting. It's a new world for the Deaf community in that respect technology.

>> JAMY DICKSON: Cindy, I think that it is also an interesting thing to look at it this could be an alternative to an

assignment that an instructor may give where that particular assignment is really not going to match or allow the individual with the disability to truly express their knowledge and be able to meet the particular assignment, and so then you would be able to sit down with the instructor and the student and possibly work out an alternative assignment or equivalent goal.

>> CINDY CAMP: I think that's a great point to make.

Dick, could you tell us a little bit about universal design and how it would actually benefit all students, and not just Deaf and hard-of-hearing this

>> DICK BANKS: Actually, universal design makes accessibility go away. Accessibility is not an issue if something is created with universal design principles.

That simply means that considerations for all users are considered in building the site, or creating the course, so that the end result is what we really should shoot for is that why do these have to be separate issues? Why does accessibility to websites have to be a separate issue from accessing a website?

And the reality is that universal design which the Worldwide Web consortium who governs the web so to speak has been pushing for, for quite some time. And more and more they're adopting universal design. For instance, you don't consider adding captions -- adding closed captions to video as something that you do for you do with a disability. It's just something that's part of the regular process.

Without getting very technical, that's probably the easiest way to understand it, is that if you follow universal design principles, which you could have a four-hour conference on that alone, but the premise is that it covers all -- it covers everyone, and it isn't a separate issue. So what it tries to do is to make accessibility as an issue, separate issue, from accessing the web. It tries to make that no longer separate.

>> CINDY CAMP: Thank you. I think that really should be our goal so that we don't need to provide special accommodations. They're already built in.

Jennie, can you give us another question from the audience?

>> JENNIE BOURGEOIS: Sure. This one has come in, and it's asking a question concerning having multiple students that are deaf and/or hard-of-hearing in the same classroom. Several people have questioned the logistics of having both interpreting and captioning in the same class. One question came in and said, so does that mean that you would need two interpreters and two captionists, four service providers in

one class? So this question is, "If a Deaf and hard-of-hearing student, multiple, are in the same class and some Sign and some don't Sign, how do you decide what the appropriate accommodation?"

>> JAMY DICKSON: Nina, did you want to possibly address that one?

>> NINA COYER: Okay. Well, I was thinking through it. Again, you have each individual and their own needs and different accommodations for each student. So if you do, in fact, have an interpreter for a student who wants to have cued speech, then you would need to provide that. And then on the other hand, if the student is in -- another student is in the same class, and they use American Sign Language, ASL, that you would need to provide an interpreter for that. And if another student preferred captioning in English, then you would need to provide that. So the answer I guess is, yes, would you meet all those needs.

>> JAMY DICKSON: I certainly agree with Nina. You certainly look at each student's individual need within that classroom, and you certainly do your best to meet those. I know that in my experience here at Hinds, we have had students who were strong ASL users be in the same classroom with students who actually knew very little Sign and depended on their residual hearing, and reading lips. And our interpreter coordinator, thankfully there were only three, maybe four students in this particular class. We were able to have an interpreter there using Pigeon, I guess, is what you would call it, Sign Language. And then we just made sure that the student who is depending on reading lips was able to seat instructor -- to see the interpreter who was also mouthing as best they could what the instructor was saying.

Now, granted, was that the best, most wonderful solution? Possibly not. It did work in that setting for the students, the instructor, and the interpreter. The interpreter was certainly capable and comfortable for performing those duties. And the students certainly have the -- were provide the opportunity at any time during the semester to say this is not working. I am going to need a separate oral interpreter for this particular situation or something of that nature. We followed that one closely to let the students know that, you know, we're going to go with this accommodation, and if we need to change we'll certainly do that.

But that particular situation worked out. Certainly you need to look at that and you think, man, that's a huge

expanse for having that many people in the room, the logistics of it, but, again, you really look at it on a case-by-case basis.

>> CINDY CAMP: Thank you. Our next question relates to communication between an instructor and student. What kind of help could you provide to an instructor or strategies that they could use in improving their communications with students who are deaf and hard-of-hearing?

