

**DISABILITY SUPPORT
SERVICES (DSS)**

139 Daugette Hall

FACULTY HANDBOOK

Jacksonville State University*

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***Equal Opportunity Affirmative Action Employer**

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DISABILITY SUPPORT SERVICES

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**PROVIDING SERVICES TO OTHERWISE QUALIFIED STUDENTS THROUGH
INTERACTION WITH FACULTY/STAFF, STUDENTS, AND COMMUNITY**

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DSS OVERVIEW

Philosophy

The philosophy of DSS is that otherwise qualified individuals with disabilities have an equal right to access existing programs and services of the university. The overall University mission aspires ". . . to provide quality education . . . integrating traditional academic pursuits with career oriented programs. . . . In addition to making higher education accessible *to all segments of our society* [italics by editor], the University provides the supporting academic services that students need to achieve a quality educational experience." Each student with a disability should have the opportunity to achieve his or her academic potential through an individualized plan of accommodations tailored to his or her specific documented needs.

Research and experience show that successful integration of students with disabilities requires more than an effort to "normalize" the learning process. It also requires a great deal of compensation and, in some cases, circumvention of long-standing institutional policy. To assure that the Americans With Disabilities Act (ADA) and Section 504 requirements are being met, the DSS staff works with various University units. The policies, procedures, and services of the University are constantly being explored to ensure a mutually beneficial interface between existing University programs and facilities, programs and services of DSS.

Regarding the Deaf population, the issue of communication philosophy continually surfaces. It is the philosophy of DSS that the deaf adult who enters college has already established his or her own communication style and that DSS must mesh with the needs of each individual. Therefore, DSS has adopted an Inclusive Communication philosophy that embraces all modalities from auditory/oral to Conceptually Accurate Signed English (CASE) to American Sign Language (ASL). Because of University requirements, all students must work on improving their English skills, but oral students are not expected to learn sign and signers are not required to become oral.

Brief History

As with many a good idea, DSS had a humble beginning. In August of 1983, Dr. Susan R. Easterbrooks came to Jacksonville State University to set up and teach the new undergraduate program in preparation of teachers of the Hearing Impaired (SPE/HI). Two deaf adults who wanted to become teachers of the HI approached Dr. Easterbrooks for assistance. Cognizant of the struggles they would face, Dr. Easterbrooks agreed to assist them in completing their course work toward teacher certification. Because she was providing support to these students, other individuals who were Deaf/Hard of Hearing (D/HH) began requesting assistance. Since she had a full teaching load, Dr. Easterbrooks quickly realized that she would be unable to meet the needs of the students who were requesting assistance. In March of 1984 she wrote Project Expand. That specific proposal was not successful, but the following it was rewritten at the request of President Dr. Theron Montgomery, to include students with vision impairments. With the active support of Representative Glen Browder, funding for the program was approved by the Alabama State Legislature, and the project opened its doors on October 1, 1985, with an '85-'86 budget of \$100,000. The project began as the Postsecondary Program for Sensory Impaired (PPSI) with seventeen (17) students across all four academic years. In January of

1990, the Program's services were expanded to include all disabled students, and it assumed the name Disabled Student Services (DSS). In 1999, the name was officially changed to Disability Support Services. The DSS enrollment has steadily increased over nineteen years at Jacksonville State University, and this year the program will actively serve over two hundred twenty (220) students with disabilities.

The enthusiasm and positive results have been phenomenal. The Program was given an award by the American Association of State Colleges & Universities/National Organization on Disabilities, and the J. C. Penney Foundation for its commitment to expanding educational opportunities for disabled persons. DSS is an Affiliate Member of the Postsecondary Education Consortium (PEC) -- a federally funded grant through the University of Tennessee/Knoxville to provide expansion of services to postsecondary students who are Deaf/Hard of Hearing. Due to the effort of DSS to secure outside funding, approximately 75% of all support services are funded by non-JSU dollars. The Director, Daniel L. Miller, has received numerous awards for his contributions in the field and other members of the staff have been singled out to receive various honors.

