

Administrative Program Review

Office of Disability Services

2011

Dr. Lance Alexis, Director

828-227-2716

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Executive Summary

The Office of Disability Services at Western Carolina University is a relatively young office. The strides that have been made since its creation in 2006 have led to the establishment of a sustainable unit. The office has seen an increase in staff and space while gaining a level of recognition around campus. Each of the past 4 years has welcomed increased numbers of students enrolling in the program and using the services available. Office employees stay active on campus by joining committees, facilitating presentations and trainings, and working with other departments to create a more inclusive environment. Many offices on campus have responded to the call for accessibility and strong partnerships have been formed. Employees are also involved in regional and national organizations, which helps it keep up with current trends in the field. The director is the current president of the North Carolina Association on Higher Education and Disability and the translator is a board member for that organization. The director was also on the conference planning committee for the national Association on Higher Education and Disability and has been published in the organization's journal, the Journal of Postsecondary Education and Disability. The director has also attended and presented at several regional and national conferences related to the field. While there is always room for improvement, the office is doing well in the areas that it can control. The major downside to the current state of the Office of Disability Services lies in pieces that can only be affected by members of upper administration.

There are three distinct areas outside of the office's influence that would put the office in an improved position: space, staffing, and compensation. The office currently has access to 5 spaces. Two of them are for the director and translator. One is for student workers and is used as a test proctoring area. One is for assistive technology and test proctoring, and the last is for test proctoring. There are two other spaces that belong to other offices that Disability Services has used in the past when available to help with test proctoring. The spaces are located intermittently throughout the building, and some are a result of downsizing. One office was part of Student Support Services and another was a part of the Advising Center. It is unfortunate that these spaces are available, and if those programs are able to hire sometime down the line those areas will be lost. There are 3 spaces total "owned" by the Office of Disability Services. Another concern is that most of the spaces that the office has access to are not in quiet areas, which is a requirement for many students who have their tests proctored by the office. Test proctoring has steadily increased over the past years to the point that the office is proctoring hundreds of tests a semester. Space is the biggest concern for the office.

Staffing is key concern too. The nature of the office is such that it can function very well with two full time staff. The problem is that the office translator is a "wild card". If there is an interpreting need on campus, that position must handle that first and foremost, which includes consistently interpreting for students in classes. Since creating and hiring this position, there have been no students who require interpreting, so the focus of the position has been on administrative functions and the office has flourished. If/When the day comes that a student or students who need interpreting enroll, the translator will be in classes rather than in the office, which will have a significant negative impact on the day to day operations. For this reason, an administrative assistant position is paramount.

Compensation is low for the office. The salaries for the director and translator positions are well below the national average for those positions and at the lower end if not the bottom in the University North Carolina System. The two biggest concerns with compensation are morale and retention. Considering the current economic climate, any change in compensation is unrealistic but still needs to be mentioned.

The Office of Disability Services is very proud of where it has come in 5 years of existence and is eagerly anticipating what the future will bring. This administrative review is welcomed. The hope is that the office will see areas where it can improve and will allow upper administration to view areas where it can step in and provide some much needed assistance.

Program Review Criteria

Response to Program Review Criteria:

The program should provide a brief, but comprehensive response to each criterion outlined below. The *maximum* length for the entire narrative is 15 pages. The *minimum* font size is 11 pt., using either Times New Roman or Arial style. The *minimum* line spacing is 1.5. The standards are arranged thematically in order to contextualize the review in the larger planning and effectiveness framework of the institution. Required documentation and other supporting materials should be included as appendices and only referenced in the body of the report.

History and description of unit

1. State the primary purpose and key functions of the unit.

The primary purpose of the unit is to ensure the receipt of necessary accommodations and equal treatment in all areas of campus life. Key functions within that primary purpose are working collaboratively with students to determine accommodations, serving as a safe place for students and employees to report incidents of inaccessibility and/or discrimination, investigate and seek ways to remove barriers to access, facilitate disability awareness activities for the campus community, and offer opportunities for students to receive self advocacy mentoring.

