



Accessibility Resources Communication Access Team

Policy Handbook



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1. INTRODUCTION

Welcome to Accessibility Resources (AR) and the Communication Access Team (CAT) here at the University of Cincinnati (UC)! We are proud to work with you throughout your academic tenure at UC and to provide services that will support your academic and personal development while you are a student here. We look forward to working with you!

1.1. Purpose

The intent of this document is to familiarize all d/Deaf and Hard-of-Hearing students utilizing services provided by the CAT within AR at UC about the policies and procedures put in place to aid in the efficiency of service provision and about students' responsibilities in carrying out this endeavor. If you do not understand any policies or procedures that are outlined in this handbook it is your responsibility to seek clarification from the Supervisor of Communication Access Realtime Translation (CART) and Interpreting Services.

1.2. Mission

1.2.1. *UC Mission Statement*

The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research. We are committed to excellence and diversity in our students, faculty, staff, and all of our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish. Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy and enrich our university, city, state and global community.

1.2.2. *Academic Excellence and Support Services Mission Statement*

AESS (Academic Excellence & Support Services) provides comprehensive, student-centered and university-wide programs, resources, and services designed to promote transformative academic excellence through individual and group support.

AESS comprises Disability Services, the Learning Assistance Center, Testing Services, and Veterans Programs & Services. We encourage any student with a disability who needs academic assistance to contact Disability Services. Learning Assistance is here to help all students who need help with tutoring, study skills, or other services.

Additionally, our services are designed to help all UC students become successful, independent learners, as well as assist in the retention and graduation of all students. Disability services, tutoring, and other learning resources are free to students!

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1.2.3. ***AR Mission Statement***

Accessibility Resources is dedicated to empowering students with disabilities through the delivery of reasonable accommodations and support services by bridging post-secondary education with future real world experiences.

1.2.4. ***Communication Access Team (CAT) Mission Statement***

Through the provision of our services, our students: obtain access to communication, secure membership in the campus community, learn to interface effectively with service providers, and explore opportunities for academic and personal growth.

1.2.5. ***AR Service Provider Core Values***

- Respect for students, professors, colleagues and the university.
- Civility toward students, professors, colleagues and the university.
- Professional conduct and behavior in all university settings.
- Open communication with students, colleagues and members of AR.
- Superior quality of service rendered to students at UC.

2. QUALIFYING FOR SERVICES

2.1. Registering with AR

In order to receive services offered by CAT, each student will first be required to register with our office. Steps taken to register with our office will be outlined below in the following two sub-points and also illustrated with the following chart. Registration involves a series of events beginning with submission of documentation, a subsequent review of said documentation, completion of an intake appointment with our office, and may also include a meeting with an accommodations coordinator. These steps will ensure you are fully registered with our office and are approved to receive all appropriate and reasonable accommodations necessary for your academic success while a student at UC.

2.2. Documentation

Depending on the nature of the disability (disabilities), documentation that students may submit include Individual Education Program (IEP), Summary of Performance (SOP), Teacher Observations, full psychological evaluations, psycho-educational evaluations (with test scores), physician's medical records, an audiogram, etc. Documentation submitted should be relevant and from a qualified professional/s that are licensed or credentialed with expertise in the diagnosed area of disability and printed on official letterhead. Documentation should include:

- A diagnosis of disability or impairment that limits a major life activity
- How the condition will impact the student within the academic environment
- Provide a list of reasonable, appropriate accommodations that will lessen the impact of the disability within the academic setting

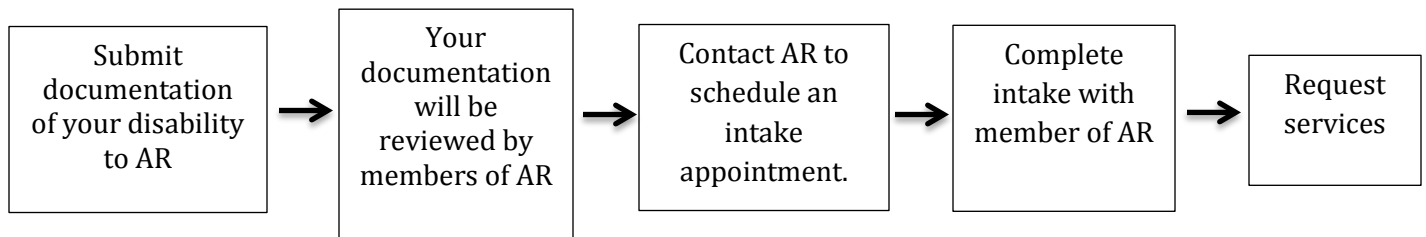
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2.3. Intakes

Following submission and review of qualifying documentation, the student should contact the office to schedule an intake (parents or guardians are unable to schedule this meeting due to the Family Educational Rights and Privacy Act (FERPA), during which the student will meet with an intake coordinator to discuss the impact of the disability within the academic environment. After completing this intake meeting, the student is free to request services as needed.