DSS UNIT MISSION STATEMENT

The fundamental purpose of DSS is to make a college education accessible to otherwise qualified individuals with disabilities. To this end, due to budgeting restrictions, DSS provides **services to all students with disabilities**, while specific additional funding permits **programming for students with sensory disabilities**. DSS is aware of the continuing need to provide more in-depth services to other specialty groups and is with an ongoing search to secure appropriate funding to expand.

The constituency or clientele of DSS includes, but is not limited to, those with documented disabilities who meet the entrance requirements of Jacksonville State University: deaf, blind, low-vision, learning disabled, attentional disorders, cerebral palsy, orthopedic, traumatic brain injured, and other health. The program interfaces with all departments and programs on campus to assist JSU faculty and staff in serving this population.

The major activity of DSS is to **assist** Instructors in removing unfair barriers to the students' attainment of course requirements. DSS facilitates a variety of services. In certain situations DSS does have limited technical aids, equipment, and support services available. Types of services include, but are not limited to:

Interpreters for the Deaf
Readers for Blind/Low Vision
Individual Postsecondary Program (IPP)
C-Print Captioning
Referral to the Department of
Rehabilitation Services

Access to Notetakers
Study Skills Courses
Access to Tutoring
Availability of Alternative Media Formats
Special Testing
Braille & Enlarging Exams and Instructor
Hand-outs

GENERAL INFORMATION

DSS is an outreach support-based program. DSS individually tailors the variety and amount of accommodations from which a qualified student can benefit into an **Individual Postsecondary Program (IPP)**. This process is formulated with input from the student, Vocational Rehabilitation Services Liaison Counselor (if so supported), and DSS staff after a review of the student's academic history and formal, current documentation of the disability.

It is the responsibility of the student to provide current documentation of the disability and formally request services. DSS will advise the student as to what appropriate documentation is required. DSS is the facilitator. Recommendations will be made concerning support service providers, amount of study, special tutorials, etc. The Individualized Postsecondary Program (IPP) (**Attachment #2**) is the instrument generated by DSS based on submitted documentation of the student's disability. The IPP will list reasonable accommodations, modifications, and adaptations. The student is responsible for requesting these services.

DISABILITIES

DEAF/HARD OF HEARING (D/HH):

Interpreter for the Deaf or C-Print Captionist: If an Interpreter or C-Print Captionist is assigned to a student who is D/HH in your class, you will receive notification from the DSS office. If you have never worked with an Interpreter or a Captionist, you might feel awkward at first. After a short time, however, you will find that you and the students in the class will become unaware of the presence of the support service provider in the classroom. These Support Service Providers adhere to a strict Code of Ethics and professionalism and remain as unobtrusive as possible. If any concerns arise, or you have any questions, contact DSS

Seating: Students who are D/HH benefit from being seated as closely to the instructor as possible. Student(s) who are deaf can ask or answer questions orally or through an Interpreter, depending on the student's preference. Encourage class participation to foster a feeling of integration and acceptance.

Address the student directly - not through the Interpreter or Captionist in the third person. (See Attachment #6)

Special problems should be addressed to the DSS Office.

Notetaking is especially critical for students who are Deaf. In order for the student to have access to the information, they must watch the Interpreter. Assistance from instructors in accessing good notetakers is needed. DSS supplies NCR paper to notetakers if needed.

A student who is D/HH may be telephoned by using the Telecommunications Relay Service (**Attachment #8**)

BLIND/VISUALLY IMPAIRED (VI):

When given advance notice, DSS can convert instructor-given materials (handouts) to alternate form (braille, enlarge, etc.) Syllabi/Handouts/Exams will need to be brailled for the students who are blind and enlarged for students with visual impairments.