2. List the top 3-5 goals/priorities of the unit.
 - Ensuring the existence of an effective process for eligible students to request and receive reasonable accommodations
 - Collaborating with other units on campus in an effort to increase the office's influence and general disability awareness among all campus constituencies
 - Staying connected with related community organizations

- Maintaining a significant level of involvement with professional associations
3. Summarize the history of this unit on campus.

The office was created in 2006, housed in Student Affairs, located in the HFR Administrative Building, with only one staff position, Director. The initial director served for less than a year. The position remained vacant for approximately 9 months. During that time, it physically moved to Killian Annex and moved to Academic Affairs. In September of 2007, the current director was hired. In that time, a foundation has been laid, campus awareness of its function has greatly increased, and a second staff person has been hired—Translator.

4. Describe the structure of the unit and how it is situated organizationally within the institution.

The Office of Disability Services is housed in Killian Annex, has two full time staff members, and is comprised of 2 offices and 2 testing rooms. It is part of Enrollment Management and the director reports to the Senior Associate Vice Chancellor for Academic Affairs.

5. Provide an organizational chart of the unit with every employee identified by title and name. Attach a brief (3-4 bullets) list of the primary duties carried out by each employee on the chart. Also, for each full-time staff member provide a full *curriculum vitae* or 2-page *vitae/résumé* summary.

The Office has 2 full time staff members, a director and translator. The translator reports directly to the director and the director reports to the Senior Associate Vice Chancellor for Academic Affairs.

Lance Alexis, Director

- Serves as principal advocate for students with disabilities and the university in disability-related issues

- Provides accommodations and assistance to students, faculty, and staff
- Pursues collaborative opportunities with other departments, individual faculty members, and the surrounding community
- Manages daily operation of department including asset management and supervising

Angela Song, Translator

- Interpret/transliterate classes and campus events
- Coordinate interpreting services and assign community interpreters
- Transcribe class lectures as needed
- Organize deaf awareness activities on campus
- Transcribe campus presentations
- Plan and execute fundraising activities for WheeSign ASL Club

6. If applicable, describe the number and contribution of student employees or graduate assistants to the unit's programs and services.

Student employees are essential to the operation. Their primary contributions are reception, filing, and assisting with the test proctoring procedure. Graduate assistants are not a constant, but there have been a few and their primary role was to perform research concerning ways to better serve the office's constituencies e.g. surveying faculty and students served by the office.

Alignment with WCU Mission, Vision, Values

1. How does the unit mission align with the university mission with specific reference to support of the QEP, *UNC Tomorrow* and the academic colleges/schools?

Working to provide equal access to the university and its offerings while contributing to increasing personal and campus awareness concerning disability, the Office of Disability Services is aligned with the missions of the QEP, *UNC Tomorrow*, and all of Western Carolina University.

2. How has the purpose of the unit changed in the past 5 years?

The unit only has 5 years of history so simply establishing a base purpose of serving and accommodating students with disabilities and/or medical conditions has been the emphasis.

3. How do you expect the purpose to change in the next 5 years?

The expectation is that the office's purpose will focus less on direct service and more on increasing awareness of the concepts of universal design and disability rights among all campus constituencies.

Demand for the program

1. Who are the key users/participants of the unit's programs or services?

Students with disabilities or medical conditions who feel there could be a need for related accommodations and faculty/staff who assist in the implementation of the accommodations.

2. How do you identify and measure demand for the unit's programs or services?

Maintaining a database of students enrolled in our services along with a record of the students served each semester. The numbers are compared across semesters to view trends.

3. List those other units on campus that interact most with this unit. Briefly describe the nature of those interactions.

