



# A NUTS & BOLTS GUIDE

TO COLLEGE  
SUCCESS  
FOR DEAF  
AND  
HARD OF  
HEARING  
STUDENTS



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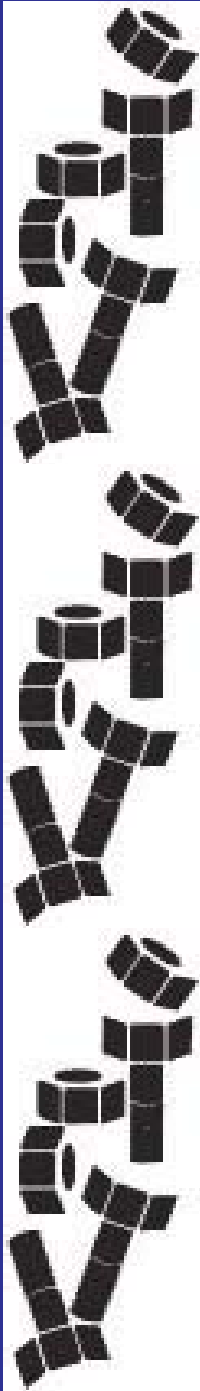


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# ***INTRODUCTION***



# INTRODUCTION

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## DROP-OUT RATES FOR COLLEGE STUDENTS

Students who do not know how to find the office for disability services or do not use available support services are more likely to drop out of college. As compared to a 47% dropout rate for students without disabilities, the college dropout rate for students with hearing impairments is 71%.

Those students with hearing impairments who drop out from college have reported feeling isolated and often do not know how to get the support services necessary for them to succeed. Students who know from the beginning how to find the office for disability services, know how to ask for the help they need, and know their rights are much better equipped to succeed in college.

## INTRODUCTION TO DISABILITY SERVICES

In 1975, Congress passed a law to protect the education of individuals with any type of disability, called the Education for All Handicapped Children Act of 1975 (P.L. 94-142). Every four years Congress discusses this law, makes some changes, and then votes to pass it again, or reauthorizes it with the new changes (amendments). When it was reauthorized in 1990, it was renamed the Individuals with Disabilities Education Act of 1990, or IDEA.

IDEA has three guarantees, that your education throughout elementary and high school is:

1. *Free* - the education is provided by taxpayers, the same as for all children in the country
2. *Appropriate* - the education is suitable and meets the needs of each individual student, and
3. *Public* - the education will be provided at a school building owned by a city, county, or state and that teachers will be employed by the city, county or state.

Throughout elementary and high school, teachers, your parents, and other adults have been responsible for making sure that you are tested, taught, and given appropriate supports. But once you start college, no teacher has that responsibility.

After graduation from high school, you are protected by a different set of laws. Whether you go on to college, job training, or work, there are two laws that will continue to protect your rights: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The Rehabilitation Act of 1973 protects your rights while you are in college and job-training programs. ADA protects the rights of other parts of your life.

The Office for Civil Rights in the U.S. Department of Education enforces regulations implementing Section 504 with respect to programs and activities that receive funding from the Department of Education. The Section 504 regulation applies to all recipients of this funding, including colleges, universities, and postsecondary vocational education and adult education programs. Failure by these higher education programs to provide auxiliary aids to students with disabilities that results in a denial



of a program benefit is discriminatory and prohibited by Section 504 (*U.S. Department of Education, Office for Civil Rights, Washington, D.C. - Revised September 1998*).

Title II of ADA prohibits state and local governments from discriminating on the basis of disability. The Department enforces Title II in public colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher education institutions described in the Section 504 regulation are generally included in the general nondiscrimination provisions of the Title II regulation (*U.S. Department of Education, Office for Civil Rights, Washington, D.C. - Revised September 1998*).

Section 504 of the Rehabilitation Act of 1973 provides a specific ruling related to a postsecondary school's obligation to provide auxiliary aids to qualified students who have disabilities:

A recipient of federal funds shall take such steps as are necessary to ensure that no qualified individual with disabilities in the United States . . . shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity because of the absence of educational auxiliary aids. (20 USC 794)

Title II regulations state:

A public entity shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity.

This law applies to all colleges and job-training programs, which receive federal assistance (money from taxpayers). Under this law, you may request that admissions tests (like the SAT) be given with a sign language or oral interpreter. Written instructions may also be requested. Colleges may not ask if you have a disability when you apply for admission to their program. Once you have been accepted by a college or job-training program, you will then be informed of the availability of services and given the name of the person or office responsible for helping you.

While you are in college, you are guaranteed equal opportunity to participate and benefit from classes, programs, and extracurricular activities. However, it is your responsibility to find the disability services office in a timely manner and ask for what you need to succeed. You are now the person in charge, not the teacher or your parents. This is the big difference between IDEA and Section 504.

Aids and services are available to you, including help with registration, interpreters, tape recorders, FM systems, and other assistive devices, dorm modifications (including TTY or amplified telephones), campus and library orientations, and so on. The costs of these aids and services are covered by the college and sometimes also Vocational Rehabilitation, not by you or parents or guardians. In other words, these aids and services are free to students.

Based on Section 504 of the Rehabilitation Act of 1973 (P.L. 93-113), together with the implementing

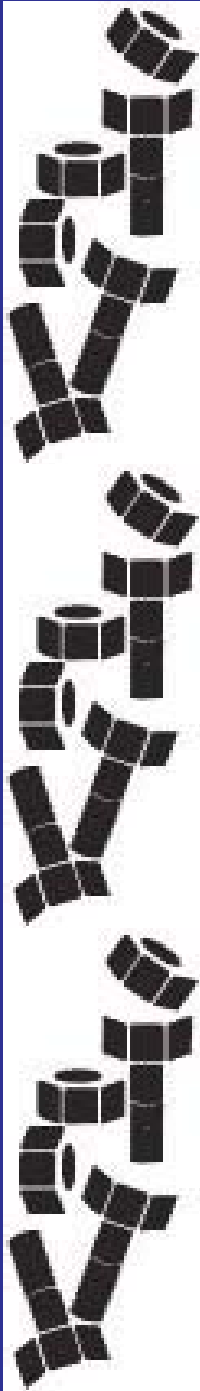


Regulations of 1977, you must present documentation, such as an audiogram (no more than three (3) years old), which identifies your needs to the program, and the requested accommodation. It is then the responsibility of the college to provide what is needed.

The Americans with Disabilities Act (ADA) of 1990 has further strengthened the provision of support services to student with disabilities and the responsibility that postsecondary institutions have in meeting the needs of students with disabilities who apply for admission and accommodations.

The major difference between the Section 504 ruling and the ADA is that Section 504 only applies to organizations receiving federal funds, while the ADA mandate applies to all establishments, public or private, regardless if they receive any federal substitute. In addition, the ADA provides a more in depth and broader range of liability for any public establishment in ensuring that the same services and goods are made accessible to all people.





# *SELF ADVOCACY*



## ACQUIRING SELF-ADVOCACY SKILLS

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**Seeking support for the rights of a person or a cause**



**Understanding and seeking support for your personal rights**

### HOW CAN YOU ADVOCATE FOR YOURSELF?

You can advocate for yourself by:

1. Speaking up for yourself.
2. Standing up for your rights:
  - Rights are things that mean you should be treated fairly.
  - Having rights means being the boss of your own life.
3. Making choices.
  - We need information that is easy to understand so we can make the right choices.
4. Being independent.
  - This means doing things for yourself as much as you can, without other people always doing things for you.
5. Taking responsibility for yourself.
  - This means looking after yourself.
  - Don't always wait for other people to get things done for you.
  - Get things going yourself.



## WHY DO YOU NEED TO LEARN SELF ADVOCACY SKILLS?

1. Employers may not know about your rights or the rights of individuals who are deaf or hard of hearing.
2. College teachers may not know about your rights as an individual with a hearing disability.
3. Laws will protect a person with hearing loss while in secondary education, but you must look after yourself once you leave high school.



# COPING AND COMMUNICATION STRATEGIES

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## FOR THE PERSON WITH A HEARING LOSS

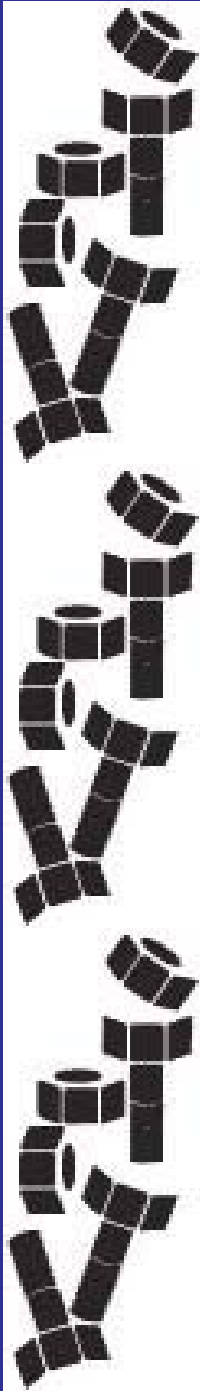
1. Pick the best spot to communicate. Avoid areas that are poorly lit and very noisy: The source of light should be in front of the speaker's face to obtain a high level of clarity of visual clues. The listener should move to a quieter place to hear the person who is talking and not the background noise.
2. Anticipate difficult situations and plan how to minimize problems. Anticipatory Strategies:
  - Anticipate possible vocabulary
  - Anticipate questions that you will be asked
  - Decide what information you want to obtain
  - Plan questions you will ask
  - Decide how you can narrow your questions to limit the type of response (yes/no/one/two/etc.)
  - Plan how you can modify the environment
  - Consider how you can be assertive
  - Consider the context (topic of conversation)
3. Pay attention to the speaker.
4. Look for visual clues to what is being said.
5. Ask for written or fingerspelled clues of key words, if needed.
6. Provide feedback that you do or do not understand.
7. Do not BLUFF or pretend you understand when you don't.
8. Arrange for frequent breaks if discussion or meeting is long.
9. Set realistic goals about what you can expect to understand.
10. Explain why help is needed; don't apologize for needing help. It helps the other person to understand that they are not responsible for the breakdown of communication, and you are not either. It also gives that person the opportunity to assume the appropriate responsibility in the communication situation.
11. Direction: A person cannot help you if they do not know how to help you. You need to tell the person what they can do to help you communicate more effectively.