Nina, would you like to start that one? The office of special services there would be there to work with that instructor, and how to work with the students typically who are deaf and hard-of-hearing. The deaf person may want the interpreter to go with them and talk to the instructor, and explain to them their homework or issues that they are more comfortable in taking that approach, or they may want to come in independently on their own and write back and forth communicate, or you use computers to type back and forth to one another to figure those issues out. Or the hard-of-hearing student may come into the teacher beforehand and say, "I am going to need for to you speak clearly. I read lips." And explain their disability. And then the office can come in for disabilities and be a support to that process on how to work with those students should it be needed.

>> CINDY CAMP: Great. Thank you. Jamy, would you like to add anything here?

>> JAMY DICKSON: I certainly would. I would like to make a huge plug at this point for PEPNet, the national organization. They have many materials that are available, online training. They also have printed materials that can be as short as just a one-page tip sheet as to these are some things to take into consideration when communicating with the Deaf individual, or with a hard-of-hearing individual.

And I certainly want to go along with what Nina has just said about advocating for themselves, again, meeting with that instructor, explaining to the instructor what their communication needs are. I believe that when the student takes part as much as they can, it does alleviate fears or misconceptions from the instructor.

>> CINDY CAMP: Great. Thank you for sharing. And I know, of course, we're always looking for technology solutions, and Nina mentioned using the computer to type back and forth as a form of communication, Jamy, I think that you had something you wanted to share with us that might be relatively new in technology.

>> JAMY DICKSON: Yes. I was extremely excited. This past semester, the beginning of the semester one of the

individuals who works in our library approached me in a meeting and said, "We have a table over here that we`re demonstrating some of the things that we`re providing to the library system, and there is something that I think you might be interested in seeing."

And so what she began showing me was a device called Interprettype. The library all on its own with no coaxing from our department or anyone else all on their own spotted a problem, researched for a solution, and moved on with that solution without having to contact us for any permission or anything of that nature. They purchased the Interprettype, which basically is two keyboards with a very small screen attached.

And so when the Deaf individual comes into the library, instead of the librarian having to call for an interpreter, or write back and forth on a sheet of paper, the deaf individual simply walks up to the Interprettype and begins typing, and then the librarian types back their response.

The two devices communicate between each other, and I think that it`s very interesting. This device was actually designed with spoken language for its main solution between a Spanish-speaking person and an English-speaking person. This device is able to translate that, so they found that that was actually a great solution for working with their deaf/hard-of-hearing students.

>> CINDY CAMP: Nina, did you want to add anything here?

>> NINA COYER: Yes. Jamy`s comments about Interprettype is a great idea. What I will do sometimes in giving advice to hearing students, they may be a bit awkward in learning to Sign, and sometimes I will pull in an interpreter to advise rather than to do other things. But you can use AOL IM, Instant Messaging, and they have a screen name, I have a screen name, and we can talk to one another through that, through e-mails, and also another new thing that I am using with my mom and dad, my mom and dad do not know how to Sign, and we contact each other every week and talk. The way that we do it is through IM, instant messaging, and we use webcam. So we can see each other as we`re talking, and they can hear me because I can use my speech pretty well, and I will talk to them, and they can hear me, but I can`t hear them.

So then my mom will type, and I just read what`s being said on IM, and then I can respond back to her verbally. So my brother, my sister, all of us are on Instant Messaging. And then we use Signing, too, with all webcams. So it`s really neat technology that we can utilize all these different

avenues sometimes simultaneously or whatever with Deaf students, and with the teachers as well.

>> CINDY CAMP: I think that's wonderful.

Jamy, what about when a deaf student needs to give a oral presentation in class? How can you work with the instructors to help them understand how this is possible?

>> JAMY DICKSON: Oh, excellent. Certainly that falls right back on to a collaborative effort, getting everyone around the table, the deaf student, the interpreter, the instructor. And then, you know, someone from the DSS office if that is certainly needed.