Qualifying for/Requesting Services at UC



3. SERVICES OFFERED

3.1. American Sign Language (ASL)/English Interpreting

All ASL/English interpreters who work with our office are nationally certified and have been assessed by the CAT through our internal screening process. Our interpreters are qualified to provide interpreting services in the preferred language/mode of the student (SEE, PSE, or ASL) and are carefully selected to ensure effective communication is achieved. A team of two interpreters will be assigned to all coursework with the potential exception of lab or recitation meetings. Other assignments, i.e. professor meetings, advising appointments, etc., will be considered case-by-case in order to determine if a team is needed.

3.1.1. *Working with ASL/English Interpreters*

ASL/English interpreters working with our office are expected to adhere to the Code of Professional Conduct laid out by the Registry of Interpreters for the Deaf (RID). Tenets most relevant to this context include that of confidentiality and respect for consumers. All student- and assignment-related information will remain confidential and shared only on a “need-to-know” basis (i.e. CAT staff, team interpreters, and sub interpreters) as it is covered by FERPA.

Students should feel free to communicate language preferences (needing/not needing spoken English interpretation, sign choices, preferred seating area, constructive feedback, etc.) directly with the interpreter(s) assigned. If a student’s concerns are not addressed after communicating with them, please contact the Supervisor of CART and

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Interpreting Services.

3.2. CART

All CART providers working with our office have been assessed by the CAT using our internal screening process. All CART writers are expected to adhere to the code of ethics put forth by the National Court Reporter Association (NCRA), and are therefore bound to confidentiality. All student- and assignment-related information will remain confidential and shared only on a “need-to-know” basis (i.e. CAT staff and other CART providers who will be covering the relevant assignment) as it is covered by FERPA.

3.2.1. *Realtime vs. Supernotes*

Those students receiving realtime services will have the service provider positioned next to them in the classroom and will have the ability to read the lecture as it happens on the CART writer’s computer screen. This will include everything the instructor says during the class as well as any questions/comments from the students in the classroom. This transcript will also be available to the student after the class has concluded as the CART provider will email it directly to the student’s UC email within 24 hours.

If a student is receiving supernotes as opposed to realtime services, they will not have access to read the lecture as it occurs in class. Rather, the CART writer will set up in a convenient location in the classroom (not necessarily next to the student receiving services) and type out a transcript of the class lecture as well as student questions and comments. This transcript will then be emailed to the student within 24 hours of the conclusion of class.

3.2.2. *Working with CART Writers*

Students should feel free to communicate concerns and/or preferences directly with the CART writer assigned to their course. These preferences may include screen/text coloring for realtime services, what information you would like not to be included in the transcript (if any), whether or not you would like student presentations, group discussion, or any other non-lecture based information included in the transcript or written for realtime. If the student has addressed concerns or preferences with the CART writer that they feel are not being addressed, he/she may contact the Supervisor of CART and Interpreting Services.

As a rule, transcripts are prepared for the student requesting services only and are not to be distributed amongst classmates. As such, the CAT team would request that students not share these transcripts unless approved by the CART provider and/or the Supervisor of CART and Interpreting Services. If the CAT learns the student is distributing the transcript to other students the CAT reserves the right to suspend services due to the violation of the service policy.

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CART writers working with our office have been instructed not to write while a student is not present in the classroom. This includes when a student arrives late to class (for more information about attendance see section 5.3.), leaves early, or is not participating in the class (i.e. asleep). In these instances, CART writers will stop transcribing the course.

3.3. Captioning

All instructors who have a student receiving our services in their class are advised to make all audio and video course materials (video clips shown in class, movies, video lectures, etc.) accessible to our student population by adding captioning to or providing transcripts for those materials. Captioning should also occur for synchronous or asynchronous class meetings (i.e. via WebEx). If a student is taking an online course, he/she should include a request for captioning services for each respective course through our online request form (to be discussed in section 4.1.1.). The CAT will then work directly with the instructor of the online course to ensure any and all videos used for instructional purposes are captioned. As with on-campus courses in which a student is enrolled, students should share a digital copy of their accommodation form with the professor at the beginning of the semester to notify the professor of their duty to caption course materials (see section 6.1. for more details).