## STRATEGIES FOR THE HEARING PERSON

1. Get the person's attention before you speak.
2. Do not put obstacles in front of your face.
3. Do not have objects in your mouth such as gum, cigarettes, food or your hands.
4. Speak clearly and at a moderate pace. Speak slowly, but NATURALLY.
5. Use facial expressions and gestures. Use gestures or mimes to help express your ideas.
6. Give clues when changing the subject.
7. Rephrase when you are not understood.
8. Do not shout.
9. Avoid noisy background situations.
10. Be patient, positive and relaxed.
11. Talk to the person, not about him or her.
12. When in doubt, ask the person for suggestions to improve communication.
13. Do not use constant motion, such as pacing, when speaking.
14. Keep in mind not all people with a hearing loss can read lips. It is also harder to lipread someone with a foreign accent, beard or moustache.





# *PRE-COLLEGE AND TRANSITION*



# SUGGESTED TIMELINE CHART FOR TRANSITION FROM HIGH SCHOOL TO COLLEGE

from <http://www.CollegeIsPossible.org/paying/financial.html>

## JUNIOR YEAR OF HIGH SCHOOL

- SEPTEMBER** Meet with your school counselor and review your courses and plan for your senior year. Ask about the PSAT/NMSQT test date, time, and place. Begin investigating private sources of financial aid. There are several free online scholarship search services listed in the Resource section.
- OCTOBER** Take the PSAT/NMSQT to prepare for the SAT I and II, and to be eligible for the National Merit Scholarship competition (scores from your sophomore year will not count in the competition).
- NOVEMBER** Start doing research on government, as well as private, *financial aid programs*.
- DECEMBER** Receive the results of the PSAT/NMSQT. Read your score report and consult your school counselor or teachers to determine how you might improve. Sign up for the February ACT.
- JANUARY** Begin to make a list of colleges you would like to explore. Show the list to your parents and discuss their ideas and preferences about the kind of college you should attend. Apply for a social security number if you don't have one. It is required on many college applications.
- FEBRUARY** Meet with your school counselor to begin preparing a list of colleges to explore. Sign up for the SAT I. Begin to prepare for the SAT I or ACT.
- MARCH** Send letters or e-mails to the colleges on your list requesting information, and evaluate the materials they send you. Share the materials with your parents. Take the SAT I. Continue your research on private scholarships by finding out what awards students in your school and community are receiving.
- Plan visits to colleges during your spring break holiday so you'll be on campus when classes are in session. Be sure to call the admissions office before you visit a campus. The admissions staff will schedule you for a campus tour and arrange an interview, if necessary. Many colleges have special programs for visiting high school students. If possible, schedule an appointment with a financial aid counselor to learn more about the college's financial aid opportunities. Be sure to bring your parents - their opinion is very important and they can gain very valuable information by talking with a financial aid counselor.



**APRIL** Sign up for the May/June SAT I and/or SAT II: Subject Tests. Take the ACT. Look into summer jobs or internships. Continue to evaluate colleges and begin to eliminate some choices from your list.

**MAY** Attend college fairs and sessions with college representatives at your school to get more information. Be sure to ask questions about financial aid, as well as the academic program, student life, etc. Take the SAT II: Subject Tests. Take Advanced Placement exams, if appropriate.

Consider enrolling in an academic course at a local college, pursuing a summer school program, or working as a volunteer — make wise use of your summer. If you work over the summer, put aside some of the money for college.

**JUNE** Take the ACT.

**JULY/AUGUST** Write for private scholarship applications. Polish your resume and, if the schools or scholarships you are interested in require them, begin to assemble writing samples, portfolios, or audition tapes. Now is also a great time to begin work on college application essays. If you are interested in an athletic scholarship, contact the coaches at the colleges to which you plan to apply.

### SENIOR YEAR OF HIGH SCHOOL

**SEPTEMBER** Meet with your counselor to review your college plans and evaluate them in light of your test scores and junior year grades. It's a good idea to involve your parents in this meeting and to discuss your prospects for financial aid at this time.

If you have not already taken the necessary test, or you and your counselor have agreed that you should take it again to try to improve your score, sign up for the October/November SAT I and/or SAT II: Subject Tests.

Write to the colleges on your list and request admissions, financial aid, and, if appropriate, housing applications. Keep a checklist with all the admissions and financial aid deadlines for the colleges you are considering. Check with your school to make sure your transcripts and other records are up to date and accurate. Ask teachers, employers, or coaches to write you letters of recommendations. Give them any forms that colleges require and follow up to make sure the letters are mailed on time.



Pick up a copy of the *CSS Profile* Registration Guide from your high school guidance office to see if any of the colleges on your list require this financial aid application form. If so, register for the Profile service.

## **OCTOBER**

Attend a regional college fair to further investigate the college on your list. Make sure that your transcript and test scores have been sent. Set aside plenty of time to draft, edit, and re-write application essays. Be sure to give your parents enough time to help you fill out any college financial aid forms, such as the CSS Profile. If applying for "early decision," send in your application now. Sign up for December/January tests, if necessary. Begin to send in applications; be sure to keep copies of everything you send, with the date on which it was mailed.

## **NOVEMBER**

Continue to file admissions applications. Obtain the *Free Application for Federal Student Financial Aid (FAFSA)* from your high school. You can also file the FAFSA on-line.

## **DECEMBER**

File your last college applications. If you've applied for early decision, you should have an answer by now.

## **JANUARY**

Request that your high school send the transcript of your first semester grades to the colleges to which you've applied.

Work with your parents to complete the FAFSA on or as soon after January 1 as possible. Send it in no later than February 1. If the financial aid processor requests additional information in order to process your application, submit it promptly. Check with your high school to find out if your state student aid program requires an additional application.

## **FEBRUARY/ /MARCH**

Monitor your applications to make sure that all materials are sent and received on time. Review your Student Aid Report (SAR) for accuracy. If necessary, correct any inaccurate items on the SAR and return it to the FAFSA processor (if you had a college transmit your FAFSA data directly, you must notify the college of any changes or corrections). If you have not received an SAR four weeks after you file your FAFSA, call 1-800-4FED-AID to inquire about your application status.

When a corrected SAR is returned to you, review it one more time. Then, if it is correct, keep a copy for your records. If a college requests your SAR, submit it promptly. Do this even if the SAR says you are not eligible to receive a Federal Pell Grant, as the college may be able to offer you other aid based on the information in that report.



If you haven't decided on a favorite campus, try to arrange a second visit. Talk to students and sit in on some classes so you can make an informed decision.

## **APRIL**

Review your financial aid award letters with your parents; be sure that you understand the terms and conditions that apply to each type of aid offered.

Decide on the college that you will attend and send in your tuition deposit. Notify in writing the other colleges that accepted you that you have selected another school. This is an important step. Other students will be hoping to receive your spot! Be sure to respond by May 1.

If your first choice college places you on its waiting list, do not lose all hope. Some students are admitted off the waiting list. Contact the college, let the admissions office know you are still very interested, and keep the college updated on your activities.

Remind your parents to check their eligibility for the *HOPE and Lifetime Learning tax credits* when they file their taxes. Next year, they may be able to reduce their taxes by up to \$1,500 by claiming one of these credits for college expenses.

## **MAY**

Work with your parents to establish a budget for your books, supplies, and living expenses. Determine how much of the budget grants and scholarships will cover, how much your parents will contribute, and how much you will need to supply. Then determine how much of your contribution will come from savings, from a student loan, and from what you might earn at an academic year job. Then, if necessary, complete a loan application form. Be sure you understand the terms of the loan before you and/or your parents sign a promissory note.

If you want to live on campus, and have not already done so, complete a housing/meal plan application.

Take Advanced Placement exams, if appropriate.

## **JUNE**

Request that your high school send a copy of your final transcript to the college you will attend. Notify the college of any private grants or scholarships you will receive.

Find out when payment for tuition, room, board, etc. will be due and investigate whether your college offers a tuition payment plan that lets you remit these charges in installments. Be sure you understand how financial aid will be disbursed and whether you can defer bill payment until the funds are available.



Apply for a summer job. Plan on saving a portion of your earnings for college.

Look for information from your new college about housing, orientation, course selection, etc. If your financial aid package included a Federal Work-Study award, it may be your responsibility to find an appropriate job. Plan to follow up with the financial aid office as soon as you arrive on campus.

**AUGUST/  
SEPTEMBER**

Pack for college and look forward to a great experience!

*NOTE: This calendar is based on material from the National Association for College Admissions Counseling and the National Association of Student Financial Aid Administrators. The dates in this calendar are approximate. Be sure you know and adhere to all college deadlines.*



## Questions to Bring to Your College's Disability Services Offices

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Will I get priority or early registration for classes?

What kind of interpreters are available, sign language interpreters, oral interpreters, cued speech interpreters?

**Who makes arrangements for interpreters?**

What other services and/or programs are available in the community for someone with a hearing impairment?

Would I get academic and career counseling here in your office or from the general counseling offices on campus?

Are interpreters available for out of classroom activities?

***How are they paid?***

Is there a TTY available on campus?

***Do any of the televisions in the dorm have closed-captioning?***

**Are there assistive listening devices available for my use in the classroom?**

How are notetakers recruited?

Who does the scheduling?

*How do I make arrangements for notetakers in my class?*



## What is so Different About College Anyway?

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Course syllabus.

Semester assignments.

**No one checking over your shoulder.**

**Learn to budget your own time.**

No one calls your parents if you miss class.

Larger class size.

Possibly new living arrangements/roommates.

No tardy rules.

New environment.

**Must use self-discipline to complete assignments/required readings.**

Form study groups outside of class.

**New friends.**

**New experiences / opportunities.**

May need tutoring in college.

**Professor's office hours.**

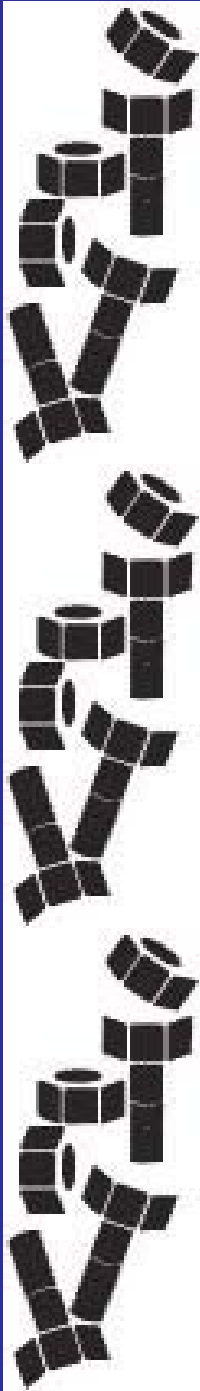
**Use e-mail to contact professors after class.**

**Learn to use a much more extensive library.**

Must request your own interpreter, transliterator and/or captionist.

