



Date: September 3, 2013

To: UBC Instructors

Re: Academic Accommodations for XXXX Student No. XXXX
Valid to August 31, 2014

This student is registered with Access and Diversity and is eligible for the academic accommodations listed below. Decisions regarding accommodations are based on the functional impacts of the student's disability as outlined in the submitted documentation. These decisions are in keeping with the University's Policy on Academic Accommodation for Students with Disabilities (Policy #73).

Instructor/Assignment Accommodations

- Access to course syllabus in advance of course start date

Exam Accommodations

- Sign language interpreting (arranged by our office – please see attachment) or Captioning (see attachment)
- Interpreter during exams for the first hour
- Use of FM system (see attachment)

According to University Policy, students with disabilities seeking accommodations should discuss their requests with you, ideally, within the first two weeks of the term. Please ensure that the meeting takes place in a confidential setting such as your office.

We are a resource to you in the implementation of students' accommodations. We are pleased to collaborate with you and students to enhance the accessibility of their post-secondary experience. We recognize that academic accommodations do not remove the need for evaluation and the need to meet essential learning outcomes for the course or program. At the same time, unless there are academic concerns about the accommodations, Policy 73 requires that the relevant accommodations listed for this student will be provided.

If there are any concerns or questions, please contact me. For information about academic accommodations please go to <http://www.students.ubc.ca/access/disability-services/instructors-accommodating/>.

Sincerely yours,

Ruth Warick, PhD

Senior Diversity Advisor - Disability | UBC Access and Diversity
Phone 604 822-6233 | E-mail ruth.warick@ubc.ca

cc. Faculty –Education



Information for Instructors

Accommodated exams

To obtain exam accommodations, students must submit requests through the new online Exam Booking System.

- **Midterm exams:** at least one week prior to exam date (by 7:30pm).
- **Final exams:** one week prior to the start of the formal exam period (by 7:30pm).

You will be notified by email one week in advance of the test date with a link to the online Exam Booking System. Within 48 hours you must:

- Log in to review student requests and provide exam details (including allowances such as calculators).
- Choose how you would like completed exams returned to you (pick-up from our office or delivery).

If you have questions, please contact our Exam Coordinator at exam.coordinator@ubc.ca or 604-822-0952.

Requests for disability documentation

You should not ask a student to share information about their disability nor request copies of disability documentation.

Documentation of disability has already been provided directly to Access & Diversity as outlined in UBC's Policy on Academic Accommodation for Students with Disabilities (Policy 73).

Minor injuries or short-term illnesses

Concession requests due to minor injuries or short-term medical conditions (e.g., sprained wrist or flu) are generally the responsibility of the instructor or the student's faculty.

If an injury or medical condition is chronic or expected to persist for an extended period of time (a month or more) the student may be referred to Access & Diversity.

Concerns regarding learning outcomes

If you are concerned about the impact of an accommodation on learning outcomes, you should contact the Diversity Advisor - Disability identified in this letter. You can also contact the Disability Liaison Designate for your Faculty.

Requests for further academic accommodations

If a student requests an academic accommodation not identified by Access & Diversity, refer the student to his or her Diversity Advisor – Disability. You may also contact the advisor directly.

For more information, visit www.students.ubc.ca/access.



For Instructors: Information on Sign Interpreting Services¹

A sign language interpreter uses signs to convey the words of the speaker to the student using this form of communication access. The interpreter may also voice for the student if he or she does not vocalize. Your communication should be directly to the deaf student, not to the interpreter; the interpreter does not speak for the deaf student.

The interpreter is responsible to interpret all information accurately that occurs in the presence of the student, without embellishment or deletion and to be **impartial and** avoid the expression of personal opinions. Because interpreters have access to a great deal of private information, confidentiality is strictly maintained. Please note that the interpreter is not a participating member of the class nor a counselor, advisor or agent for the student.

A few pointers for enhancing the effectiveness of interpreting are as follows:

Encourage one speaker at a time. Multiple conversations cannot be interpreted.

Keep the line of sight, visual field and lighting visible to the student. The student will likely be seated at the front in order to see the instructor, the interpreter, and the board. The interpreter generally sits facing the student.

Allow time for the interpreter to reposition if necessary for certain class components. For example, if the class is discussing the circulatory system, which is represented on a model, it will be better if the interpreter is next to the model. If the class is watching an uncaptioned videotape, the interpreter will move next to the television screen.

Recognize that the interpreter is likely to be bit behind. The student's participation is enhanced if the instructor waits for the interpreter to catch up to the spoken word.

Provide pauses for shifts in topics and before recognizing a different speaker.

Build in breaks when classes exceed 50 minutes; 10-minute breaks are helpful.

Promote a measured reading pace since reading aloud is often faster than usual speech.

Note: reading signs is tiring for the eyes. For that reason, interpreters avoid sitting in front of a window or other light source.

COMPLEX CONCEPTS AND OBSCURE TERMS

Interpreters in educational settings often rely on fingerspelling, a way of representing the alphabet on the hand. Many terms, including people's names and uncommon scientific vocabulary, do not have a sign equivalent and therefore must be fingerspelled. Writing new vocabulary on the board will greatly aid the interpreter.

