

Working with Deaf and Hard-of-Hearing Students & other Colleagues

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Principal Lecturer
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Deaf Students at RIT

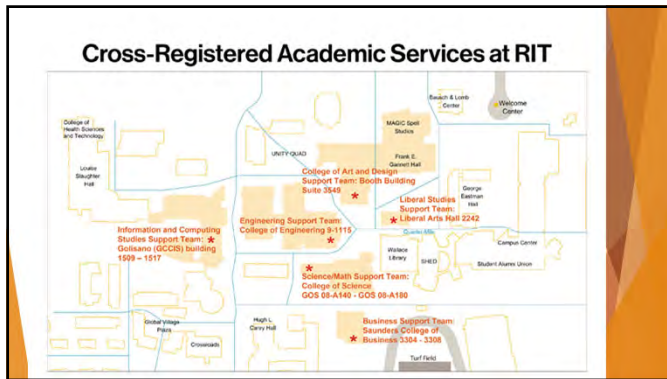
- ▶ NTID's primary mission is to promote the employment of persons who are deaf by providing technical and professional education.
- ▶ NTID grants AOS/AAS/AS and MS degrees, and recently added a few BS programs.
- ▶ NTID's secondary mission is to prepare professionals in fields related to deafness.

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Deaf Students at RIT

- ▶ Deaf students who attend the other colleges at RIT are called **Cross-Registered** or NTID-Supported. They can be direct 'admits' to those colleges or come from an A+B program.
- ▶ There are currently 430 Cross-Registered and 340 NTID undergraduates (and 172 BS-level students) on campus.
- ▶ There are 67 deaf graduate students across other colleges and 68 graduate students in NTID programs.

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Support Coordinators

David Monahan Kate Gleason College of Engineering College of Engineering Technology djmmet@rit.edu Alumna '10		Pam Conley College of Liberal Arts School of Individual Studies University Exploration prcnqe@rit.edu Alumna		Kelly Metz Davis E. Philip Saunders College of Business kmmets@rit.edu Alumna '05, '08, '13	
Stacey Davis College of Science College of Health Sciences & Technology Stacey.Davis@rit.edu Alumna '02, '09		Brian Nadworny B. Thomas Golsano College of Computing & Information Sciences banics@rit.edu Alumnus '88		Shannon Connell College of Art and Design sfconnai@rit.edu Alumnus '18	

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Academic Support

- RIT/NTID Support Coordinators:**
 - Work closely with DAS (access services)
 - Liaise with faculty and staff
 - Manage Tutoring Assignments for Support Faculty
 - Provide tutoring to students
 - Provide classroom/laboratory instruction
 - Make referrals to other Support Coordinators/Tutors for non-major courses
 - Work with NTID Counselors and RIT Academic Advisors
 - Are also here to support you!

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myCourses and notes

myCourses

- Regular Access Service providers will be added to your roster as **Access Services**
- Tutors assigned to your class will be added as **Support Staff**
- A tutor may reach out mid-semester for access, please add them if they do.

Notes

- Tutors have access to your notes/captioning transcripts in myaccess.rit.edu, you do too!

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How to tell if you have deaf students (who use access services)

- A tutor and access service providers appear in your classlist on myCourses
- You can check myaccess.rit.edu for your access service providers

With

Without

RIT myCourses					
Store and Gasline Lab - PHYS-101-01 (0000) - 2200					
Days	Time	Location	Instructor	Section	Notes
Monday	7:30PM - 10:20PM	000-001	Store Gasline Lab	000-001	
Enrollment	Days	Time	Location	Instructor	Section
000-001	Monday	7:30PM - 10:20PM	000-001	Store Gasline Lab	000-001
000-002	Monday	7:30PM - 10:20PM	000-001	Store Gasline Lab	000-002
000-003	Monday	7:30PM - 10:20PM	000-001	Store Gasline Lab	000-003
000-004	Monday	7:30PM - 10:20PM	000-001	Store Gasline Lab	000-004

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DeafTEC

deaftec.org

Great resources for:

- Teaching & Learning
- STEM Employment
- Projects & Programs
- Parents & Students

Offer online courses



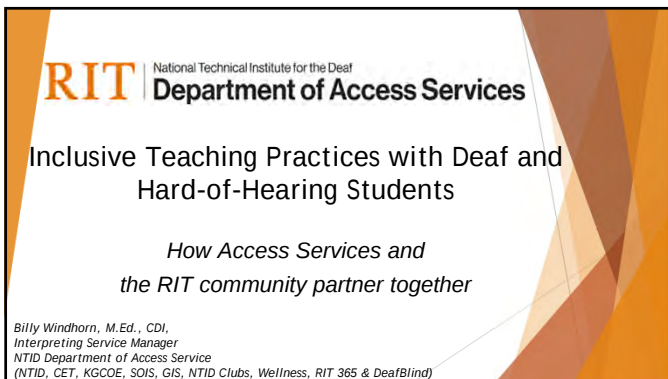
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Let's Reverse Roles