**Learn to budget your own money.**





# *FINANCIAL AID*



# UNDERSTANDING FINANCIAL AID FOR COLLEGE

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*Edited Version: Reprinted from HEATH*

There are many resources available to assist you in paying for your postsecondary education. When you decide to attend college there are many other expenses you need to consider other than only tuition such as:

1. Housing (dorm or apartment)
2. Books
3. Transportation
4. Meals
5. Campus Activities

You should visit the Financial Aid office at your college *before* school starts to get the required financial aid applications and paperwork. There are three (3) basic types of Federal financial aid available for college:

1. Grants and Scholarships which do not have to be repaid.
2. Money borrowed to cover school expenses and must be repaid with interest monthly after you graduate or withdraw from college.
3. Employment which allows a student to earn some of their college expenses.

You can receive a free booklet from the Federal Government about all three (3) of these types of financial aid by writing to the following address:

**Federal Student Aid Programs**  
**Box 84**  
**Washington, D.C. 20044**  
**(800-433-3243 or 800-730-8913 TDD)**

Some colleges and other entities may also offer aid that is merit-based, which means that funds are provided to students without regard to financial need, if certain conditions (such as high grades) are met. The financial aid office at your school is a good resource for locating merit-based financial aid information. This office can also give you information about the availability of financial aid provided through the State of Louisiana. It is important to apply for financial aid early and make sure that the information you write on the forms is accurate. It is important to note that students served by Vocational Rehabilitation are *required* to apply for student financial aid under the guidelines of the Vocational Rehabilitation/Financial Aid Cooperative Agreement.



**Supplemental Security Income (SSI)** is another program in which you might qualify for financial assistance. It is a Federal program set up to provide financial assistance to persons who are aged, blind and disabled who have little or no income and resources. The amount of SSI payment is dependent upon the income and resources of the client. You should be aware that earnings from work-study or other work may affect SSI benefits.

Here are some helpful pointers that will help you in obtaining financial aid for college:

1. Investigate financial aid opportunities with your high school counselor.
2. Write or visit the college of your choice and request financial aid application forms.
3. Begin the application process with your Vocational Rehabilitation Counselor.
4. Begin the application process with the Social Security Administration for SSI.
5. Make sure that your IEP or ITP in high school includes your academic and vocational goals.
6. Mail the appropriate financial aid forms as soon as possible after January 1<sup>st</sup> of your graduating year.
7. Keep track of the dates in which you send all financial aid forms. You should receive an acknowledgment of receipt of the form within six (6) weeks and a Student Aid Report (SAR) within six (6) weeks of the acknowledgment. If you have not received any response within eight (8) weeks, call the Student Aid center at the number listed on the form.
8. When the SAR arrives, send it to the financial aid offices of the colleges on your list.
9. Keep in touch with the financial aid office during the course of the application process to verify that they have received your SAR and that they are processing your aid package.
10. If you are a VR client, be sure that your counselor is in touch with your college financial aid office.
11. Be on time and accurate in filling out the application forms. If possible, have someone else read them and check them for accuracy. Keep at least one copy of each completed form for your own file in case problems arise.

**“The future belongs to those  
who believe in the beauty of  
their dreams.”**  
*Eleanor Roosevelt*



# PAYING FOR COLLEGE: A BRIEF LOOK AT STUDENT FINANCIAL AID PROGRAMS

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from <http://www.CollegeIsPossible.org/paying/financial.html>

## FORMS OF FINANCIAL AID

Financial aid refers to the wide variety of programs that help students and families pay for college or graduate school. Financial aid is available in three forms: grants and scholarships, which do not have to be repaid; loans, which have to be repaid; and work-study, which provides aid in exchange for work, usually in the form of campus-based employment.

Three major sources provide the bulk of student financial aid: the federal government, state governments, and colleges and universities. The federal government is the largest single provider, underwriting 72 percent of all financial aid available, mostly through loans. Private sources of aid, such as scholarships from companies and loans from nongovernmental organizations, also are available.

Most student aid - and almost all aid provided by the federal government - is awarded to students based on their or their families' ability to pay. Other aid is merit-based; students receive it on the basis of their individual achievement and not entirely according to family need.

## SCOPE OF FINANCIAL AID

Approximately 16.7 million students are enrolled in postsecondary study in the United States. Over half of these students receive some form of financial aid.

Some \$60 billion in financial aid was provided to students in 1997-1998, including federal and nonfederal loans, federal and state grants, and institutional grants.

## DETERMINING FINANCIAL AID PACKAGES

Undergraduates are offered financial aid in the form of a "package" - a combination of grants, loans, and work-study. The first step in determining a student's financial aid package is through the process of need analysis. There are two formulas for need analysis. The first is conducted by the federal government to determine eligibility for its programs. The second is sometimes conducted by colleges and universities to determine how they will distribute their own institutional aid.

The process of need analysis determines how much students and their families are expected to contribute from their own resources ('expected family contribution,' or EFC) and how much aid students are eligible to receive. When the federal government conducts a financial need analysis, it



The amount of financial aid an undergraduate qualifies for is determined by subtracting expected family contribution from the total price of attending the institution. Total price includes tuition, fees, room and board, and other expenses. The gap that exists between a family's expected contribution and the price of attending may be filled by a number of federal and state grant and loan programs, aid provided by institutions, and private sources of aid.



# MAJOR STUDENT FINANCIAL AID PROGRAMS

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## FEDERAL GRANT PROGRAMS

The federal grant programs are aimed at the neediest students, and provide aid that does not have to be repaid. They are often combined into a single financial aid package by institutions.

## PELL GRANT PROGRAMS

The Pell Grant program provides grants to low-income undergraduates to help them pay for college. In 1997-98, this program provided \$6.2 billion in grants to 3.7 million undergraduate students at 5,900 postsecondary education institutions. Individual grants ranged from \$400 to \$2,700; the average grant was \$1,700. The average family income of Pell Grant recipients who were dependent on their parents for financial support in 1996-97 was \$19,260. The average income for financially independent students was \$10,700. In 1998-99, the maximum grant was \$3,000.

## SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (SEOG) PROGRAM

The SEOG program provides grants to low-income students, and generally helps supplement the aid they receive from Pell Grants and other sources. Federal funds provide for 75 percent of the award; the college or university contributes the remaining 25 percent or more. In 1997-98, the program provided \$583 million in federal funds to approximately 991,000 students at approximately 3,800 postsecondary institutions. In 1996-97, awards ranged from \$100 to \$4,000; the average grant was \$700.

## STATE STUDENT INCENTIVE GRANT (SSIG) PROGRAM

This program, which provides incentives for states to provide grants to students who attend college, has played a significant role in encouraging every state to create and maintain its own student grant program. States are required to provide at least 50 percent of the funding for this program. In 1997-98, federal SSIG funds provided \$50 million in grants to students who attended postsecondary education. Including state matching funds, approximately 167,000 students received SSIG funds in 1997-98.

## Federal Loan Programs

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**These loans are guaranteed by the federal government, and are designed to give students flexible repayment options.**



## FEDERAL FAMILY EDUCATION LOAN (FFEL) PROGRAM

The FFEL program makes loans available to students and their families through some 7,100 participating private lenders. The federal guarantee protects FFEL lenders against loss from borrower default. In 1997-98, the program made 5.6 million loans for a total amount borrowed of over \$21 billion.

## WILLIAM D. FORD DIRECT STUDENT LOAN PROGRAM

The Direct Student Loan program uses federal Treasury funds to provide loan capital directly to schools, which then disburse loan funds to students. The program began operation in the 1994-95 with approximately 7 percent of total U.S. student loan volume. In 1997-98, it made million loans for a total of nearly \$11 billion.

**Both FFEL and Direct Loans feature three types of loans with similar fees and maximum borrowing amounts:**

- **Subsidized Stafford Loans**

These are subsidized, low-interest (currently no more than 8.25 percent) loans based on financial need. The federal government pays the interest while the student is in school and during certain grace and deferment periods. In fiscal year 1997, almost 5.2 million loans were issued, representing \$18 billion. The average loan was approximately \$3,500.

- **Unsubsidized Stafford Loans**

These loans are offered at the same low rates as subsidized Stafford Loans, but the federal government does not pay interest for the student during in-school, grace, and deferment periods. In fiscal 1997, 3 million loans were issued, representing \$11.2 billion. The average loan was approximately \$3,800.

- **PLUS Loans**

These loans are available to parents of dependent undergraduate students, and have an interest rate of no more than 9 percent. The federal government does not pay interest during deferment periods. In fiscal 1997, approximately 487,000 loans were issued, representing \$3 billion.

## PERKINS LOAN PROGRAM

This program provides low-interest (5 percent) loans to undergraduate and graduate/professional students who demonstrate financial need. Loans are provided through a fund consisting of new federal capital contributions (FCC), institutional contributions, and loan repayments from prior borrowers. The FCC is matched 25 percent by colleges and universities. Undergraduates are eligible to borrow up to \$3,000 per year, for a maximum of \$15,000. Graduate students are eligible to borrow up to \$5,000 per year, for a cumulative maximum (including undergraduate Perkins Loans) of \$30,000. In 1997-98, the program made loans to about 788,000 students at approximately 2,700 institutions. Over half of the loan funds go to students with family income of \$30,000 or less.



## Other Federal Programs

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### FEDERAL WORK-STUDY (FWS) PROGRAM

This program provides part-time jobs to undergraduates graduate/professional students who use the earnings to finance their educational programs. Federal funds cover up to 75 percent of wages, with the remaining 25 percent of more being paid by colleges and universities or businesses. In 1997-98, this program provided \$830 million in federal work-study funds to approximately 945,000 students attending 3,900 postsecondary institutions. In 1996-97, average student earnings from the program were \$1,194. Half of the recipients came from families with income less than \$30,000.

### TRIO PROGRAMS

These programs are designed to help low-income Americans enter and complete college. TRIO provides services to over 700,000 low-income students, including assistance in choosing a college; tutoring; personal and financial counseling; career counseling; and workplace visits. Two-thirds of the students served must come from families in which neither parent is a college graduate and total income is less than \$24,000.

### SPECIALIZED FEDERAL PROGRAMS

Federal aid is also available from a variety of agencies outside the Department of Education. This aid, including fellowships, internships, grants, and loans, can be need-based or merit-based, depending on the program. These programs include: Graduate Assistance in Areas of National Need, National Science Foundation predoctoral fellowships (minority and general graduates), the Robert C. Byrd Honors Scholarship program, and college grants provided to volunteers in the Americorps national service programs. These programs provided more than \$2.3 billion to students in 1996-97.