Student Support Services—many collaborative opportunities since we serve many of the same students and are geographically located next door to one another

Intercultural Affairs—create and facilitate presentations that promote diversity

Residential Living—determine reasonable accommodations related to the residence halls

Equal Opportunity and Diversity—work collaboratively on investigating issues related to disability discrimination

4. List other units on campus that provide related programs and services.

Student Support Services—promotes self advocacy/sufficiency among the students they serve which are students who meet at least one of these criteria: first generation college, low income, and disability

Intercultural Affairs—encourages the exploration of diversity issues including disability

Equal Opportunity and Diversity—thoroughly investigates discrimination claims and conducts campus trainings on those issues.

5. Describe the unique contributions of this unit.

The Office of Disability Services is the only office on campus that assists in the determination of reasonable accommodations for students with disabilities.

Quality

1. How do you identify and measure quality of the unit's programs or services? List the top benchmarks used to assess quality.

Quality assessments are based on the number of students served, the quality of services being provided, and the retention & graduation rates of the students we serve.

2. How do you use the results of quality assessments to improve programs and/or services? Provide specific examples.

The aforementioned quality assessment numbers provide us perspective as to the areas we need to allocate more or less resources too as ways to accommodate students with disabilities is ever evolving.

3. What were the major accomplishments of the unit in the past 5 years? Include those directly related to unit functions AND/OR other contributions related to University goals.

- Established a foundation and campus presence.
- Served an increased number of students
- Engaged in numerous successful collaborations with other campus departments
- Initiated several disability awareness presentations
- Hosted a conference (North Carolina Association on Higher Education and Disability)
- Increased staff size
- Increased physical size/space

Cost Effectiveness

1. How do you identify and measure cost effectiveness of this unit? List the top benchmarks used to assess cost effectiveness.

The unit has a specific budget allocated to it and remains within that budget. If there are times that an office need is beyond its budget, the office works with the provost's office to determine the need and find funding. Since the university is legally obligated to provide reasonable accommodations when there is an established need, funds must be found.

2. Attach an itemized spreadsheet (see template) outlining ALL revenues/resources generated and expenses incurred (including salaries) for the unit for the past 3 years.

Opportunity Analysis

1. How can programs or services offered by the unit be enhanced?

- Expand programming concerning disability culture
- Update assistive technology and disability related literature libraries

2. How do the activities of other units advance or hinder the effectiveness of your unit?

Focus should be on those units that were identified in item #3 in the section on “Demand for the Program”.

There is no direct evidence of hindrance, and support has been granted liberally by the entire campus. That support is the crux of the improvement the office has had and will have.

3. What programs and services offered by the unit are redundant or outside the scope of the unit’s primary purpose?

There are no programs and services that fall outside the scope of the office or would be considered redundant.

4. What are similar units at peer or aspirant institutions doing that this unit would like to do or should be doing?

There is no direct example, but the unit does stay very active in regional and national related professional organizations, which helps it stay updated on trends.

5. What additional cost-savings could be achieved in this unit?

One measure that the university and office took to greatly assist in cost savings was the hiring of a nationally certified sign language interpreter to a full time position in the office. Sign language interpreting is a necessary and costly service. Angela Song holds this position and having her on campus has and will continue to help ease aforementioned costs. In looking at the office’s budget as a total picture, the unit’s operational budget is minimal and any accommodation outside the budget must be covered, so there should be no cost savings concern.

6. What external funding opportunities (grants, contracts, etc.) exist that could be pursued by this unit? If applicable, describe any efforts to pursue such funding to date?

The office has assisted Henry Wong, the director of Equal Opportunity and Diversity Programs, with grant pursuits toward universal design and would continue to support those endeavors. Day to day operations have been adequately served by allocated operational budget and accommodation needs outside of the operational budget have been met by the university.