An insight into the Diversity of
Deaf and Hard-of-Hearing
Experiences

Before discussing key points

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Deaf access is individual and contextual

- Deaf and Hard of Hearing students use a range of communication approaches.
- Access might involve interpreting, captioning, reading lips, or residual hearing.
- Educational background and culture norms vary (Mainstreamed versus Deaf schools)
- Assumptions-often unintentionally- can affect access

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Department of Access Services (DAS) at RIT/NTID

- Access is grounded in disability and diversity laws
- Today's focus is on how we work together in practice.
- At DAS, we provide three primary live support services:
 - Real-Time Captioning
 - Sign Language Interpreting
 - Peer- Notetaking

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Working with Captionists & Interpreters

- ▶ What is our role?
 - ▶ We facilitate communication for all participants
 - ▶ Adhere to a professional Code of Ethics
- ▶ What should faculty be aware of and support with
 - ▶ Be aware of "process" or lag time
 - ▶ Steady and slow is the way to go
 - ▶ Encourage speakers to take turns when speaking
 - ▶ Use clear references and labels
 - ▶ Spell unfamiliar names or terms when needed

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Difference between captioning and notetaking

- | | |
|---|--|
| <ul style="list-style-type: none"> • Captioning <ul style="list-style-type: none"> • Real time need-speech to text • Reference to changes in scheduling • limited by visual information (i.e. formula, diagrams on board). | <ul style="list-style-type: none"> • Notetaking <ul style="list-style-type: none"> • Copy information on board • References to changes in scheduling • Summarizes the information |
|---|--|

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Notetakers

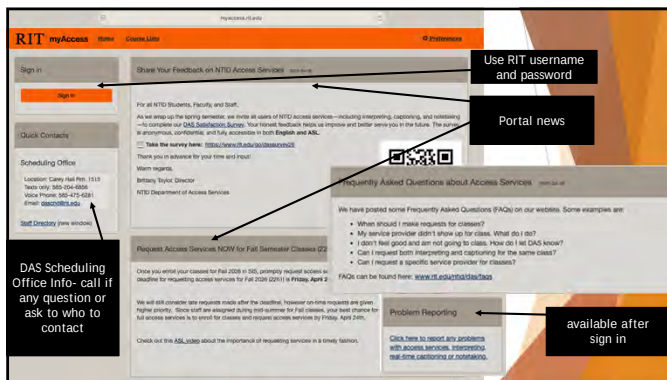
- ▶ There are 400+ student notetakers on our payroll
 - ▶ Usually are students enrolled in your class
 - ▶ We hire, train and pay them.
 - ▶ We require a 3.0 GPA
- ▶ Notes (& transcripts) are uploaded to our website within 24 hours
 - ▶ You can see it on myaccess.rit.edu
- ▶ Share your feedback with us
- ▶ It's a tough job

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DAS Website: myAccess.rit.edu

- See which classes already have support I/C/N
- View captioning transcripts/notes for your classes
- Make requests for non-academic support
- See which DAS providers are assigned to your class
- Find contact information for Access Services

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Or just go to...

- Search: RIT DAS
- <https://www.rit.edu/ntid/das>
- Scroll down and you will see Managers for each of the area and contact information for scheduling office

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Why Advance Access to Course Materials Matters

- ▶ Sharing materials ahead of class time supports effective access
- ▶ Interpreters and Captionist often work across two languages simultaneously
- ▶ Students might be, as shown in video earlier:
 - ▶ Watching an interpreter or captions
 - ▶ Processing spoken content
 - ▶ Raking notes or review content
- ▶ Providing materials early helps support comprehension and participation

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Inclusive Teaching, Access and Course Media

- ▶ Many Access-supportive practices aligns with Universal Design for Instruction (UDI)
- ▶ Strategies like sharing materials early support all learners
- ▶ Disability Services Office (DSO- under RIT) and Access Services (DAS- under RIT/NTID) help reinforce these practices when barrier remains
- ▶ Course media and presentations
 - ▶ Course media and student presentations that include audio must be captioned.
 - ▶ Requesting course media caption:
 - ▶ <https://wallacecenter.rit.edu/tls/mediarequest/login>

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Questions?

Be on the lookout for 2 workshops this year:

Communication Bridge: Navigating Deaf Inclusion in the Classroom
In the late fall

Improving Learning for Deaf/Hoh learners
In the Spring of 2027

Reminder:

<http://myaccess.rit.edu>

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