## State Programs

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The federal State Student Incentive Grant (SSIG) program, which provided states with \$50 million in matching funds for 1997-98, has played a significant role in encouraging every state to create and maintain its own student grant program. In 1996-97, state contributions to SSIG and other grant programs provided students with \$3.2 billion in assistance. State loan programs provided \$300 million. State programs accounted for approximately 6 percent of all aid available in 1996-97.

### INSTITUTIONAL PROGRAMS

Grants from institutional sources are the second most common type of aid available to students. Nearly 20 percent of available aid comes from colleges and universities. Since 1987-88, institutions have doubled the amount of grant aid they provide, from \$5 billion to \$10 billion in inflation-adjusted dollars.



## Tax Benefits for College Students

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In addition to financial aid, students and their families have access to several federal tax benefits that help lower their college expenses. These benefits, which were passed as part of the Taxpayer Relief Act of 1997, will provide \$40 billion in student assistance over the next five years. Thirty-five billion dollars of that will be provided through the Hope Scholarship and Lifetime Learning tax credits:

### HOPE SCHOLARSHIP TAX CREDIT

The Hope Scholarship tax credit allows students, or their parents or guardians, to claim up to \$1,500 per student per year for out-of-pocket tuition and fee expenditures. This \$1,500 tax credit may be claimed for the first two years of undergraduate study, calculated as follows: the tax credit equals 100 percent of the first \$1,000 spent on tuition fees, and 50 percent of the next \$1,000. The Hope credit is available to taxpayers with a gross income of up to \$50,000 (up to \$100,000 for joint filers). The credit is phased out on a sliding scale for taxpayers earning \$40,000 and above (and \$80,000 and above for joint filers).

### LIFETIME LEARNING TAX CREDIT

The Lifetime Learning tax credit allows college students or their families to claim up to 20 percent of qualified out-of-pocket tuition expenditures per year. The Lifetime Learning credit, which may be claimed for an unlimited number of years for both undergraduate and graduate study, allows qualified taxpayers to claim a tax credit equal to 20 percent of the first \$5,000 spent on tuition and fees through the year 2002, and 50 percent of up to the first \$10,000 spent on tuition and fees thereafter. The Lifetime Learning credit is available to taxpayers with a gross income of up to \$50,000 (and up to \$100,000 for joint filers).

### EDUCATION SAVINGS

Penalty -free withdrawals are permitted from IRAs for undergraduate and graduate education. In addition, new “Education IRAs” can be funded with annual, nondeductible contributions of up to \$500 per child. The earnings on these accounts are tax-free if the funds are withdrawn to pay college tuition. Eligibility to make contributions to Education IRAs is phased out for contributors with adjusted gross income between \$95,000 and \$110,000 for single taxpayers (\$150,000 and \$160,000 for joint filers).

### DEDUCTION FOR STUDENT LOAN INTEREST

The new deduction for student loan interest allows borrowers to deduct interest paid in the first 60 months on any loan used for college expenses. This deduction is available to all taxpayers, regardless of whether they take the standard deduction or itemize their deductions. The maximum deduction will be \$1,000 in 1998; \$1,500 in 1999; \$2,000 in 2000; and \$2,500 in 2001 and thereafter. The deduction is phased out for single taxpayers with adjusted gross income of between \$40,000 and \$55,000 (\$60,000 and \$75,000 for joint returns).

### EXCLUSION FOR EMPLOYEE EDUCATION BENEFITS (SECTION 127)

This provision allows workers to exclude from taxable income up to \$5,250 a year in undergraduate tuition assistance provided by their employers.



## Scholarships

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### KARLA SCHERER FOUNDATION

The Karla Scherer Foundation provides scholarships for women and girls wishing to pursue business careers in the private sector. The scholarships aim to help more women take their places in the business world, reach higher professional levels and fulfill their potential. The foundation is especially interested in individuals focusing on economics and finance in the private manufacturing-based sector.

Females from any age, from high school students to Ph.D. candidates, are eligible for the scholarships. Applicants must be candidates for an undergraduate or graduate degree at a qualifying college or university and must maintain an acceptable scholastic level.

**Funds:** The foundation does not set dollar limits on individual scholarships and does not make a predetermined number of awards.

**Deadlines:** None. Applications are reviewed regularly.

**Application Process:** Applicants should write to the foundation office requesting an application form, identifying the school or schools to which they are applying, listing the courses they plan to take and explaining how they plan to use their education in their chosen career.

**Contact:** Karla Scherer Foundation  
100 Renaissance Center, Suite 1680  
Detroit, MI 48243-1009  
Phone: (315) 259-4520 (Voice/TDD)  
Fax: (313) 259-4521

### MINNIE PEARL SCHOLARSHIP PROGRAM

All Minnie Pearl Scholarship recipients are exceptional students. They have achieved academic excellence, are class leaders, and are aspiring to even higher levels after high school. Even more remarkable, these students have been able to reach such high goals in spite of being deaf/hard of hearing.

This year, the EAR Foundation will award fourteen \$2,000 scholarships to deaf/hard of hearing students who will be attending prestigious college across the United States.

**All applicants must:**

- Be a high school senior with at least a 3.0 cumulative grade point average.
- Have significant bilateral hearing loss
- Have already been accepted as a full time student at the University of their choice, but not yet be in attendance.
- Be mainstreamed, deaf/hard of hearing, and a United States Citizen.

**Contact:** The EAR Foundation  
2000 Church Street, Box 111  
Nashville, TN 37236  
Phone: 1-800-545-HEAR (Voice/TDD)

**Deadline:** February 15<sup>th</sup> of each year



### THE MALCOLM J. NORWOOD SCHOLARSHIP

The National Captioning Institute (NCI) is offering scholarships to eligible deaf and hard of hearing students studying for careers in media communication and/or media technology, in honor of Dr. Malcolm J. Norwood. Dr. Norwood was the chief of Media Services for the U.S. Department of Education. As chief of Media Services, Dr. Norwood supervised the development of the closed captioned television technology.

**Contact:** Interested students can receive applications by writing:  
Dr. Malcolm J. Norwood Memorial Award Panel  
National Captioning Institute  
1900 Gallows Road, Suite 3000  
Vienna, VA 22182

**Deadline:** April 1<sup>st</sup> of each year

### THE FIND/SVP TOOLS FOR THE FUTURE SCHOLARSHIP REWARDS

FIND/SVP celebrates 25 years of providing expert problem-solving advice and research. This scholarship rewards eight students with financial awards.

**Eligibility includes:**

- Applicants must currently be enrolled or anticipate full- or part-time enrollment in an undergraduate or master's degree program in the following areas: Business, Library Science, Computer Technology, Information Studies, Market Research or Journalism/Communications.
- Must be a legal resident of the United States
- Essays or video tapes will be required as part of the application process.

**Contact:** For information or an application, please contact:  
Connie Gruber  
Director of Human Resources  
FIND/SVP

Please send all scholarship applications and materials to:  
FIND/SVP Scholarship Committee  
FIND/SVP  
625 Avenue of the Americas  
New York, NY 10011

**Deadline:** April of each year

### ALLIE RANEY HUNT MEMORIAL SCHOLARSHIP AWARD

To provide financial assistance for postsecondary education to profoundly deaf and other disabled students:

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must be speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than hearing loss are especially encouraged to apply.



**Contact:** Alexander Graham Bell Association for the Deaf  
3417 Volta Place, N.W.  
Washington, D.C. 2007-2778  
Phone: (303) 337-5220

**Deadline:** April of each year

### SERTOMA INTERNATIONAL SCHOLARSHIPS

Sertoma International is now accepting applications for scholarships for all deaf and hard of hearing college students pursuing four-year degrees. This organization will provide ten awards of \$1,000 each to students attending universities in the United States or Canada. This scholarship program has been made possible through a donation by Oticon, Inc. and Phonic Ear Inc. Both companies are well known for the hearing instruments they create and produce.

**Applicants must have:**

- A 3.0 cumulative gpa average on a 4.0 scale.
- Have a documented hearing loss
- Be a full-time entering or continuing student in a four-year degree program at a college or university in the United States or Canada.

**Contact:** Terri McCaffrey  
Sertoma Director of Sponsorships & Communication  
1912 East Meyer Boulevard  
Kansas City, Missouri 64132  
Phone: (816) 333-8300 (Voice/TDD)  
Fax: (816) 333-4320

**Deadline:** May of each year

### AUXILIARY OF THE NATIONAL RURAL LETTER CARRIERS' ASSOCIATION SCHOLARSHIP AWARD

The Auxiliary of the National Rural Letter Carriers' Association provides financial assistance for postsecondary education to profoundly deaf students.

**Eligibility:**

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

**Contact:** Alexander Graham Bell Association for the Deaf  
3417 Volta Place, N.W.  
Washington, D.C. 20007-2778  
Phone: (202) 337-2778

**Deadline:** April of each year.



### HERBERT P. FIEBELMAN JR. SCHOLARSHIP AWARD

To provide financial assistance for postsecondary education to profoundly deaf and other disabled students.

**Eligibility:**

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

**Contact:** Alexander Graham Bell Association for the Deaf  
3417 Volta Place, N.W.  
Washington, D.C. 20007-2778  
Phone: (202) 337-5220

**Deadline:** April of each year.

### DAVID VON HAGEN SCHOLARSHIP AWARD

To provide financial assistance for postsecondary education to profoundly deaf students.

**Eligibility:**

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.
- Preference will be given to science and engineering students.

**Contact:** Alexander Graham Bell Association for the Deaf  
3417 Volta Place, N.W.  
Washington, D.C. 20007-2778  
Phone: (202) 337-5220

**Deadline:** April of each year.

### LUCILLE A. ABT SCHOLARSHIP AWARDS

To provide financial assistance for postsecondary education to profoundly deaf and other disabled students.

**Eligibility:**

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.



- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

**Contact:** Alexander Graham Bell Association for the Deaf  
3417 Volta Place, N.W.  
Washington, D.C. 20007-2778  
Phone: (202) 337-5220

**Deadline:** April of each year.

### MAUDE WINKLER SCHOLARSHIP AWARDS

To provide financial assistance for postsecondary education to profoundly deaf and other disabled students.

**Eligibility:**

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

**Contact:** Alexander Graham Bell Association for the Deaf  
3417 Volta Place, N.W.  
Washington, D.C. 20007-2778  
Phone: (202) 337-5220

**Deadline:** April of each year.

### ROBERT H. WEITBRECHT SCHOLARSHIP AWARDS

To provide financial assistance for postsecondary education to profoundly deaf and other disabled students.

