

Access Beyond Academics: Athletics, Housing, Internships, and Campus Life for Deaf Students



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Access Check

We ask you to join us in creating a
culture that reflects...

Access and Inclusion

And

Civility and Respect

... this week and in all aspects of
our organization.



Land Acknowledgement



National Deaf Center



NDC works to improve postsecondary and employment outcomes for deaf students. By identifying barriers and partnering with institutions and states, we help create pathways that support enrollment, persistence, completion, and career success.



**Access is foundational to a
comprehensive and meaningful
college experience for deaf students.**

**Access opens the door to every opportunity
on campus.**

Access is more than accommodations.
Deaf students have a right to be included in **all**
aspects of campus setting.



The ADA and Section 504 require postsecondary institutions to ensure an opportunity for people with disabilities to access services and benefits, including all aspects of academic offerings and student life that is equal to the opportunity provided to others.



Beyond the classroom opportunities build networks and shared experiences that connect students to:

Belonging

A sense of identity and community that sustains degree completion.

Leadership

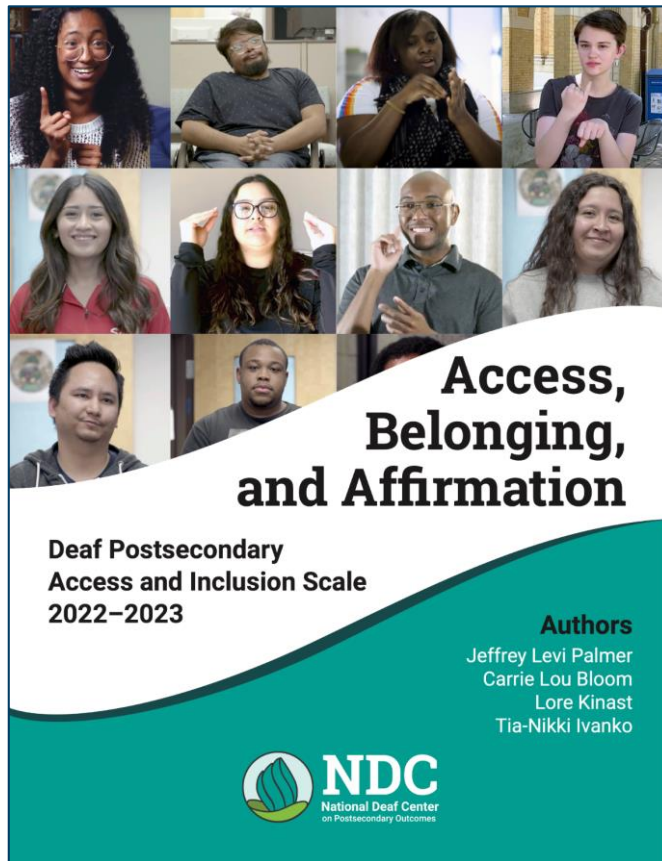
Opportunities to develop skills, expand knowledge, and grow as advocates.

Career Pathways

Professional networks and experiences that open doors after graduation.

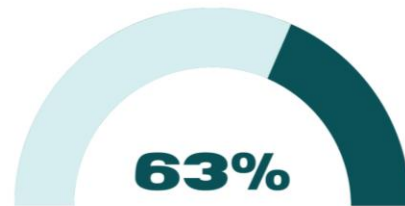


Deaf Postsecondary Access & Inclusion Scale (DPAIS)



DPAIS: Campus Connectedness

- 60% say they were likely to participate in campus student activities.
- 62% likely to call campus home.



CAMPUS CONNECTEDNESS



Understanding Barriers

- **Confusing or lack of policy or procedures**
- **Departments deflecting responsibility**
- **Unclear fiscal ownership of interpreting/captioning costs**
- **Inconsistent communication across units**
- **Reactive rather than proactive planning**



I wish that interpreters were provided for campus activities that are not necessarily tied to an academic class. For example, office of disability services does not provide interpreters for student organizations or campus events and many times organizations are small with limited funding.

What is this student telling us about their campus experience, and how can we respond in ways that promote full participation and belonging?



Types of Requests



Internships



Athletics



Housing



Greek Life



Clubs



Theatre



Strategies

Centralized Funding

Centralized Coordination

Department Collaborations

- Eliminate department silos
- Ensure consistent quality of interpreting/captioning services
- Reduce delays and confusion
- Support equitable access across all campus events
- Shared responsibility for access



Coordinating Access

Centralized

- Entire campus is responsible for access
- Continuity in services
- Proactive Approach

Decentralized

- Individual departments are responsible for access
- Gaps in oversight
- Reactive approach



Examples of Centralized Coordination

- Clear, student-centered protocols
- Transparent steps for requesting accommodations
- Access statements on webpages, information materials
- Proactive planning instead of last-minute scrambling



Building Relationships

Essential to creating equitable access for deaf students...this is possible with:

- Awareness and understanding of lived experiences of deaf students.
- Consistent and student-centered policies and practices.
- Effectively and efficiently allocated resources.
- Clear understanding of roles and responsibilities.
- Shared agreement that access is a shared responsibility.