1

Edited excerpt from Sanderson, G., Siple, L., and Lyons, B. *Interpreting for Postsecondary Deaf Students*: A report of the National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students. Rochester, N.Y.: Northeast Technical Assistance Center, Rochester Institute of Technology, 1999. Full report is available at <http://netac.rit.edu/publication/taskforce/interpreting/interpreting.html>



Another common translation problem for sign language interpreters is the use of idiomatic or conceptual expressions for which there are no equivalents. Sound-based humor, such as puns, are extremely difficult to translate into sign.

Regardless of how well you prepare to work with an interpreter, there will be times when she or he will ask you to repeat information or for clarification. This does not mean you are doing something incorrectly but that the interpreter needs additional help in deciphering your message. Sometimes the interpreter becomes engaged in a particularly difficult translation and may miss subsequent information or environmental noise may obscure the sound.

Movies and videotapes. Most deaf and hard of hearing students prefer to have captioned media when available. The A&D can provide information on the availability of captioned programs. If the program selected is not available in a captioned format, it will need to be interpreted. Because movies and videotapes fast-paced and dense with the information, the task of interpreting them is challenging. You can help by providing a summary of the program ahead of time to the interpreter. Ideally, the interpreter should have access to the program in advance of the class viewing. Advance notice will give the interpreter the opportunity to bring a small portable light to the session if necessary.

Team interpreting. Depending on the length and pace of your class, two interpreters may be assigned to your class and alternate in doing interpreting.

For further information or to discuss any issues contact:
Ruth Warick, Senior Diversity Advisor - Disability, Access and Diversity, UBC
Phone 604 822-6233 E-mail ruth.warick@ubc.ca



COMMUNICATION ACCESS REALTIME TRANSLATION (CART)

CART provides hard of hearing or deaf students with equal access to the spoken word because it is verbatim. Similar to television captioning, the text usually appears on the student's notebook computer and is **exclusively for the use of the student as a disability access accommodation. Under no circumstances can the notes be shared with another classmate.**

Captionists are responsible to:

- Caption all information accurately, without embellishment or deletion.
- Remain impartial and avoid the expression of personal opinions.
- Caption all the communication that occurs in the presence of the student.
- Not take part in the class. (The captionist is not a participating member of the class.)
- Avoid counseling or advising students. (If a student needs assistance, the captionist is to refer the student to his/her Disability Advisor for appropriate referral.)

CART is provided in the classroom only when the intended recipient is present. On days the student is absent the stenographer will stay for the first 15 minutes of a 60-minute class before leaving.

A few tips for effective use of CART (as well as effective communication overall):

- Speak at a moderate pace (not too quickly, but it's not necessary to speak too slowly either).
- Encourage students to speak up and, as a courtesy, speak one at a time. (Instructor's paraphrasing does not provide equal access and is only partially effective.)
- Recognize that the student needs time to respond, as firstly, there is a slight delay before captioning appears on their computer, and secondly, the text has to be processed by the reader.
- Be aware of extraneous noise such as from open doors and windows. It can create a difficult hearing environment and slow down the learning process for everyone.
- Questions to the student should be directed to them, not the captionist. The captionist is only the "ears" for the student.
- Refrain from asking the captionist to omit something said, even when in jest. If it's something that everyone else heard, the hard-of-hearing/deaf student is entitled to "hear" it as well.
- Technical terms and proper names provided/spelled in advance are of great assistance as these words are probably not in the captionist's dictionary and will therefore not translate.

If any questions or issues arise, please contact:

Ruth Warick, PhD

Senior Diversity Advisor - Disability | UBC Access and Diversity

Phone 604 822-6233 | E-mail ruth.warick@ubc.ca

Assistive Listening Devices



Assistive Listening Systems

Many hard of hearing persons use a hearing aid to amplify sound. In addition, some persons use an assistive listening device (ALD) which provides additional sound amplification; such systems are not recording devices. Two types of systems most commonly in use are:

Radio microphone system: This system consists of a transmitter and a receiver whereby radio signals are transmitted, either on an AM frequency or an FM frequency.

Infrared system: This system consists of a transmitter and a receiver whereby sound is transmitted by light rays.

The instructor wears the transmitter and the student has the receiver which picks up the signals through an inductive coupler (T-switch) in the student's hearing aid. Both systems can be used without hearing aids by means of earplugs or a headset but typically are used in conjunction with a hearing aid. Your cooperation in wearing the transmitter will benefit the hard of hearing student.

Please note that the device does not record; it only amplifies sound.

It is the student's responsibility to bring the equipment to the class, to ensure it has sufficient battery power, and to deal with its maintenance and upkeep. You can help by doing the following:

Tips for Instructor Use of ALD

- ✓ clip the lavalier microphone on your clothing 6-8 inches from your mouth
- ✓ ensure that the microphone is in the on position when starting and is off at the end
- ✓ avoid placing your hand over the microphone thereby blocking sound
- ✓ avoid rustling papers or clothing against the transmitter since these sounds, being at a low frequency, can be heard more clearly by students than human voices
- ✓ ask the student occasionally if the equipment is working.

If any questions or issues arise, please contact:

Ruth Warick, PhD

Senior Diversity Advisor - Disability | UBC Access and Diversity

Phone 604 822-6233 | E-mail ruth.warick@ubc.ca