**Eligibility:**

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

**Contact:** Alexander Graham Bell Association for the Deaf  
3417 Volta Place, N.W.  
Washington, D.C. 20007-2778  
Phone: (202) 337-5220

**Deadline:** April of each year.



### VOLTA SCHOLARSHIP AWARD

To provide financial assistance for postsecondary education to profoundly deaf and other disabled students.

**Eligibility:**

- Applicants must be oral deaf students who were born with a profound hearing impairment, or suffered such a loss before language was acquired.
- Applicants must use speech and residual hearing and/or speech reading as their preferred mode of communication.
- Must demonstrate a potential for leadership.
- Must be accepted by or already enrolled in a regular full-time college or university program for hearing students.
- Applicants with disabilities other than a hearing loss are especially encouraged to apply.

**Contact:** Alexander Graham Bell Association for the Deaf  
3417 Volta Place, N.W.  
Washington, D.C. 20007-2778  
Phone: (202) 337-5220

**Deadline:** April of each year.

### NATIONAL FRATERNAL SOCIETY OF THE DEAF SCHOLARSHIPS

To provide financial assistance for postsecondary education to members of the society.

**Eligibility:**

Deaf, hard of hearing, or hearing persons who are enrolled in or accepted to a postsecondary educational institution are eligible to apply, if they have been members of the National Fraternal Society of the Deaf for at least 1 year prior to application.

**Contact:** National Fraternal Society of the Deaf  
1300 West Northwest Highway  
Mount Prospect, IL 60056  
Phone: (708) 392-9282 (Voice)  
(708) 392-1409 (TDD)

**Deadline:** June of each year.

### ALAN B., '32 AND FLORENCE B., '35 CRAMMATTEE FELLOWSHIP

To provide financial assistance to deaf graduate students who wish to pursue graduate study in a field related to business at universities for people who hear normally.

**Eligibility:**

- Applicants must be hearing impaired graduates of Gallaudet University or other accredited colleges or universities who have been accepted to graduate study in a business-related field at colleges or universities for people who hear normally.
- Preference is given to applicants who possess a master's degree or equivalent and are seeking the doctorate.

**Contact:** Gallaudet University Alumni Association  
Alumni House, Kendall Green  
Gallaudet University  
800 Florida Avenue, N.E.  
Washington, D.C. 20002-3695  
Phone: (202) 651-5060 (Voice)  
(202) 651-5061 (TDD)

**Deadline:** March of each year.



### BETTY G. MILLER SCHOLARSHIP AWARD

To provide financial assistance to deaf women who are interested in graduate education.

**Eligibility:**

- Deaf women who are college students
- Must be a alumni of Delta Epsilon Sorority
- Must be interested in pursuing a doctoral degree.

**Contact:** International Alumnae of Delta Epsilon Sorority  
c/o Janie Goloightly  
2945 Jessup Road  
Jessup, MD 20794

**Deadline:** March of each year.

### GALLAUDET UNIVERSITY ALUMNAE FELLOWSHIPS:

Boyce R. Williams, '32, Fellowship

David Peikoff, '29, Fellowship

Doris B. Orman, '25, Fellowship

Graduate Fellowship Fund

Henry Syle Memorial Fellowship for Seminary Studies

James N. Orman, '23, Fellowship

John A. Trundle, 1885, Fellowship

Old Dominion Foundation Scholarship

To provide financial assistance to deaf graduate students who wish to pursue graduate study at universities for people who hear normally.

**Eligibility:**

- Must be hearing impaired graduates of Gallaudet University or other accredited colleges or universities, who have been accepted for graduate studies at colleges or universities where people hear normally.
- Preference is given to applicants who possess a master's degree or equivalent and are seeking the doctorate.

**Contact:** Gallaudet University Alumni Association  
Alumni House, Kendall Green  
Gallaudet University  
800 Florida Avenue, N.E.  
Washington, D.C. 20002-3695  
Phone: (202) 651-5060 (Voice)  
(202) 651-5061 (TDD)

**Deadline:** March of each year.



### IADES SCHOLARSHIP

To provide financial assistance to deaf women who are interested in graduate education.

**Eligibility:**

- Deaf women who are college graduates and are interested in pursuing a doctoral degree.
- They do not need to be members of Delta Epsilon.

**Contact:** International Alumnae of Delta Epsilon Sorority  
c/o Janie Golightly  
2945 Jessup Road  
Jessup, MD 20794

**Deadline:** March of each year.

### WILLIAM C. STOKOE SCHOLARSHIP

To increase the number of deaf social scientists who are actively involved in research on sign language or the deaf community by providing financial aid to a deaf graduate student.

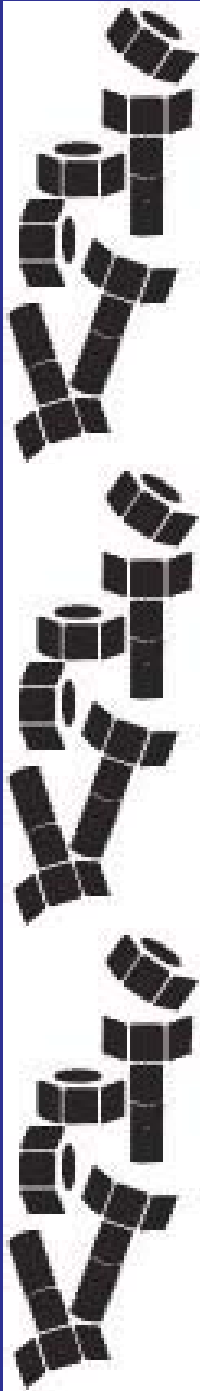
**Eligibility:**

- Any deaf student who is pursuing part-time or full-time graduate studies in a field related to sign language or the deaf community, or who is developing a special project on one of those topics.

**Contact:** National Association of the Deaf  
814 Thayer Avenue  
Silver Spring, MD 20910  
Phone: (301) 587-1788 (Voice)  
(301) 5870-1789 (TDD)  
(301) 587-1791 (Fax)

**Deadline:** March of each year





# *ACCOMMODATIONS*



# Postsecondary Program Interview Accommodation Availability Checklist

Date: \_\_\_\_\_ Name of College: \_\_\_\_\_

### **Postsecondary In-Classroom Support Services:**

- |   |                                    |  |  |
|---|------------------------------------|--|--|
| Permission to Tape Class Notes/Lectures     | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Acoustically Sound Classrooms               | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Carbonized Notetaking Paper / NCR Paper     | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Closed-Caption TV in Classroom(s)           | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Preparatory Activities                      | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Videotaped Lectures/Instructional Materials |                                    |  |  |
| With Closed Captioning                      | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Faculty Considerations                      | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Notetakers                                  | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Provide Copies of Handouts/Lectures Early   | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |

### **Communication Facilitation**

- |                             |                                    |  |  |
|-----------------------------|------------------------------------|--|--|
| Oral Interpreting           | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Cued Speech Transliterating | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Sign Language Interpreting  | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Real-Time Captioning        | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Assistive Listening Devices | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |

### **Student Support Services (Outside of Classroom):**

- |                                     |                                    |  |  |
|-------------------------------------|------------------------------------|--|--|
| Academic Tutoring                   | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Specialized Curriculum              | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Learning Centers                    | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Computer Labs                       | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Early Academic Advising             | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Priority Registration               | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Peer Mentors                        | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Peer Support Groups                 | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Speech and Hearing Clinic on Campus | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |

### **On Site Equipment Requirements (Program Responsibility):**

- |                               |                                    |  |  |
|-------------------------------|------------------------------------|--|--|
| TTY/TDD for Campus Use        | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Visual Alert/Alarm Devices    | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Alarm Devices                 | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Telephone Amplifier on Phones | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |

### **Equipment for Your Own Use, if desired (Student Responsibility):**

- |                                   |                                    |  |  |
|-----------------------------------|------------------------------------|--|--|
| TTY/TDD for Dorm Use              | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Alert/Alarm Devices               | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Closed Captioned TV for Dorm Room | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Amplified Telephone/Handset       | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |



## Introduction to Disability Services

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Support services personnel for students with disabilities on college campuses have different titles and work out of different offices from campus to campus. Ask for the Office for Disability Services or Office for Special Needs. If you still cannot locate the right person or office, contact the college's 504 Compliance Officer through the Affirmative Action Office and ask for a referral to the appropriate office for support services.

It is helpful to bring a list of questions when meeting with the Disability Services office. The Post Secondary Program Accommodation Checklist in this section lists accommodations that might be available through the program's support services or your own resources.

### DISABILITY SERVICE COUNSELOR/COORDINATOR RESPONSIBILITY

These responsibilities vary from campus to campus depending on the resources available. Usually the individual who is responsible for services for students who are deaf and hard of hearing will be responsible for coordinating the services you request, which are appropriate for your classes. Some campuses may not have an individual who works exclusively with deaf and hard of hearing students, but does work with all students with disabilities. Regardless of the particular makeup of disability services, some important functions and responsibilities are the same from one campus to another.

### DOCUMENTATION OF YOUR DISABILITY

Documentation of your disability is mandated by the ADA in order for postsecondary programs to provide accommodations. Documentation of your hearing impairment is usually satisfied by an audiological evaluation which indicates the presence of your hearing loss and its scope. Interpretation of your audiogram provides essential information in understanding your needs.

Documentation can also include a medical doctor's diagnosis. When there is a secondary disability such as a visual, cognitive processing disorder, psychological disorder, etc., specific evaluations, such as medical, psychological or specialist examinations need to be obtained. With your permission, a signed medical release form can be used to obtain information from medical doctors, medical facilities, rehabilitation agencies, and previous secondary and postsecondary education programs.

### ACCOMMODATION REQUEST FORMS

Accommodation request forms indicate what specific support services you might require, based on the documentation(s) you have provided see (see Appendix, page ). This form is signed by you, the authorized representative of the disability services office, and class instructors to ensure that communication about what will take place is clear to everyone. Sometimes it is appropriate to distribute a copy to the testing center or another academic support component of the college if you will require accommodation provided by that program. Accommodations are based on your needs although those needs can change over a period of time from the initial request. It is important to work closely as a team to ensure that your needs are being met.



# Student Accommodations

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## INTERPRETING/TRANSLITERATING SERVICES

One of the most critical components for any program for deaf and hard of hearing student is interpreting services. The success of your educational experience is greatly dependent on the quality and availability of interpreting services. The interpreter most often is situated in the front of the classroom and near the instructor to allow you to have both the interpreter and instructor in your field of vision to enhance your visual cues.