In the event a student is in a class that consistently uses uncaptioned audio or video materials, the CAT team requests that he/she contact the Supervisor of CART and Interpreting Services so that he/she may reach out to these instructors and ensure proper accessibility.

4. REQUESTING SERVICES

4.1. Semester Services

Students will receive an email from the Supervisor of CART and Interpreting Services 6-8 weeks before the beginning of the semester asking them to submit a service request form for the upcoming semester. That form can be found here: <http://www.uc.edu/aess/disability/cat/servreq.html>. This email will include a deadline for submission of the semester request form, which will need to be followed in order for our team to guarantee services for the first day of the semester. Those requests received after the noted deadline will still be honored, but the CAT may have more difficulty satisfying said requests if schedules have already been assigned and confirmed by our staff members and contracted service providers. For this reason, please be timely in submitting semester service request forms.

Priority for services provided by the CAT will be given to students who have a documented hearing loss. All other requests for students with other documented

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disabilities not including hearing loss will be honored subject to review by the CAT and availability of service providers.

It is the student's responsibility to keep the CAT informed of changes to his/her schedule after the completion of the online request form. To do this, the student can simply access the same form again and either request services for the additional class(es) and/or cancel services for any class(es) for which the student had previously requested services. Keeping our team up to date on changes will help to ensure we have service providers placed appropriately before the semester commences.

4.1.1. ***Co-op/Practicum Placements and Internships***

Students requesting services provided by the CAT for co-op/practicum placements or internships lasting a semester or more will need to email the Supervisor of CART and Interpreting Services and provide detailed information about his/her placement. This includes begin and end dates of the placement, days/times a service provider will be needed, location of the placement, a brief description of what the days will look like (in order for us to determine how many service providers are appropriate), any days the site may be canceled, any additional days the student will be required to attend (if not part of the regular weekly schedule), any discrepancies between the placement and UC's semester schedule, and any other information the student feels may be necessary for the service provider to know before attending the placement.

The CAT does everything possible to ensure consistency of service providers but may be forced to assign different providers for different days depending on the other needs for which we are providing ongoing services. If the student should feel strongly that the same service provider be present for every day of the placement due to the sensitive nature of the site, please feel free to address those concerns with the Supervisor of CART and Interpreting Services.

4.2. **Ad Hoc Requests**

Should a student intend to request services for anything outside of ongoing coursework for the semester or co-op/practicum/internship, he/she may fill out and submit our online request form found here: <http://www.uc.edu/aess/disability/cat/terpreq.html>. Requests falling within this category include, but are not limited to campus events, club meetings, supplemental instruction meetings, exam reviews, tutoring sessions, group meetings (for group work/projects), advisor meetings, meetings with a professor, social events hosted by the student's academic department, and career fairs held on campus.

Requests for ad hoc needs, when possible, should be submitted with at least a 48 hour lead time to allow the CAT time to confirm a service provider. All requests submitted with less than 48 hour notice are considered untimely and may not be accommodated if

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no one is available, though we will do our best to honor all requests.

4.3. CART Service Exceptions

Some coursework is not eligible for CART services due to the nature of the material. In general, CART services will not be offered for mathematics classes. CART services do not allow for the type of formatting needed for good mathematics notes (i.e. formulas, equations, exponents, fractions will be denoted in words not numbers). Therefore, the CAT recommends that students who request services from our team for mathematics classes request a student note-taker instead of CART services. Interpreting services, however, are still offered to students who request them.

Additionally, ASL classes will generally not require CART services as these classes are conducted in ASL with no spoken lecture to be transcribed. A CART writer may be requested for the first day of an ASL class as this is when the instructor will go through the syllabus and will have an ASL-to-English interpreter present to facilitate those instructions into spoken English. A CART writer may also be requested for specific class periods where student presentations will be delivered in spoken English.

Labs and recitation meetings will be considered on a case-by-case basis as the format for each of these types of classes varies quite a bit. The student should feel free to request services for labs or recitation meetings and the CAT will work individually with that student to ensure the appropriate level of service is provided.

5. SCHEDULING

5.1. Service Providers

Service providers are placed in assignments at the discretion of the CAT, based on provider availability, campus needs, and the best fit for the student/assignment. As we are typically scheduling a great deal of needs, many of which are co-occurring or are on the same days, scheduling staff and service providers in an efficient manner that is accommodating to everyone requires much time and attention. Should the student desire a specific provider, he/she should make that desire known when submitting the request for services (there is an 'additional info' section on the online request forms where the student may list his/her preferences for service providers). The CAT will do their best to honor specific requests made by the students assuming the availability is there; however, students should be aware that if a staff provider is available then he/she will cover the assignment unless there is a noted conflict of interest.