7. What would it take to make the program exemplary?

- New office space
- An administrative assistant
- Position salaries that are more competitive with other schools in the UNC system

Additional Questions Applicable to Academic Centers and Institutes

Excerpt from University Policy #105:

Section 5.2.2 Periodic Center or Institute Evaluations

Centers and Institutes must be evaluated/ reviewed at least once every five (5) to seven (7) years.

This evaluation will be part of the institution's Administrative Program Review process.. The review process is coordinated by the Office of Institutional Planning and Effectiveness.

Additional or more frequent evaluations may be necessary if mandated by the Charter, Bylaws, or funding agency.

The specific questions that will be addressed in the course of the evaluation are as follows:

- *Is current funding of the Center or Institute sufficient to continue its operation?*
- *Are support, training, and graduation rates of students consistent with the Center or Institute's stated goals and objectives?*
- *Is faculty participation sufficient to continue Center or Institute operations?*

- *Is the quality of scholarly activity by faculty, professional staff, and students reflected in its output (publications, patents, copyrights, etc.)?*
- *Do current operations of the Center or Institute agree with the most recent Charter, goals, and objectives of the Center or Institute? (Does it duplicate the efforts of other Centers and Institutes?)*
- *Does the financial audit and professional evaluation demonstrate that the Center or Institute is being managed properly? (Were any serious problems discovered?)*
- *Are required matching funds, start-up funds, or capital equipment still appropriate and available? (If the Center or Institute was originally funded with finite-term [three (3) year, five (5) year, etc.] start-up funds from the University or other granting agencies, has it been able to attract sufficient outside funds to continue without additional institutional support?)*
- *Is space required for operation of the Center or Institute available?*
- *Are the Center or Institute clients being served?*
- *Does the Center or Institute demonstrate effectiveness through its key performance indicators? Upon completion of the Evaluation/Review, the responsible administrator(s) shall meet with the Provost to determine future actions by responding to the strengths and recommendations cited in the evaluation/review report. If needed, the Provost shall make a recommendation to the Chancellor for action by the Board of Trustees.*

Appendix

COSTS	Year 1		Year 2		Year 3	
	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended
Salaries-Total	41200		41200	34,324.30	50201	50,199.96
Benefits	153			9716.86		14791.64
Equipment	3000		1101	909.9	800	688
Travel costs		1337.36		2370.66		897.56
Supplies costs	3000	2255.45	4847	4297.51	6111	6065.8
Printing costs		1113.7		572.2		761.39
Entertainment						
Memberships	2000	1573.5		1055	575	275
Accreditation costs						150
Other costs (specify) (Room Rental, Postage, Phone)		200.48		189.19		370.31

DR. LANCE T. ALEXIS

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EDUCATION

East Tennessee State University	Johnson City, TN
<i>Ed.D., Postsecondary and Private Sector Leadership</i>	2008
Christian Brothers University	Memphis, TN
<i>M.Ed., Secondary Education</i>	2003
The University of Mississippi	University, MS
<i>M.A., History</i>	2001
The University of Mississippi	University, MS
<i>B.A., History</i>	1999

PROFESSIONAL & ADVISING EXPERIENCE

Western Carolina University	Cullowhee, NC
<i>Director, Office of Disability Services</i>	2007-Present

- Serve as principal advocate for students with disabilities and the university in disability-related issues
- Provide accommodations and assistance to students, faculty, and staff
- Manage daily operation of department including asset management and supervising
- Maintain and assess student medical records
- Increase the department's staff, campus influence, and physical size
- Assist in identifying and eliminating campus barriers to access
- Pursue collaborative opportunities with other departments, individual faculty members, and the surrounding community
- Organize awareness activities on campus
- Research, organize, and provide assistive technologies for students, faculty, and staff
- Communicate with other professionals in the field