Some programs utilize part-time interpreters on a contract basis depending on the need for interpreting services. Other programs have full-time interpreters on staff. Still others utilize both full-time and part-time interpreters. This varies with the size of the program and your enrollment. The extent and skill of interpreting services needed for each student is dependent on enrollment and curriculum requirements, such as whether it is a lecture class or a lab.

## WHAT IS A QUALIFIED INTERPRETER?

The Americans with Disabilities Act of 1990 states:

“When an interpreter is required, the public accommodation should provide a qualified interpreter, that is, an interpreter who is able to sign to the individual who is deaf what is being said by the hearing person and who can voice to the hearing person what is being signed by the individual who is deaf. This communication must be conveyed effectively, accurately, and impartially, through the use of any necessary specialized vocabulary.”

Being able to interpret effectively, accurately and impartially, both receptively and expressively determines whether one is qualified, not whether he or she is certified by an official licensing body. An individual does not have to be certified in order to meet this standard. A certified interpreter may not meet this standard in all situations, e.g., where the interpreter is not familiar with the specialized vocabulary involved in the communication at issue.

Equally important, being able to sign does not mean that a person can process spoken communication into proper signs, nor does it mean that he or she possesses the proper skills to observe someone signing and change their signed or fingerspelled communication into spoken words. Signing and interpreting are *NOT* the same thing. A qualified interpreter must be able to interpret both receptively and expressively.

There are several types of interpreting services which may be used in the academic setting. They are listed as:

- *Sign Language Interpreting* - ASL, signed English, or pidgin, the interpreter "visually" relays the spoken word to your in whatever sign system agreed on.



- **Oral Interpreting** - the interpreter "mouths" the words spoken for the deaf or hard of hearing student. Sign language may sometimes be used as a filler.
- **Tactile Interpreting** - is used by deaf-blind students who need to "feel" the formation of signs that the interpreter is making. You places their hands on the interpreter's hands while interpreting. On-the-palm printing can also be used by some students.
- **Low-Vision Interpreting** - is used by deaf/low-vision students who cannot see the interpreter from an usual distance. The interpreter and student face each other at a closer distance, whereby you can see the interpretation.

## Hints for Students: Using Interpreters/Transliterators

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While interpreting, the interpreter cannot listen to the instructor, interpret, and understand what you are saying at the same time. If you need clarification from the instructor or class participants, raise your hand and ask your question. Your interpreter will voice your questions and/or responses; therefore, do not sign/cue anything that you do not want voiced in class.

Let your interpreter know what method of communication you prefer:

- Do you depend mostly on lipreading?
- Do you prefer sign language with lipreading?
- When you speak in class, do you want the interpreter/transliterator to voice for you or will you speak for yourself?

Clarification and discussion of your preferences at the beginning of the semester can help you avoid misunderstandings. It is important for you to work at keeping communication open.

### HOW TO REQUEST AN INTERPRETER/TRANSLITERATOR

1. Check your college's procedures. For most colleges, in order to receive interpreting/transliterating services outside of the classroom you must complete a Request for Interpreter/Transliterator form at least 24 hours in advance.
2. You must know the starting time and the approximate ending time as well as the room number of the assignment to request an interpreter/transliterator.
3. You may request a specific interpreter/transliterator for an assignment and all efforts will be made to provide your preference. However, keep in mind that your preference of an interpreter/transliterator may not always be available at the time requested.
4. Remember to cancel any services that you have requested if you decide not to attend. Failure to do so will result in a "No Show" being recorded. You may lose your services after failing to notify the disability services offices that you will not be in class after a certain number of no-shows.



## UTILIZING NOTETAKING SERVICES

Notetaking services can be a vital service for you in the classroom. It will be very difficult for you to watch an interpreter or read a professor's lips and take notes at the same time. Many deaf and hard of hearing students use notetakers on a regular basis to supplement class lectures and labs along with an interpreter, transliterator or an assisted listening device. Notetaking is a service that must be rendered when requested by a student with a documented disability. There are a variety of notetaking services that may be offered by your college, including:

- A volunteer notetaking system which is usually another classmate who agrees to share notes with you.
- An instructor can identify a student in class to take notes for you (instructors may know their students' capability as a notetaker based on prior classes).
- A paid notetaking system is usually a notetaker that is either selected by the college or by you and is paid by Disability Services to share their notes. This notetaker may be a fellow classmate.
- Provision of the instructor's lecture notes is another system of obtaining notes directly from the instructor after class. This system must be mutually agreed upon by Disability Services and the instructor. This is usually an option when there is not a notetaker available.

Notetaking services are provided to *supplement* the classroom experience and are not meant to be used as a substitute for attending class. Most colleges will not allow you to obtain copies of the class notes from your designated notetaker if you miss class. Notetakers are typically not responsible for providing information to you when you are late for class or do not show up.

If you encounter any problems with a notetaker, you might want to discuss with the individual your preference in notetaking styles or offer suggestions for improvement of the notes. If the quality of notes continues to be less than acceptable, make sure that you inform the Disability Services office immediately in order for an alternative arrangement or accommodation to be provided.

The next page offers some suggestions and tips to provide to the notetakers assigned to your classes.



## TIPS FOR NOTETAKERS

*(Excerpts taken from the University of Arkansas at Little Rock's  
Notetaker's Handbook)*

Get ready to listen as the professor walks into the room. Don't wait until he/she officially begins class. Many professors do a brief review of the last class or answer questions before starting that day's lecture.

- Watch the professor closely. Physical cues can help you identify important points.
- Tune in for directions and cues regarding important information, both explicit and implicit such as:
  1. details repeated by the professor
  2. lists created by the professor
  3. names, dates and locations
  4. anything spoken with emphasis or a change in voice inflection
  5. anything written on the board
  6. any information the professor says “will be on the test” or “you will see again”.
- At the top of the first page write: Class name and number, date, professor's name and the student's name.
- Number and date all subsequent pages in numerical order. This allows the student to keep track of notes easily.
- Make notes of any assignments given or dates for upcoming exams on top of the first or bottom of the last page.
- Use 8 x 11 inch paper (3-hole, not spiral), one side only. This leaves the other side for the student to add notes later. Using only one side of the paper ensures a cleaner, more readable copy.
- Leave plenty of white (blank) space. Do not write in the margins. It is difficult to read notes on a crowded page.
- Use a black pen. Black is easier to copy and to read. Note: When using self-carboning (carbonless), or carbon paper, write firmly to ensure good copies.
- Write legibly. Illegible notes are worthless.
- Leave blanks when you are unsure. You can go back later after class and check with the professor or the text to fill in the blanks.
- Use correct spelling or write "SP?" to help you in re-checking spelling.



- If no notes are taken for a class period (e.g., if the class goes to the library or for independent research), write at the top of the page the class, date, etc. as usual. Then write "NO NOTES" and briefly explain why.
- Remember to write down information that is written on the board or on overheads.
- Include information from videos in your notes. Videos are shown in class for a reason. While it is tempting to sit back and just watch, keep in mind that they contain important information.

## ASSISTIVE LISTENING DEVICES

Most students who use a hearing aid have difficulty understanding speech due to competing background noise. Hearing aids have a tendency to enhance all sounds at the same time, drowning out the sounds of speech. Several amplification systems are available to improve hearing ability in large areas, such as lecture halls and auditoriums, as well as in interpersonal situations (group discussions, and instructor conferences). These systems work by delivering the speaker's voice directly to the ear (with or without personal hearing aids), thus overcoming the negative effects of noise, distance and echo, thereby improving understanding ability.

The use of an assistive listening device (ALD) by students who are deaf or hard of hearing help you to hear the instructor more clearly. It is relatively simple to use. The instructor wears a transmitter that is attached to a small mike worn on the lapel. The transmitter can be placed in a shirt or skirt pocket or clipped over a belt. Moving around the classroom, the unit is not restricted at all and is very practical with no wires that are hazardous. You can wear a receiver with volume control and a headphone. There are no distractions that create problems in a classroom. These systems are designed to enhance the hearing acuity for the wearer. No other person in class is affected and the instructor is free to move around the classroom.

The only drawback in this system is that it cuts off all other sound in the classroom, e.g., discussions and questions by other students. Working around this may simply require the instructor to repeat the question of the classmate for your who is using the ALD. For classroom instruction, the use of the personal ALD, such as the one described, is ideal. However, in a large auditorium setting, for example, other systems may be more appropriate. (See assistive listening device heading for further details on these other systems).

There are four (4) types of assistive listening devices and systems (ALDs) available. They are listed below:

### FM Devices

FM is an abbreviation for "frequency modulated" radio waves. FM systems consist of a transmitter and a receiver. With a microphone and transmitter, sound is converted in electrical energy. This energy is "modulated" on a specific FM radio frequency where it reaches the receiver which is tuned to the



same frequency. The receiver, worn by you, "demodulates" the radio signal and the electrical energy is then delivered to the ear of the listener. This can be accomplished in two ways; by using an earphone headset, or via a hearing aid with a "T" (telephone) switch and a magnetic neckloop. Using a neckloop requires the conversion of electromagnetic energy to electrical energy and then to acoustic energy. It sounds complicated when explained, however, it is a fairly easy system to use. A FM system provides good sound quality and is very effective for those with severe to profound hearing loss. Because the radio waves can penetrate walls, precaution must be taken to use separate frequencies in adjacent rooms.

### Infrared Devices

An infrared listening system transmits sound via invisible lightwaves. An infrared transmitter can be directly connected from a sound source (e.g. microphone, T.V. jack). Speech enters the microphone where it is connected into the electrical energy, and then made louder at the amplifier. The electrical signal then enters the transmitter. At this point, the transmitter using lightwaves sends the electrical signal (speech) to the individual's wireless receiver where it is again changed back to electrical energy and thus, into sound. A neckloop with electromagnetic coil can also be used with this system, if one has a hearing aid with a "T" switch. Individuals with a mild to moderate hearing loss seem to benefit more from the use of infrared amplification system than someone with a severe loss. Since lightwaves do not pass through walls, transmission is confined to the room containing the sound. Additionally, infrared systems are not affected by other nearby radio frequency signals, but clear transmission can be affected by a large amount of sunlight.

### Induction Loop Devices

This system employs the use of a coil of wire that transmits electromagnetic energy. An audio loop transmits sounds via a loop of wire that surrounds a seating area. There are two types of loops; a room loop, or a neckloop. Both of these coils have wires through which electricity can flow and be converted into magnetic energy and picked up by the telecoil in a hearing aid. The user's hearing aid must have a "T-switch" on it. The "T-switch" functions like an antenna, picking up the electromagnetic energy and transferring it to the hearing aid which converts it into sound. A loop can be coiled around a room, desk or a chair. The person needing the benefit of sound must be within this specific area in order to hear. Coils sometimes malfunction from damage to the coil. Sound will not be converted as needed. Additionally, the use of a large loop can be problematic in some settings where mobility and safety may be an issue.

