

Intent: This document describes the process for setting up and utilizing American Sign Language (ASL) services for students who have the ASL accommodation.

Background: CSU Coded Memo AA 2002-35; CSU Executive Order No. 926; Section 504 and 508 of the Rehabilitation Act of 1973, as amended, Americans with Disabilities Act of 1990 (ADA); Telecommunications Act of 1996; California Senate Bill 302; California Assembly Bill 2222; California Assembly Bill 422; CSUCI Policy FA.31.002 (Policy on Persons with Protected Disabilities)

Accountability: Faculty, DASS Counselors, DASS Analyst for Disability Accommodations Support Services, and ASL Vendor.

Applicability: DASS students qualified for ASL accommodations

The following information outlines the responsibilities and instructions for each of the parties involved in providing ASL services in the classroom.

Student Responsibilities

1. Still will login to DASS Online System and request the ASL accommodation for each class they require ASL.

DASS Responsibilities

1. DASS Counselor will record all class days, dates and times in an Excel spreadsheet.
2. DASS Counselor will submit the ASL request in the Captioning/ASL Request Form (<https://tinyurl.com/CaptionASLrequest>)
3. The ASL Qualtrics request is sent to the DASS Analyst.
4. DASS analyst submits request for ASL to ASL Vendor.
5. Vendor assigns an interpreter to the request. They attempt to provide the same interpreter for all class meetings, but sometimes there may be more than one interpreter.
6. Vendor sends interpreter name, email and phone number to DASS Analyst.
7. DASS Analyst requests Zoom link for class from the professor.
8. DASS Analyst will send Zoom link to the interpreter.

ASL Vendor Responsibilities

The ASL Vendor will email accommodations@csuci.edu and the DASS Analyst the following information:

1. Confirmation of time and date of service that has been requested.
2. Name and email address of interpreters.
3. Notification of any change of interpreter.

Professor Responsibilities

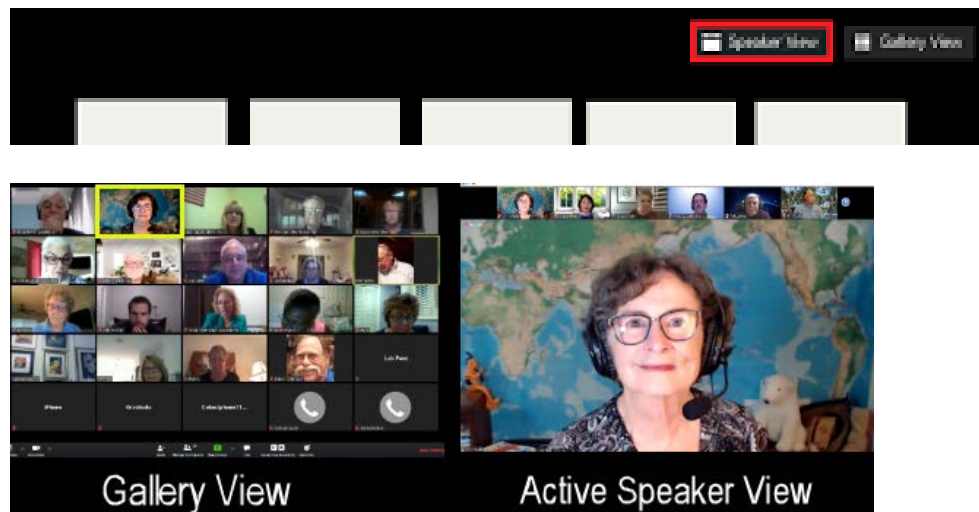
1. Professor sends Zoom (or online meeting program) link to DASS.
2. Professor will specify if the link is the same link for every class or if there are unique links for each class.
3. Professor will ensure ASL video is featured during Zoom sessions so ASL student can always see the interpreter. There are 2 ways to do this:
 - a. Spotlight ASL interpreter (see tutorial below).
 - b. Have all students turn off their videos so only professor and ASL interpreter are featured.
4. When assigning students to breakout rooms, make sure the ASL interpreter is in the same room as the student needing the accommodation.

Spotlight ASL Interpreter in Zoom classes

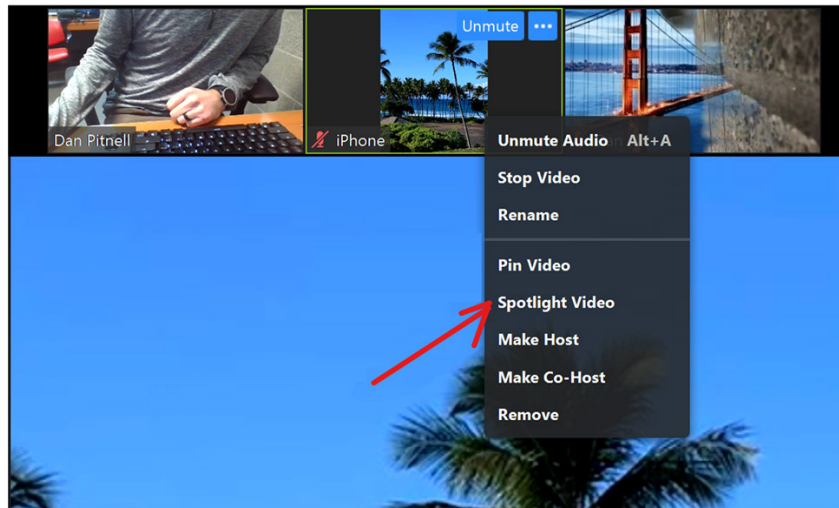
Professor will spotlight the ASL interpreter's video in Zoom at the start of each class. This will make it so the interpreter can consistently and clearly be seen in the live session and the recording.