East Tennessee State University

Johnson City, TN

Doctoral Fellow

2004-2007

- Served as advisor to Leadership House, a living and learning community of undergraduates
- Assisted in the planning and implementation of leadership programs in the Center for Community Engagement, Learning and Leadership
- Facilitated training on Stephen Covey's *7 Habits for Highly Effective College Students* to faculty, staff, and students
- Provided servant leadership training to faculty and administrative staff
- Coordinated recruitment and orientation events for leadership programs and the Department of Educational Leadership and Policy Analysis
- Planned and implemented annual Nicks Lecture Series and new job skills orientation

TEACHING EXPERIENCE

Western Carolina University

Cullowhee, NC

Adjunct Graduate Faculty, College of Education and Allied Professions

2008-Present

- Taught College Student Personnel 685 in Fall 2008
- Serve as field supervisor for graduate interns

Youth Villages Morris Wilson Campus

Arlington, TN

Teacher

2001-2004

- Taught general studies to students with emotional and learning disabilities ages 7-18
- Led the development of Individual Education Plans
- Worked cooperatively and supervised an assistant in the planning and implementation of general lesson plans, Individual Education Plans, and 504 Plans
- Assisted in new teacher orientation with an emphasis on computer grading software
- Earned and applied Tennessee Teaching Licensure (still current)

INTERNSHIPS

East Tennessee State University

Johnson City, TN

Student Disability Services

2005

East Tennessee State University

Johnson City, TN

Service Learning Department

2005

ASSISTIVE TECHNOLOGY EXPERIENCE

- Speech to text software: Dragon Naturally Speaking
- Text to audio software: Kurzweil, Read and Write Gold
- Screen Reader Software: Jaws, Thunder, Read Please, and Natural Reader
- Optical Character Recognition Software: Abby Fine Reader and OmniPage
- Memberships with Learning Ally and Access Text Network for the provision of books in alternate formats
- Procured assisted listening devices, hired sign language interpreters, and arranged Communication Access Realtime Translation services for people with hearing impairments

RESEARCH

Dissertation: Alexis, L.T. (2007). A Case Study of the Involvement of Undergraduates with Physical Disabilities in Campus Organizations at East Tennessee State University.

Capstone Project: Alexis, L.T. (2003). Teaching the Great Depression, Roosevelt, and the New Deal.

Thesis: Alexis, L.T. (2001). Southern Son: Roman Catholicism in Mississippi During the Great Depression.

PUBLICATIONS

Alexis, L.T. & Kaufman J.J. (2010). A Paradigm Shift on Providing Alternative Formats of Textbooks. *Journal of Post Secondary Education and Disability*, 22(3).

Alexis, L.T. (2008). Disability Awareness in the Workplace. *Western Carolina University's Career Journal*, 6(2)

PROFESSIONAL MEMBERSHIPS

- Association on Higher Education and Disability, 2007-Present
- North Carolina Association on Higher Education and Disability, 2007-Present

LEADERSHIP & SERVICE

- *Committee Chair*, David H. Brown Scholarship Committee, Cullowhee, NC, 2008-Present
- *Committee Chair*, Adelaide Louise Brewer Scholarship Committee, Cullowhee, NC, 2008-Present
- *President*, North Carolina Association on Higher Education and Disability, 2011-Present
- *President-Elect*, North Carolina Association on Higher Education and Disability, 2010-2011
- *Conference Committee*, Association on Higher Education and Disability, 2011
- *Board of Directors Nominee*, Association on Higher Education and Disability, 2011

- *Lead Planner & Host*, North Carolina Association on Higher Education and Disability Fall Conference, Cullowhee, NC, October 2010
- *Featured Interviewee*, Disability Compliance for Higher Education, Volume 15 Issue 11, June, 2010
- *Committee Chair*, Americans With Disabilities Act Committee, Cullowhee, NC, 2008-2010
- *Conference Planning Committee Member*, Multicultural Conference, Johnson City, TN, 2007
- *Doctoral Fellows Coordinator*, Educational Leadership and Policy Analysis, Johnson City, TN, 2006