### Hard Wired Devices

Unlike the other systems, hard wired systems simply require a direct connection between the sound source and the listener. This is accomplished by a direct plug-in connection or through the use of a microphone. Basically, the listener is separated from the sound source by the length of a cord that is directly connected to their hearing aid. Not all hearing aids have the capability to be hard wired to a microphone. Without this feature, this would not be workable. Hard wired systems are not practical for large rooms, but in one-on-one situations they work well and are inexpensive. Like the wireless systems, hard wired systems make it easier to understand speech when it is presented in a noise filled or an large area. Sound is directly sent to the listener bypassing these setbacks which make it hard to hear. Sound is made louder through the volume control on the hearing aid. For those with conductive types of hearing loss, this works very well.



## TAPE RECORDERS

The use of a tape recorder can be beneficial for some students with mild hearing loss. A student with this type of hearing loss is more likely not to utilize a sign language interpreter and is sometimes the most workable solution for that student's need and given resources. Some students prefer to try to follow the lecture on their own with the back up of a taped message. With this method, they can replay the lecture until they are clear on what was said in class. This type of benefit would only be helpful for a person who can hear and understand the recorded message.

You may also elect to have the taped lecture transcribed into written format. Students who have an attention disorder or cognitive processing disability in addition to a hearing impairment, often find this method helpful in regaining what was lost during the lecture. A simple means of envisioning a process of cognitive processing disruptions that occur in some students, is to think of a radio frequency that keeps going out at certain intervals, creating gaps in information.

## REAL - TIME CAPTIONING

Real-Time Captioning (RTC) is a method for deaf and hard of hearing students to have access to information in the classroom as it is happening. This access enables students to enjoy participation in classroom discussions, debates and lectures despite their hearing loss. There are two main forms of RTC:

- *Steno Captioning* - A trained stenographic court reporter types verbatim what is said in the classroom. Their steno machine is connected to a laptop computer which contains specialized software that converts the steno information into written English. The student views the laptop computer in order to have real-time access to the information in the classroom as it is occurring. The student then may receive either a printed or electronic copy of the class transcript for their review.
- *C-Print Captioning* - A trained C-Print captioning types directly onto a laptop computer everything that is being said in the classroom. C-Print utilizes specialized software developed by the National Technical Institute for the Deaf, that enables the captionist to condense some information into clear and concise sentences. The captionist uses abbreviations and brief forms that the software recognizes and the student reads from the laptop computer in order to have real-time access to the information in the classroom as it is occurring. The student then may receive either a printed or electronic copy of the class transcript for their review.

## TESTING ACCOMMODATIONS

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Not all students who are deaf or hard of hearing require testing accommodations. For those who do, there are several methods that can be used. The request for testing accommodations is based on your disability through the use of a documentation of disability form and any other supporting evidence of



the need for testing accommodations. Psychological, medical or educational assessments can be used for this purpose.

### EXTENDED TIME

Due to reading and language difficulties, some students who are deaf or hard of hearing may need more time to complete their tests. In the event that a student has a learning disability or a visual impairment, extended time is crucial for their test completion. Time extension may be time and a half, double-time, or even unlimited time. This is determined by you, your counselor and your instructor and is based on your specific academic needs.

Because some class periods would not allow for time extension, other arrangements are needed to ensure you are given adequate time to complete the test. This can be accomplished by designating a room in the disability office for student testing monitored by the counselor or using a campus-wide testing center, if one is available on campus. Some testing centers have separate testing rooms which are distraction-free. This is an excellent choice for a student who has an attention disorder. It is imperative that the instructor's specific instructions such as time allotment, and use of any supplements to the test, be clearly specified in writing for the testing monitor.

### INTERPRETED TESTS

For some students who have difficulty with reading, the test can be interpreted from English into ASL. An interpreter can assist you by first reading the test question and signing it in ASL. You then will reply in ASL. The interpreter will translate what you have said in ASL into English. For some tests this is an ideal solution when you are being tested on your knowledge.

Discretion must be taken to ensure that you are not penalized for lack of reading skills when that is *not* the objective of the test. However, when the test is a test of English comprehension and expression, interpreted tests are not utilized, except for instructions, if needed.

### DISTRACTION-REDUCED TESTING

Some students who are deaf or hard of hearing have additional disabilities such as an attention deficit disorder which can interfere with test taking. One key factor is to eliminate any possible distractions. In a typical classroom, distraction cannot be controlled as in a separate room. A distraction-free room can be designated anywhere on a campus where there is an opportunity for someone to monitor the test. A room in the disability services unit, testing center, instructor's office, etc. can be considered. In general, deaf people are sensitive to "visual noise" that goes on in a typical classroom environment. A student who is deaf or hard of hearing without a secondary attention disability, may find it much more comfortable to take a test in a private testing room. This is to be determined by you, your counselor, and the instructor if a request should be made for this accommodation.



# CLASSROOM ACCOMMODATIONS

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Classroom accommodations ensure that students who are deaf or hard of hearing have equal access to the classroom experience. A visual learning experience is what is needed, which can be obtained in a variety of ways. Some of the more common ways are discussed in the next few categories.

## PRIORITY SEATING

The student who is deaf or hard of hearing determines the best seating arrangement depending on his/her individual needs. For the majority of students with hearing impairments, sitting in the front of the classroom allows the best opportunity for visual learning. If a student uses a sign language interpreter, then the front row seating would be ideal for allowing both the instructor and the interpreter to be in view.

A student who is hard of hearing may choose the front row seating as a means of being able to hear the instructor's voice and/or read the instructor's lips. Also, for taping the lecture with a tape recorder, sitting closer to the instructor is more effective. If a student uses an Assistive Listening Device, and does not lipread the instructor, there is more flexibility in seating as the ALD will enhance spoken speech regardless of distance.

## VISUAL AIDS

Visual aids enhance learning for all students, especially for students who require a visual learning experience. Films, videos, slides, drawings, and use of the chalkboard are all visual aids. Handouts from the instructor reinforce the information that is discussed in class. Syllabi, study guides, course overview and outline for lectures and tests are all important elements of reinforces learning. Notes allow a student to replay the classroom experience as needed and to have it reinforced.

## FILMS

Many films that are used in a college setting are not captioned. This poses a problem for students who cannot understand the film without some visual means. Often instructors are unaware of the issues that arise for a deaf or hard of hearing student when a film is shown in class without preparation and they may be unaware of the captioned films as an alternative format.

Film substitutions can be made when a newer version of the film is made with captions. Films made since 1990 with the passage of the ADA, more likely, but not always are available with captions. Captions may be presented either in a closed or open captioned formats. Closed captioned means that in order to see the captions a decoder is needed to decode the captions. Open captioned means that the film has captions that are always there on the screen (similar to foreign subtitles).

When it is not possible to secure a captioned format, using an interpreter to interpret the film is a reasonable option, provided that the interpreter can be seen by the deaf or hard of hearing student. A small light, or leaving on an overhead light, light from a window or door are optional ways to ensure that you can see the interpreter.



## FIELD TRIPS

Occasionally a class field trip is required. The classroom interpreter or a substitute interpreter usually can accompany you. However, it is helpful to plan and schedule interpreters in advance for an off-campus trip. If you do not use an interpreter for communication, it will be necessary let the instructor or speaker (if there is one) know what assistance is needed. Students using an Assistive Listening Device can use this system for a field trip. For some types of trips, using a notetaker may be appropriate.

## LABS

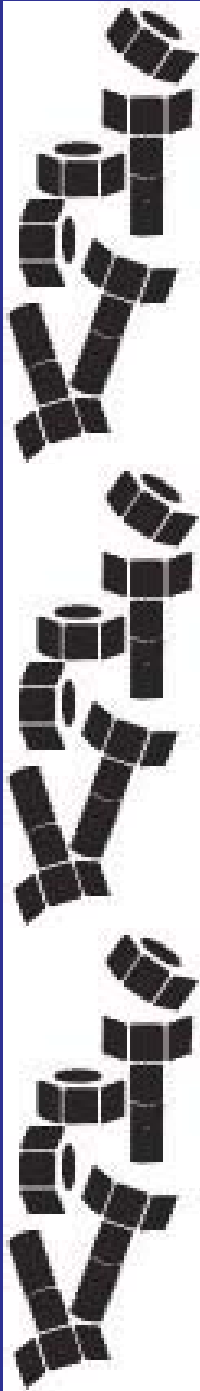
The laboratory experience often occurs as part of classroom learning . This is often expected and very often a required class supplement. Depending on your needs and the type of lab work that needs to be carried out, the counselor can assist you with identifying the best accommodation. Some situations to consider are:

- Interaction with the instructor or assistant
- Work groups of several students where communication would be a factor
- Independent, solitary study
- Required period of lecture at the beginning, midway, or toward the end of the period.

These are vital pieces of information that are needed when trying to determine when and where an interpreter is needed.

For students who require the assistance of an Assistive Listening Device, this can be implemented the same way it is used in a classroom setting. When a lecture accompanies the lab, or the lab is intensive with lots of new information, a notetaker is a good option. Keep in mind that is difficult for anyone to do more than one thing at the same time (e.g., laboratory assignments, focus on the interpreter, etc.) It is more difficult for a student who is totally dependent on visual cues. By eliminating the stress of trying to accomplish several things at once, the deaf or hard of hearing student can focus on the assignments required.





# *ACADEMIC ISSUES*



## ORGANIZING A FOLDER OF YOUR PERTINENT INFORMATION FILES

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Keeping your important information in organized files helps you find the necessary paperwork whenever it is needed. These files can be kept in a large expandable folder so that all of the information is kept in one place. Make sure that you keep this information in a safe place. You should make folders for the following information:

- \_\_\_\_\_ Copy of Disability Documentation
- \_\_\_\_\_ Copy of High School Transcripts & Diploma
- \_\_\_\_\_ Copy of ACT / SAT Test Scores
- \_\_\_\_\_ Copies of Submitted Financial Aid Application Forms
- \_\_\_\_\_ Copy of Vehicle Insurance and Medical Insurance Information
- \_\_\_\_\_ Copies of College Transcripts
- \_\_\_\_\_ Copies of Vocational Rehabilitation Paperwork
- \_\_\_\_\_ Important Addresses & Phone Numbers
- \_\_\_\_\_ Copy of Your Birth Certificate, Drivers License & Social Security Card

### COPY OF DISABILITY DOCUMENTATION

In order to receive accommodations (interpreters, captionists, notetakers, etc.) in college, you will be expected to provide the Disability Services office at your college with documentation of your disability which can be a copy of your most recent audiogram and any other tests or evaluations you might have taken related to your disability.