Example Practices

- Online request forms
- Centralized scheduling for interpreters/CART
 - Coordinate consistent providers
 - Best fit, Technical expertise
- Event planning templates
- Standardized access statements



Coordinating Access For Non-Academic Activities



Athletics



What are some considerations with coordinating interpreting services for athletes?

- **Practice & Strength Training**
 - Daily, Mornings and Evenings
 - Outside (Heat/Cold)
 - Standing / Moving
- **Games**
 - Away (Local / Out of State)
 - Travel logistics
- **Team & Coach Meetings**
- **Injury Evals, Athletic Training Appts**
- **Media / Press Release Interviews**
- **Community/Outreach Events**



- Coordination among athletics, disability services, coaches, and access providers.
 - Educating coaches and teammates on effective communication practices.
 - Ensuring deaf athlete can participate fully in informal interactions and team bonding.
- Early identification of recurring athletic activities; flexibility for schedule changes due to weather, travel, or competition schedules.



Housing

- **Social Activities**
 - Evenings/Weekends
- **Meetings**
 - Roommate Conflicts
 - Violations
 - Sensitive situations
- **Orientation / Move-In Activities**



What are some considerations with coordinating interpreting services for this?



- **Length of Time**

- Semester-long, short term, extended/year-long
- Summer or during academic year



- **Location**

- Local, Out-of-State, Out-of-Country

What are some considerations with coordinating interpreting services for Interns?



Internships: Person-Centered Practices

- Collaborate with the student, internship site and vocational rehabilitation to identify possible barriers before the internship begins and develop an individualized access plan.
 - Ensure responsibilities are clear!
- Schedule regular check-ins to gather student feedback on the effectiveness of accommodations.
- Modify supports as the student's needs or internship responsibilities evolve.



Key Takeaways & Action Items

- **Campus life is essential—not optional, for student success**
- **Access requires shared responsibility across units**
- **Centralized funding and clear procedures reduce barriers**
- **Proactive planning creates sustainable, equitable access**

Action Items:

- **Reflect on one change you can implement immediately**
- **Identify one partnership to strengthen**
- **Commit to one improvement in your unit's access process**



Improving outcomes for deaf students, starts with leadership and campus community who believe that systems need to be changed, not deaf people.

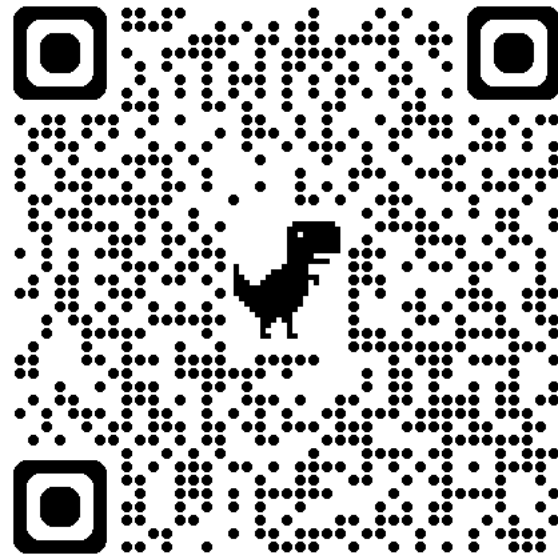


AHEAD Session Evaluation

tiny.cc/8zu1101

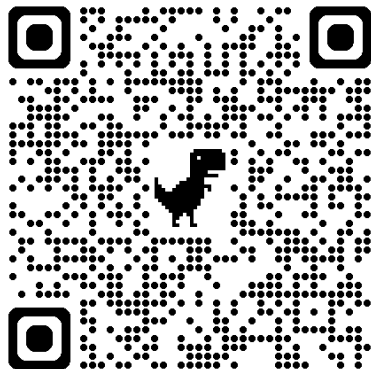
Thank you for attending!

Your feedback helps shape
future programming.



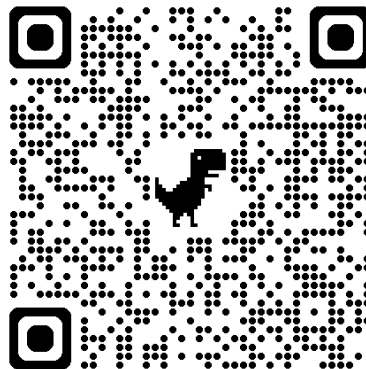
Any questions?



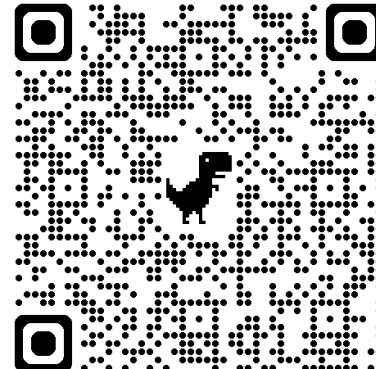


Coordinating Services

- Managing Service Providers
- Scheduling Service Providers (In-house, Agency, or Both)



Building Belonging



DPAIS Access, Belonging, and Affirmation

Thank You!

Come visit us at our booth!



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The National Deaf Center is funded by the Research to Practice Division, Office of Special Education Programs, and the US Department of Education via Cooperative Agreement #H326D21002