1. If screen sharing is off:

- a. Make sure you are in Speaker View (one large video feed with smaller videos above it).

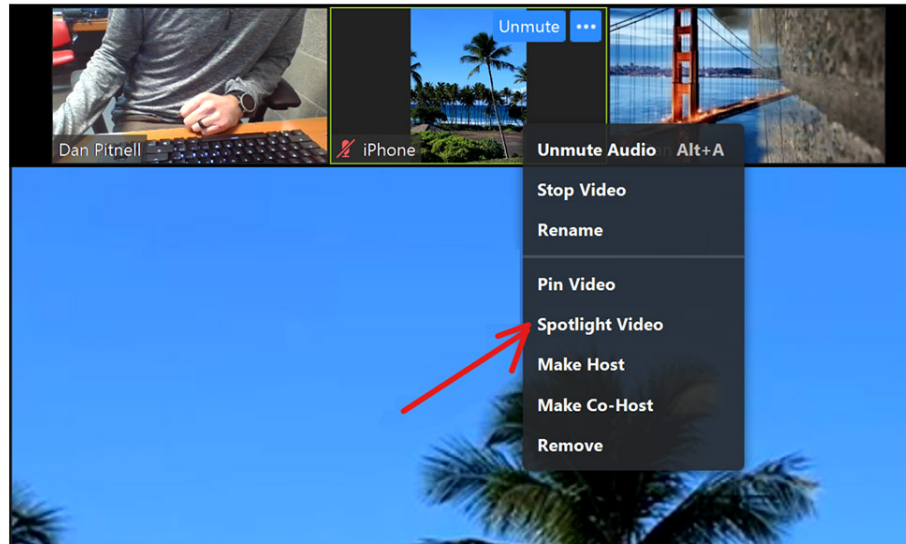


- b. Right-click on the interpreter's video and select "Spotlight Video".

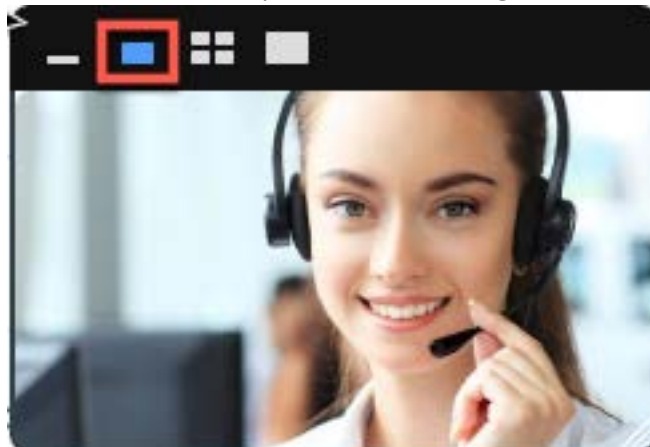


2. If screen sharing is on, to be able to see the interpreter and the screen share at the same time, the faculty has to configure Zoom a little differently.

- a. Spotlight the interpreter's video as you would when sharing video only.



- b. Click on the active speaker icon (single rectangle icon – see rectangle with red square in image below). This creates a pop-up window with the interpreter next to the shared screen. This window can be moved or adjusted in size as needed. If you record your class, this box will be part of the recording.



Tips for optimizing ASL in Classes:

1. Speak at a natural or reasonable pace: Too slow or too fast of a pace is difficult to interpret.
2. If students post questions in the chat box, please read the question before answering.
3. Take a 30-second pause ever 5-7 minutes or so to allow the interpreter to catch up with you.
4. Be aware of pace when asking the class questions. Ask students to use the raise hand feature in Zoom before speaking. Wait until the interpreter has finished interpreting the entire chunk of information (i.e., a discussion question), so that the student has time to process the chunk of information and raise their hand to participate in the discussion. Remember, the interpreter is usually one to two sentences behind the speaker. There is nothing more frustrating for a deaf student than not being able to participate in class because the instructor is moving too quickly to acknowledge someone else's raised hand.
5. Talk in the first-person: When talking to your student, look directly at the student, and not at the interpreter. Use "I" and "you" rather than such third-person statements as "ask her" or "tell him."
6. If possible, build breaks into the class time. The task of interpreting and following the interpreter can be exhausting, so short, quick breaks can help.
7. If possible, record your lectures. This allows the student to review material they may have missed while trying to follow the presentation and interpreter.
8. Use the chat feature to share technical terms or proper nouns that are significant to the course so the student knows how they are spelled.