For material that needs to be brailled, **DSS CAN CONVERT MATERIAL IN WORD PERFECT OR WORD RECEIVED ON DISK OR VIA EMAIL DIRECTLY INTO BRAILLE**. DSS has a scanner that scans clean, black & white copy that can then be efficiently and expeditiously converted into Braille.

Students who are visually impaired benefit from being seated as closely to the instructor and the chalkboard as possible.

Assistance from Instructors in accessing good notetakers is needed.

Some students who are blind use guide dogs. These dogs are highly trained and will not disrupt class. **So that the guide dog will not become distracted from its duty, the animal is never to be addressed, petted, or played with while it is in harness.**

(Please see Attachment #7)

LEARNING DISABLED (LD):

The student's IPP will list possible accommodations based on documentation on file at DSS. Depending on the type and nature of the Specific Learning Disability, some students will need notetakers. Others will need the use of a computer for composition allowing them to use spellcheck and, on occasion, grammarcheck, for both in and out of class assignments. There is a possibility that a C-Print Captionist may be assigned to the class. Some LD students will need the use of a calculator.

ATTENTIONAL DISORDERS (ADD - ADHD):

Students with Attentional Disorders often require only that the testing environment be distraction-reduced (e.g., taking the test in the empty instructor's office, a conference room, or just an empty classroom) and perhaps extended time.

OTHER (Medical, Orthopedic, CP, MS, MD, TBI, Psychiatric, etc):

Accommodations are very unique and personalized depending on the student's documented needs. The IPP should contain an array of appropriate possibilities.

ACCOMMODATIONS

NOTETAKING: DSS utilizes a peer notetaking program.

1. DSS Student(s) observe other students in class. Student(s) ascertain who appears to be taking “good notes” and approach this student to request the notes be copied.
2. If necessary, the DSS student might request the instructor to announce to the class that a notetaker is needed.
3. Notes should be available to the student quickly. Thus, photocopying within the department where the course is taught is generally preferred. It is possible for notes to be copied at DSS; however, DSS has arranged with many of the JSU departments for photocopying of class notes to be done on the department's photocopier with DSS supplying the paper. Additionally, DSS can furnish NCR notetaking paper.
4. Notetaking is generally not a compensated service.
5. C-Print Captioning.
This process involves typing by a trained Captionist using a laptop computer. Further information will be made available if this process is used in your classroom.

TAPING LECTURES:

Many students with disabilities benefit from tape recording lectures. Should this practice create discomfort for the instructor, a written agreement can be drawn up between the student and the instructor prohibiting the student from releasing the recording or from otherwise hindering the instructor's ability to obtain a copyright, should the instructor be planning to publish his/her notes. (DSS Form #21 – Attachment #4)

NON-AMBULATORY EMERGENCY EVACUATION:

It is the responsibility of the faculty/staff to be familiar with this procedure. If student who is non-ambulatory (wheelchair, motorized scooter, etc.) is enrolled in your class, please familiarize yourself with the attached diagram of a "two-man carry." At the beginning of each semester, make an announcement to the class that in the event of an emergency evacuation of the building, when elevators cannot be used, volunteers will be needed to carry the individual who is non-ambulatory to a safe area or out of the building. Familiarization of the carry is necessary. (See Attachment #4)

SPECIAL TESTING:

DSS provides technological assistance and braille of materials under the guidelines below. Students requiring special testing must present their IPP to their instructors at the beginning of each semester, at which time the types of accommodations needed are to be worked out. Testing is to be handled within each Academic Department. Instructors who question the implemen-

tation of listed accommodations should contact DSS. A student who does not present his/her IPP to the Instructor at the beginning of the semester and subsequently performs poorly on an exam, is not able to retroactively declare a disability and have the previous work negated.