And then begin discussing that the Deaf individual will be giving their presentation through Sign Language. The interpreter will be voicing what the student is Signing. The reason that I like to do it with everyone at the table is so that rapport can be built between the interpreter and the instructor so that the instructor understands what they are hearing through the interpreter is the student and not the interpreter.

I know that in the past here that has been some question for some of our adjunct instructors, not as much for our full-time instructors. But once that understanding is there, then I think that this situation just moves on as it would for any other student.

>> CINDY CAMP: Thank you. I think that can be confusing for some instructors.

Nina, could you help us understand and explain to instructors why an interpreter and a note-taker would both be necessary?

>> NINA COYER: Yes, I certainly can. I would be happy to do that.

With deaf and hard-of-hearing students, either/or, if they lipread only or use an interpreter, regardless they have to watch the interpreter at all times. So if you are trying to write notes and you have to look down at your paper in order to write your notes, they're still talking, and the interpretation is still going on. So you are missing chunks of information. So you need that note-taker to be taking notes while -- so that you can do whatever you need to do and you won't miss any information that happens to be delivered by the instructor.

>> CINDY CAMP: Thank you.

And I think that we have time for one final audience question. Jennie?

>> JENNIE BOURGEOIS: Sure. The question that came in is what accommodations in the classroom are appropriate for

students who are hard-of-hearing, that these students are the ones often overlooked, traditionally, and by what types of things should disability service providers be aware of for them in the classroom?

>> JAMY DICKSON: Specifically for hard-of-hearing individuals, I think that it is extremely important that the instructors are aware of background noise. You then also need to begin looking at what could be termed as preferential seating in the classroom so that the student is not sitting possibly near a window where outside noises could be a problem. Or sitting next to the door where traffic in the hall could and problem.

Again, too, you are hoping that the student will advocate for themselves as well if the environment changes during the course or actually just during the classroom, that they would, you know, let the instructor know so that changes could be made there.

Certainly you would be looking at working up a system where the instructor could be reminded not to talk to the chalkboard when they're doing the presentation, because the hard-of-hearing individual might actually need to see the individual's face.

And it could be that they're not needing to see the individual's face is just that they're needing the sound to be coming out towards them as opposed to bouncing off of the board.

>> NINA COYER: Exactly. If I could add to that, Cindy, related to what Jamy is saying, I agree totally with that. In my experience, growing up as a hard-of-hearing student, the environmental signs around in the room can be very bothersome and distracting during teaching. I remember one particular incident that happened, I don't even use my hearing aids anymore. I am fully deaf. But there was one particular student who is hard-of-hearing and relying on a FM system. So she was complaining that within the classroom, that what I was teaching, that the room did not have carpet. And I looked at her and I was trying to figure out why, but there was so much noise on the floor without any type of carpet to absorb the sounds. And I was surprised. So I put on my hearing aid to see if I could tell what was going on, and put on the FM system, and, oh, my word, it was just incredible of the distraction. It was very distracting. So I searched for a different classroom myself with carpet, and then we moved the classroom immediately. So, yes, very much so.

>> JAMY DICKSON: Nina that is an excellent point. I was just sitting here thinking about the fact, too, that many things that, like myself, being a hearing individual, I'm not aware of the fluorescent lights. A hearing aid, however, could amplify something that I am not even hearing. Or as a hearing individual, I am accustomed to drowning out the noise off of a floor where someone who is using a hearing aid that becomes a marching band standing behind their chair.

>> NINA COYER: Yes, exactly. Good analogy.

>> CINDY CAMP: Well, it's about that time to wrap things up. I want to start off by saying I appreciate each of our panelists, and you've given us all some very good information today, and lest we forget those behind the scenes, I want to thank our captioner who is Mike Cano, and he works for ACS. They're providing our captions today.

And then we have Gay, and I'm sorry, I am not going to be able to pronounce your last name properly, who is interpreting for Nina, and she works at ECU as well.

And I would like to thank them especially for their services today.