5.1.1. *Notification of Assigned Service Providers*

Within a week of the start of each semester, students will receive an email from the CAT detailing who their assigned service providers will be for each individual class. If the student has questions or concerns about his/her assigned providers, he/she should

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communicate those as soon as possible to the Supervisor of CART and Interpreting Services.

5.1.2. ***Qualifying Service Providers***

All service providers working with our office have been thoroughly vetted by the CAT through the use of internally developed screening processes. Only those service providers who have completed and passed this internal assessment are eligible to be placed in assignments. The screening processes ensure not only that the service provider possess adequate skills, but also a high degree of professionalism, integrity, and ethics.

Although our service providers are selected/hired with the intent that they will be qualified for any and all assignments that may come up on campus, we still place emphasis on finding someone who is the best fit for the course or assignment material and/or student preference. However, since our providers are fully qualified to cover any and all assignments, we are able to easily provide subs or additional service providers when needed without a gap in the quality of services our students are receiving.

5.2. Add/Drop/Cancel Services

If at any point during the semester a student needs to add or drop ongoing services, he/she can do so by using the online request form provided in section 4.1., or for the addition of one time assignments, he/she may use the online request form provided in section 4.2. If the student is aware of these cancelations in advance (such as those listed on the syllabus), he/she should email the Supervisor of CART and Interpreting Services to notify him/her of these cancelations at the beginning of the semester. If the student needs to cancel services for one day only (such as for an upcoming test, illness, instructor canceled class, etc.), the CAT requests that he/she notifies our office of the cancelation as promptly as he/she is able to. The student may do this by emailing the Supervisor of CART and Interpreting Services.

The CAT asks that students refrain from simply communicating these changes with their assigned service providers. Service providers working with our office have been directed not to coordinate their schedules with students, and as such should not be the target of communicated changes. If we are notified of changes to services by one of our service providers we will contact the student to confirm said change via their UC email. All additional needs must be requested using the online form within 48 hours of the assignment (see section 4.2. for more details) and all cancelations must be communicated and confirmed by our office. Please do not request services directly from any service providers. All of these requests need to go through our office as placement is determined based on a variety of factors, many of which our contracted service providers may not have knowledge. We will respond to these requests/cancelations

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promptly and will inform students of their assigned providers as soon as we have someone confirmed.

5.3. Attendance

Service providers assigned to student classes have made themselves available for each individual class meeting. As such, if a student plans not to attend class one day, it would be appreciated if he/she could notify the office or one of the CAT members (if it is an advanced notice), or his/her service provider if it is last minute notice (assuming they have the service provider's contact info, otherwise contact a member of the CAT). Many of our service providers are traveling to campus and it would be courteous if they were aware of last minute cancelations prior to making a trip to campus. Additionally, we may have other assignments that need covered on campus and knowing of a student's absence ahead of time will allow us to divert services there.

If students are consistently absent from classes and do not notify the CAT or their service providers, they will receive an email from the Supervisor of CART and Interpreting Services asking them to confirm the continued need for services. Students should expect to receive an email from the CAT in the event of the following:

Classes meeting MWF – three (3) consecutive absences;

Classes meeting TR – two (2) consecutive absences; or

Classes meeting once per week – two (2) consecutive absences.

Unless the CAT receives a response from the student confirming their continued attendance, his/her services will be suspended. Services will be reinstated once we receive the requested confirmation from the student.

5.3.1. *Late Arrivals*

Services providers are instructed to stay in class for 15 minutes beyond start time for classes lasting less than 2.5 hours and for 30 minutes beyond start time for classes lasting 2.5 hours or more. If the student does not arrive within these timelines, the services provider(s) will leave. As such, if a student is running late to class, it is important that they contact his/her service provider (if he/she has the service provider's contact info) or a member of the CAT. If a service provider is notified of the student's tardiness, he/she will wait at the assignment until the student arrives.

6. FACULTY/STAFF

6.1. Accommodation Form

Students receiving services from our office are expected to pick up an accommodation form at the beginning of the semester. This form details the accommodations necessary for the student to have equal access to the course. This form should be presented to the instructor of each class the student is taking, who will provide the student with his/her

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signature acknowledging that he/she has received this form and recognizes the need for accommodations. After obtaining signatures from all semester instructors, the form will need to be returned to our office. In the event the student is taking an online course, he/she should reach out to the office to request a digital version of this accommodation from that can be emailed to his/her online instructor(s).