Braille:

DSS **must** have a digital copy of material to be brailled (WP or Word via e-mail or disk) as early as possible -- at least seven (7) calendar days prior to the test/exam. **The Instructor is responsible for the delivery and pick-up of the tests/exams.** *DSS has the capability to convert to Braille directly from WordPerfect or Word on disk or via e-mail. Also, DSS has a Scanner -- a clean, clear, black & white copy can be scanned and translated into Braille.*

If an academic department lacks appropriate technology to legally accommodate a student's civil rights, testing can be administered and proctored at DSS to allow the student who is blind/VI the use of a computer with voice synthesizer, enlarged print on screen, or Closed Circuit Television (CCTV). Sufficient time - seven (7) calendar days - must be allowed for appropriate scheduling of accommodations.

Enlarged Print:

If your Department photocopier does not have the capacity to enlarge, DSS must have the material as early as possible -- at least seven (7) calendar days prior to the test/exam. Students with low vision who require enlarged-print tests/exams often need extended time to take their exams and generally need a large working area. **The Instructor is responsible for the delivery and pick-up of the tests/exams.**

Distraction-reduced Environment - Extended Time:

It is the responsibility of the Department/Instructor to supply this accommodation. A private office, conference room, or unused classroom will suffice, as long as there are no interruptions or noise. Some students with expressive or receptive disabilities will need to have their tests read to them. The Instructor may read the tests/exams into a tape recorder or directly to the student. To facilitate test taking, some students may need a scribe or tape recorder to record their answers.

Physical or Other Health Disabilities:

Due to a variety of accommodations, the IPP should list standard adaptations/accommodations. Often students with muscular or nerve disorders need the use of a scribe or a computer to record responses. Students who are unable to speak clearly may need a third party to report prepared materials.

IF YOU HAVE ANY QUESTIONS, CONCERNS, OR PROBLEMS, CALL DSS (5093).

A T T A C H M E N T S

****NOTE****

It is important that each course syllabus contains a statement reflecting compliance with the Americans with Disabilities Act and the Rehabilitation Act of 1973, as amended, Section 504. Below is a **sample statement** that is in concert with Civil Rights and accreditation standards.

Disability Accommodations Statement.

Any individual who qualifies for reasonable accommodations under The Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 should contact the Instructor immediately.

The University policy does not discriminate on the basis of disability.

Should you have any questions about a statement as it relates to a specific course or discipline, please contact DSS.

Attachment #1

INDIVIDUALIZED POSTSECONDARY PLAN (IPP)

To The Instructor:

This is your guide in meeting the unique needs of students with qualifying disabilities.

This IPP assures that the student has a documented disability. It outlines in a generic fashion reasonable accommodations for the student with a disability who is otherwise qualified, as delineated under Section 504 of the Rehabilitation Act of 1973, as amended, and The Americans With Disabilities Act (ADA).

Each student requesting a reasonable accommodation must self-disclose. It is the responsibility of the student making the request to discuss with the Instructor or staff person the type of accommodation, modification, adaptation, or waiver in a timely manner and to provide proof for such.

The primary contact by law is between student and Instructor. It is the responsibility of the Instructor to address the unique needs of the student. DSS is available to the University Community to provide consultation, in-service, or suggest appropriate referrals.

If you have any questions, please do not hesitate to call DSS at 5093.

INDIVIDUALIZED POSTSECONDARY PROGRAM (IPP)

Disability Category: _____ **Student:** _____

_____ **ID No:** _____

_____ **Date** _____

Completed by: _____

Student's Signature: _____

(Date & Initials)

Issued to Student: _____

Modification of Environment

- _____ 1. Sit where student has best access to information
- _____ 2. Be aware of special lighting and auditory needs
- _____ 3. Other

Attachment #2/page 1

Modification of Presentation

- _____ 1. When possible, provide information in advance (e.g. copy of transparencies, vocabulary list, lecture notes, etc.)
 - _____ 2. Enlarge handouts
 - _____ 3. Handouts given to DSS for brailleing
 - _____ 4. Avoid having student copy from the board or overhead.
 - _____ 5. Help student find and use a notetaker.
 - _____ 6. Other _____
-