CONFERENCE PRESENTATIONS

- *The AccessText Network Update: Improving the Accessibility of College Textbooks*, Association on Higher Education and Disability, Denver, CO, July 2010
- *Pathways and Perspectives for Inclusion*, 6th Annual Symposium on Service Learning & Civic Engagement, Cullowhee, NC, June 2010
- *Alternate Text Production, Inclusion, Segregation and the Natural Student Experience*, Multiple Perspectives on Access, Inclusion, and Disability, Columbus, OH, April 2010
- *Involving Postsecondary Students with Observable Disabilities in Leadership Development*, 50th Annual Conference of the Southern Regional Council on Educational Administration, Atlanta, GA, October 2009
- *Involving Students with Observable Disabilities in Extracurricular Activities*, 5th Annual Symposium on Service Learning & Civic Engagement, Cullowhee, NC, June 2009
- *Alternative Text Formats in the Context of a Textbook Rental Program*, Accessing Higher Ground Conference, Boulder, CO, November 2008
- *The New Zeitgeist: A Paradigm Shift on Providing Alternate Formats of Textbooks*, North Carolina Association on Higher Education and Disability Fall Conference, Greensboro, NC, October 2008

INTERDEPARTMENTAL COLLABORATIONS

- Commencement Committee, Enrollment Management, 2007-Present
- Alternate Format Procurement and Production Partnership, University Bookstore, 2008-Present
- University Participant Committee Member, College of Education, 2008-Present
- *Facilitator*, Tutor Training, Academic Tutoring Center and Student Support Services, 2008-Present
- *Panelist*, New Faculty Orientation, Provost's Office, 2009-Present
- *Facilitator*, Writing Center Staff Training, Writing Center, 2009-Present
- Americans with Disabilities Act Committee, Equal Opportunity and Diversity Programs, 2010-Present
- Administrative Council, Office of the Provost, 2010-Present
- Bias Reporting Team, Student Affairs, 2011-Present
- WCU Memorial Committee, Staff Senate, 2011
- *Facilitator*, Reviewing Disability Legislation for Online Classes, Coulter Faculty Center, June 2011
- University Staff Senate, 2009-2011
- *Facilitator*, Library Staff Training, Hunter Library, April 2011
- *Panelist*, Trans 101, UNITY, April 2011
- *Facilitator*, University Faculty Training, March 2011
- *Facilitator*, Orientation Counselor Training, Orientation, February 2011
- *Panelist*, World Aids Day, Intercultural Affairs, November 2010
- Academic Progress Reporting and Attendance Task Force, University Registrar, 2010

- *Presenter*, When Inspiration Becomes Discrimination, Intercultural Affairs, September 2010
- *Presenter*, Intern Training, Counseling Center, September 2010
- *Facilitator*, Academic Success Program Information Session, Academic Success Program, July 2010
- *Panelist*, Gender Identity Disorder Discussion, UNITY, April 2010
- *Facilitator*, Residential Living Staff Training, Residential Living, March 2010
- *Panelist*, Skin Tones: Broadened Beauty, Women's Center, February 2010
- January Term Committee, Provost's Office, 2010
- *Presenter*, A Look Into a Funhouse Mirror, Multicultural Affairs, 2009
- *Panelist*, The Confederate Flag in 2009, Multicultural Affairs, September 2009
- *Presenter*, Disability in Entertainment, Multicultural Affairs, 2009
- Search Committee: Director of Equal Opportunity and Diversity Programs, Legal Counsel, 2009
- Search Committee: Director of Student Support Services, University Registrar, 2009
- Office of Career Services and Cooperative Education Administrative Program Review, Office of Assessment, December 2009-January 2010
- *Panelist* , Football Orientation, Athletics, August 2009
- *Panelist*, Interpreting the Role of Disability in the World of Work: Internships, Employment and Careers, Career Services and Cooperative Education, October 2008
- *Panelist*, Measures of Form...Reframing the Ideal, Women's Center, October 2008
- *Presenter*, Faculty Enrichment and Education Day, Academic Tutoring Center, September 2008
- *Facilitator*, Library Staff Training, Hunter Library, July 2008
- *Facilitator*, Making Online Classes More Accessible, Coulter Faculty Center, June 2008