6.1.1. **Best Practices Document**

All instructors who have a student receiving services from CAT will receive a Best Practices document from the Supervisor of CART and Interpreting Services. This document details how to most effectively work with students who are d/Deaf or hard-of-hearing and service providers. If students are interested in reading this document, it can be found at the following website:

http://www.uc.edu/aess/disability/cat/best_practices.html.

6.2. **In-class Services**

Students receiving in-class services, such as an interpreter or a CART writer (realtime or supernotes), should introduce themselves to their service providers on the first day of class. Students should feel free to sit anywhere they wish in class, but know that it is often times easier for interpreters to place themselves near the front of class. If a student is using realtime services, they may want to ensure they are sitting in a location that can easily accommodate the CART writer and his/her equipment. Please feel free to communicate any requests regarding placement directly to the assigned service provider(s).

7. **INTERNS**

AR values the opportunities CAT can present to current students working to becoming practitioners (either ASL/English interpreters or CART writers). In an effort to fulfill the mission of the university, AR, and CAT, AR may accept student interns to work with the CAT for a semester. Student interns are expected to complete an application and interview with CAT, and after an evaluation are offered the position. Student interns are permitted to observe UC assignments and, when determined appropriate by the professional service provider, render services during an assignment.

7.1. **Role of Intern**

Since the interns are hired based on their readiness to work, they will mostly serve as team interpreters in student classes, but may also cover any other type of assignment on campus. At times an intern may begin a site in an observation mode and later switch to becoming one of the primary interpreters for the assignment, or may continue to observe throughout the duration of the semester. As interns are a part of the working interpreter team, students should feel free to address their communication needs directly with the intern just as they would with one of the other interpreters. Students will be made aware of the presence of an intern in their class before the start of the semester through the same email that details the service providers assigned to each of

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their classes (see section 5.1.1.). Should a student have an issue with any intern assigned to his/her class(es) (i.e. concerns about skill level, professionalism, etc.), he/she can communicate those concerns with the Supervisor of CART and Interpreting Services.

8. ASSISTIVE TECHNOLOGY

8.1. Equipment Loan

Recording devices and frequency modulation (FM) systems are available to students registered with our office should they need to use them for classes during the semester. In the event a student is receiving remote CART services, perhaps because there are no CART writers available to provide services in person, that student may use microphones available in our office. When borrowing equipment from the office, students will need to complete and sign a AR Agreement Concerning Loaned Equipment Policy form. All equipment will need to be returned to the office by the end of the semester or by the date noted on the equipment loan form. Damage, loss or failure to return the equipment will result in a service block which may prevent the student from accessing grades or transcripts or from registering for future classes.

8.2. Remote Interpreting

Some students may be asked to receive remote interpreting services made accessible through an iPad for certain assignments. If the student is amenable to using remote interpreting services and does not have access to this technology, an iPad may be loaned to him/her by AR. In the event a student borrows an iPad for remote interpreting services the same equipment loan policies/procedures outlined in section 8.1. apply. Students will be expected to complete and sign a AR Agreement Concerning Loaned Equipment Policy form and return the equipment, undamaged, to the office by the end of the agreed upon timeframe.

9. EVALUATION OF SERVICE PROVIDERS

9.1. Semester Survey

At the end of each semester students will be given the opportunity to evaluate his/her various service providers. Student evaluations will be conducted anonymously and will ask students to rate service providers based on skill and professionalism. Constructive information gathered through the survey will be shared with the respective service provider.

9.2. Complaint Process

Any and all complaints about services being provided by the CAT, whether they be about a specific service provider or general issue, should be directed to the Supervisor of CART and Interpreting Services as soon as possible. The earlier these complaints are made known to the CAT, the sooner we will be able to remedy them. Should a student have a general complaint about the CAT or his/her complaint is unable to be resolved by

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the CAT, he/she should contact the Program Director of AR.

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Effective 1/1/2017 Version 1.1



10. ACKNOWLEDGEMENT

I acknowledge that I have read the UC d/Deaf—Hard-of-Hearing Student Policy Handbook, and I commit to follow the outlined policies/procedures. I further acknowledge that should I violate the policies/procedures outlined in this handbook the services I receive may be suspended or ceased.

I am aware that should I have any questions regarding the policies/procedures outlined in the handbook I should direct them to the Supervisor of CART and Interpreting Services.

I am also aware that UC AR & CAT might at any time add to, change, or delete policies/procedures with or without advanced notice.

Student
Printed Name

Supervisor, CART and Interpreting Services
Printed Name

Student
Signature

Supervisor, CART and Interpreting Services
Signature

Date

Date

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