Modification of Materials

- _____ 1. Student use of technology (e.g., word processor, tape recorder, Franklin Speller, BrailleNSpeak, etc.)
 - _____ 2. Use of a scribe, or give answers orally.
 - _____ 3. Various printed materials and handouts and tests need to be enlarged, Brailled, stereographed (3D), or taped.
 - _____ 4. Boardwork made available.
 - _____ 5. Other _____
-

Modification of Exams

Testing is the responsibility of the Instructor. Generally, accommodations can easily be made on site (i.e., for a distraction-free environment, the instructor could use his/her office or a departmental conference room). DSS is aware that in some rare instances we will need to be actively involved in the proctoring of tests, especially when voice or Braille computing is necessary. This must be coordinated with DSS well in advance.

- _____ 1. Alternative format. DSS can facilitate the production of Enlarged or Brailled materials. Printed material MUST be of good quality. Material transmitted to DSS via E-mail attachment and material on WordPerfect both can be Brailled quickly and easily.
 - _____ a) audio cassette
 - _____ b) enlarged print
 - _____ c) Braille
 - _____ d) reader
 - _____ 2. Answer questions in alternative manner
 - _____ a) scribe
 - _____ b) use of technology (computer, spell checker, grammar checker, calculator)
 - _____ c) record on tape
 - _____ 3. Extended Time - may require more than one (1) sitting. _____ %
 - _____ 4. Distraction-reduced environment
 - _____ 5. Sign Language Interpreter to interpret language of directions
 - _____ 6. Other - _____
-

Support Service Providers

- 1. Interpreter for the Deaf
- 2. Reader
- 3. C-Print Captionist
- 4. Notetaker (may be peer or other)
- 5. Scribe
- 6. Sighted Guide
- 7. Guide Dog
- 8. Hearing Ear Dog
- 9. Personal Attendant
- 10. Proctor.
- 11. Other _____

Comments:

DSS Form #38
09/11/2000

Attachment #2/page 3

RELOCATION/PROCEDURE

If there is a need to relocate classes to accessible areas:

The DSS student is to notify DSS when he/she **pre-registers** for classes (i.e., at least one full semester before the need) that there is an accessibility problem. DSS will evaluate the request based on the academic needs of the student. If deemed necessary, DSS will then contact the Department Head and institute the relocation process.

Note: Notification by the DSS student must be made in a timely manner. Normally, the expectation of timeliness for an academic course to be relocated is no later than the date of DSS early pre-registration.

**JACKSONVILLE STATE UNIVERSITY
DISABILITY SUPPORT SERVICES**

STUDENT/INSTRUCTOR AGREEMENT FOR TAPING LECTURES

Under the regulations outlining procedures for compliance with ADA and Section 504 of the Rehabilitation Act of 1973, as amended, Section 84.44(b) states, “(a) recipient to which this subpart applies [JSU] may not impose upon handicapped students . . . rules such as the prohibition of tape recorders in classrooms . . . that have the effect of limiting the participation of handicapped students in the recipient’s [JSU] education program or activity.”

To alleviate the concern some instructors may have regarding the student taping lectures (i.e., problems in future copyright attempts, misappropriation of tapes by non-handicapped students, etc.), the student will complete the following agreement. Copies of the agreement will be kept on file with DSS and the instructor involved.

I, _____ hereby agree that I will not release the tape recording or transcription, or otherwise hinder the instructor’s ability to obtain a copyright of lectures I have recorded in the below-named class. In addition, I agree not to release the taped material to any other person and that such material is for my own personal use in said class.

Student Signature

Course No. Section No. Name of Course

Instructor Signature

Date

Attachment #5

DO'S AND DON'T WITH PEOPLE WHO ARE DEAF

Remember:

- Just because a person does not use spoken or written English as you do does not mean the person is dumb.
- Deafness is not contagious; you will not “catch” it if you touch a deaf person

DO face the deaf person when you speak and speak directly to him/her

DON'T turn your face away while you are still speaking, or tell the Interpreter to “Tell him/her”

DO use normal mouth movements and speak in a normal tone of voice

DON'T use exaggerated mouth movements (“Wide Mouth Frog”) and **DON'T** YELL

DO remember to include the person who is deaf in everything – even minor details, especially when plans are changed

DON'T decide what the person who is deaf need or doesn't need to know.