ANGELA SONG

PO BOX 134, Cullowhee, NC 28723

919-696-3287, angie@ncterp.com

EDUCATION & PROFESSIONAL CREDENTIALS

Hillsborough Community College Tampa, FL

Associate of Science in Interpreting for the Deaf 1990-1993

- Graduated with Honors while working part-time and parenting full-time

Registry of Interpreters for the Deaf Silver Springs, MD

Certificate of Transliteration January 2009

North Carolina Interpreter & Transliterator Licensing Board

NCITLB License 2007436 2007

PROFESSIONAL EXPERIENCE

Western Carolina University Cullowhee, NC

Disability Services Staff Interpreter/Support Specialist 2009-Present

- Interpret/transliterate classes and campus events
- Assist Director in all areas
- Coordinate interpreting services and assign community interpreters
- Create and distribute alternate format books
- Transcribe class lectures as needed
- Maintain equipment and book inventory
- Organize deaf awareness activities on campus
- Transcribe campus presentations
- Organize and schedule student testing for students and faculty in six colleges
- Plan and execute fundraising activities for WheeSign ASL Club
- Provide expertise and general assistance to students, faculty, and staff
- Assist in identifying and eliminating campus barriers to access

Freelance Sign Language Interpreter

2006-Present

- Contracted to provide wide range of community-based sign language interpretation (including legal, medical, educational, and mental health) through a variety of clients, including:
 - Administrative Office of the Courts, Sylva, NC
 - NC Division of Services for the Deaf, Asheville, NC
 - NC Division of Services for the Blind, Asheville, NC
 - NC Division of Vocational Rehabilitation Services, Asheville, NC
 - Center for Family Medicine, Franklin, NC
 - Southeastern Community College, Sylva, NC
 - Swain County Department of Social Services, Bryson City, NC
 - Burke County Public Schools, Morganton, NC
 - Western Piedmont Community College, Morganton, NC
 - Catawba Valley Community College, Hickory, NC
 - Broughton Hospital; Morganton, NC
 - Fluent Language Solutions, Charlotte, NC
 - The Solution Center, Raleigh, NC

Deaf Access, Inc.

Raleigh, NC

Interpreter Coordinator/Accounts Manager/Substitute Interpreter

1996-2006

- Coordinated interpreting, captioning, and cued speech services for a variety of clients and settings, including educational, business, and medical
- Contacted clients to collect balances due and used QuickBooks to manage accounts and receipts
- Applied strong communication and customer service skills to maintain excellent client/interpreter relations
- Responsible for client education, explained ADA and other laws, rules, or protocols, and provided advocacy to help customers meet needs of deaf clientele
- Served as substitute classroom interpreter

LEADERSHIP & SERVICE

- *Advisor*, WheeSign ASL Club
- *Advisory Board*, Access Text Network
- *Newsletter Editor*, NC Association on Higher Education and Disability
- *Planner/Co-Host*, NC Association on Higher Education and Disability Fall Conference, Cullowhee, NC, October 2010
- *Volunteer/ASL Tutor*, Cullowhee Valley Elementary School
- *Access News Editor*, WCU Office of Disability Services

ASSISTIVE TECHNOLOGY EXPERIENCE

- Text to Audio Software: Kurzweil
- Screen Reader Software: Read Please
- Speech to Text Software: C-Print
- Optical Character Recognition Software: Abby Fine Reader
- Membership with Learning Ally and Access Text Network for the provision of books in alternate formats

PROFESSIONAL MEMBERSHIPS

- Registry of Interpreters for the Deaf, 1996-Present
- North Carolina Association on Higher Education and Disability, 2009-Present