DO write as much as possible. Many words look exactly the same on the mouth

DON'T be impatient – the communication process will be slower with or without an Interpreter

DO demonstrate how things are done

DON'T assume that the person who is deaf understands a particular process just because he/she is watching you

DO take turns speaking – one person at a time

DO be aware that there is a time lag between the time a hearing person says something and the time when the person who is deaf gets the information from the Interpreter

DON'T let more than one person talk at a time and let the person who is Deaf know who is speaking

DO remember the Interpreter is supposed to be “invisible.” He/She is there to **ONLY** help with communication

DON'T think the person who is deaf is not smart or the Interpreter is not skilled because of this time lag; it takes time to translate from one language to another

DO make sure the lighting in the room is Appropriate

DON'T try to include the Interpreter in the discussion. He/She is **NOT** part of the group

DO talk to a person who is deaf in a room with little or no noise. Many people who are deaf have some hearing

DON'T talk loudly to others, or sing, bang the table, or make other distracting noises when the person who is deaf is trying to watch the speaker

DO talk to a person who is deaf in a room free of visual distractions

DON'T talk in a room full of activity; it makes it difficult for the deaf person to concentrate on the speaker

Attachment #6

THE COURTESY RULES OF BLINDNESS

When you meet me, don't be ill at ease. It will help us both if you remember these simple points of courtesy:

1. I'm an ordinary person, just blind. You don't need to raise your voice or address me as if I were a child. Don't ask my companion what I want – "Cream in the coffee?" – ask me.
2. If I am walking with you, don't grab my arm; let me take yours. I'll keep a half-step behind, to anticipate curbs and steps.
3. I want to know who's in the room with me. Speak when you enter. Introduce me to the others. Include children, and tell me if there's a cat or a dog. Guide my hand to a chair.
4. The door to a room, a cabinet, or a car, left partially open, is a hazard to me.
5. At dinner I will not have trouble with ordinary table skills.
6. Don't avoid words like "see." I use them, too. I'm always glad to see you.
7. I don't want pity. But don't talk about the "wonderful compensations" of blindness. My sense of smell, touch, or hearing did not improve when I became blind. I rely on them more, and, therefore, may get more information through those senses than you do – that's all.
8. If I'm your houseguest, show me the bathroom, closet, dresser, window – the light switch, too. I like to know whether the lights are on.
9. I'll discuss blindness with you if you're curious, but it's an old story to me. I have as many other interests as you do.
10. Don't think of me as just a blind person. I'm a person who happens to be blind.

The courtesy rules of blindness. (Winter 1996). Voice of the Diabetic, p. 19.
Attachment 7

TELECOMMUNICATIONS RELAY SERVICE (“RELAY”)

TELECOMMUNICATIONS RELAY SERVICE allows telephone communication between persons who are Deaf/Hard of Hearing (D/HH) and persons who are hearing. If the caller is D/HH, the operator receives information via a printing device and RELAYS the information orally to the person who is hearing. If the caller is hearing, the operator receives oral information and types it to the person who is D/HH.

RELAY 711

Callers who are Deaf/Hard of Hearing call via the Telephone Relay System by dialing 711 toll free 24 hours a day, 7 days a week.

Relay may be reached by dialing 711 toll-free (tty and voice). A recorded “prompt” will instruct you further. (Remember: if you are on campus you must first dial “9”.)

711 can be dialed toll free throughout the United States to reach Telecommunication Relay Services nationwide (per the Federal Communications Commission (FCC) ruling).

If you have any questions, do not hesitate to contact DSS at 5093.