If you are a Vocational Rehabilitation client, your VR counselor should have copies of your most recent audiogram in their files and can usually fax a copy of it to the Disability Services office at your college. You will need to provide this copy to the Disability Services office and keep a copy for your files as well. Before you start college, make sure that you have a copy of an audiogram that is no more than three (3) years old. Some colleges require that all documentation be current and no older than three (3) years.

### HIGH SCHOOL TRANSCRIPTS AND COPY OF DIPLOMA

Keeping copies of your high school transcripts for future reference will be very important for you. You will be asked for copies of your high school transcript in applying to different colleges, applying for various scholarships, participating in some student organizations, etc. It will be very useful for you have these copies quickly available to you while at college rather than having to call or write your high school for them to mail you a copy.

*(NOTE: You will need to provide these in sealed, unopened envelopes. Some colleges and universities will only accept transcripts from the educational program itself).*



## ACT / SAT TEST SCORES

Having copies of your highest testing scores on either the ACT or the SAT test will also be helpful to you in applying for various forms of financial aid including, grants, scholarship and loans.

## COPIES OF SUBMITTED FINANCIAL AID APPLICATION FORMS

When you submit your financial aid paperwork and letters of application, you will need to keep copies of everything that you mail, including the attached supporting documentation. Sometimes the paperwork either gets lost in the mail, or does not get processed in a timely manner and having copies of the information you mailed will be very helpful in following up on the application process. Keep a log of the dates that you mailed your application as well as dates you have contacted the financial aid office with questions, with the name of the person you spoke with. Copies of previously submitted financial aid application forms will also be useful for you when you are ready to submit new application form because you will be able to copy much of the information from the old form to the new form.

## COPY OF VEHICLE AND MEDICAL INSURANCE INFORMATION

It will be very important for you to maintain a copy of both your medical and vehicle insurance information. Keeping a copy of this information in a safe and secure place along with your other important documents and paperwork will help keep you organized while you are away from home at college.

## COPIES OF YOUR COLLEGE TRANSCRIPTS

When you finish each semester or quarter, you will receive your final grade sheet. Make sure you keep copies along with a printout of your current transcript in your files. Your current transcript will show your academic progress and will also let you know your current grade point average in college. You can obtain copies of a current college transcript by scheduling an appointment with the academic advisor at your school.

## COPIES OF YOUR VOCATIONAL REHABILITATION PAPERWORK

If you are a client of Vocational Rehabilitation, your counselor can provide you with copies of your testing and evaluations as well as a copy of your case plan. Make sure that you keep these copies with you so that if you need to talk to your VR counselor during the course of a semester you will have this paperwork with you. You may also want to provide copies of your VR documentation to the Disability Services office at your school.

## IMPORTANT ADDRESSES & PHONE NUMBERS

You will want to keep a personal address and phone list so that you can make the contacts you might need while away at college. For example, you will want to have the name, address and phone number for your family physician, eye doctor and dentist. Your VR counselor, Disability Services counselor and academic counselor should all be on your phone list as well. Your phone list should also have several emergency contact phone numbers for your friends and family members.



## COPY OF YOUR BIRTH CERTIFICATE, DRIVERS LICENSE & SOCIAL SECURITY CARD

You will need copies of your birth certificate and social security card with you at college. If you decide to work part-time while you are in school, your employer will need copies of these documents before you can begin working. Some extra curricular activities that will happen off-campus may also require copies of these documents before you will be allowed to participate.

## CHOOSING YOUR CLASSES

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Most colleges have required classes which will simplify your decisions, but you should explore possible majors and areas of interest with elective courses.

1. Find out which courses are required and use these as a basis for your schedule.
2. Meet with your advisor to find out which core classes you must take for a major you are interested in.
3. Look at course schedules and highlight interesting classes. Check to see if these interfere with required classes.
4. Draw up a list of interesting classes that fit your schedule and prioritize them.
5. Ask older students or your advisor which teachers and courses have the best reputation.
6. Attend the first day of a class to evaluate the professor and coursework before signing up for it. If you like it but it is already full, remain for the first class meeting and attempt to “crash”, that is, ask the instructor to put you on a waiting list in case there are any no-shows. Persistence sometimes pays off.
7. Select classes that are interesting and that will help you decide on a major.
8. Find out how long you can remain “undeclared”, without a major. You often don’t have to choose a major right away.

## PREPARING FOR CLASSES

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*by Regina Vance*

1. Buy your course books immediately after your first class meeting and take them to every class. Buying them before that is risky, since many classes are canceled for lack of attendance.
2. Review your class syllabi carefully, marking assignments and due dates by highlighter or colored pen. Jot down any extra assignments your instructor gives during class. Transfer onto a large home calendar.



3. Buy all the items you will need for science or computer lab assignments well ahead of time.
4. Skim tables of contents to see how long each reading assignment is. Plan accordingly.
5. Take enough paper and writing implements for quizzes and essay exams even if your instructor has not announced any.
6. Jot down any words you do not understand as class progresses. You can look up the meaning after class.
7. Mark your textbook with your own comments, questions, underlinings and arrows.
8. Buy and keep ready at home your own dictionary, stapler, paper, writing materials and folders.

**TIPS:**

1. Always be on time.
2. Exchange phone numbers with another classmate in case you must miss class and you need to get notes, assignments or handouts.

### WHAT IS A COURSE SYLLABUS AND HOW DO I USE IT?

The course syllabus gives you information about each class that you will be taking. It tells you the location of the class, the instructor's name and contact numbers. An example of a class syllabus is on the next page:



# ESSENTIALS OF COLLEGE SUCCESS (EDU 1000)

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Tuesdays and Thursdays - 9:00 - 9:50 a.m.  
Office of Special Services Classroom #1

**INSTRUCTOR:** Ms. Goode Study Habit  
Phone: (225) 101-1010

**OFFICE:** Office of Special Services  
Room 101

## REQUIRED TEXTBOOK:

Bourgeois, J. and Treubig, K. (2000). *Nuts and Bolts Guide to College Success for Deaf and Hard of Hearing Students*. You are required to bring this book to each class session in order to complete the class activities.

## REQUIRED SUPPLEMENTS:

The following Channing L. Bete Co. booklets are required:

1. About College and Stress
2. About Self-Esteem
3. Develop Your Leadership Skills
4. About Wellness
5. About Understanding Diversity
6. About Time Management

## SUPPLIES NEEDED:

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1 - Three-ring vinyl binder | 1 - Highlighter                  |
| 3 - #2 pencils              | 1 - Folder with pockets          |
| 2 - Pens (black or blue)    | 1 - Pocket calendar or organizer |

## PURPOSE OF COURSE:

To provide an opportunity for you to learn and adopt methods that support your success in college.

## COURSE GOALS:

The student will improve the following skills:

1. Knowledge of college rules and resources
2. Time and stress management
3. Study skills and test taking
4. Personal and social adjustment
5. Money management

## UNIT GOALS:

The student will:

1. Learn to use college resources and understand how the rules of the college affect success.
2. Develop sources of relief for college stress.
3. Learn to evaluate current use of time, establish priorities, create a schedule, control interruptions, and avoid procrastination.



4. Acquire better reading, study, computer and test taking skills.
5. Develop an awareness and appreciation of cultural differences.
6. Understand the importance of self-esteem, assess self-image and learn steps to improve.
7. Learn responsibility for health by controlling lifestyle.
8. Acquire methods of leadership development.
9. Develop independent living skills in the area of budgeting and banking.

### **GRADING POLICY:**

Grades will be earned on the *point system*.

1. Class participation = 10 points. Absences will affect the participation grade. If you are not present, you obviously cannot participate.
2. Assigned activities = 100 points.
3. Midterm test = 20 points. Optional if you have completed all assigned work and had no more than ONE (1) absence prior to the test date.
4. Final Exam = 20 points. Optional if you have completed all assigned work and had no more than ONE (1) absence since midterm test date.

### **GRADING SCALE:**

A = 121 - 150 points

B = 91 - 120 points

C = 61 - 90 points

D = 31 - 60 points

F = 0 - 30 points

### **NOTE:**

- ASSIGNMENTS ARE DUE IN CLASS ON THE DATE ASSIGNED.
- TWO (2) POINTS WILL BE DEDUCTED FOR EACH DAY THE ASSIGNMENT IS LATE.
- ASSIGNMENTS THAT ARE NOT HANDED IN WILL RECEIVE ZERO (0) POINTS.

### **ATTENDANCE / WITHDRAWAL POLICY:**

Attendance in class is a key factor of success in college. Students are expected to attend class.



## Know Your College Academic Calendar

*Adapted from: Hinds Community College*

Write these dates in your personal calendar!!

1. What dates will the college be closed for holidays?
2. What is the last day you may drop one or more of your classes?
3. When is the final exam week? 4. What is the last day of regular classes?
5. What is the first day of classes?
6. When is the class registration deadline?
7. When is orientation?
8. When is midterm week?
9. When do the dormitories open and close for the semester?
10. When is the deadline to ensure your tuition payment is made?

## Important Campus Contacts & Phone Numbers

*Adapted from: Hinds Community College*

<b>Department</b>	<b>Building &amp; Room Number</b>	<b>Phone #</b>	<b>Contact Person</b>
Dean of Students			
Academic Counseling			
Career Planning			
Campus Police			
Financial Aid			
Learning Center			
Disability Services			
Student Records			
Residential Life			
Student Medical Cntr.			
Library			
Interpreting Services			
Other			



## Succeeding in College

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1. Remember why you are in college. Set specific goals that you wish to accomplish.
2. Set a daily schedule and stick to it. If you can't do it alone, find someone on campus who can help.
3. If you're attending classes full-time (12-15 hours per semester), don't work more than 20 hours a week. Allow roughly three (3) hours of study for each class hour.
4. Improve your study habits. Visit the Academic Skills/Learning Assistance Center on campus.
5. Learn how to use your campus library.
6. Find a great academic advisor.
7. Visit the career center on campus.
8. Make friends in your classes to form study groups for tests.
9. Get involved with campus activities.
10. Take your health seriously. Pay attention to how much sleep you get, what you eat, and your exercise.
11. Show up for class. Professors tend to test on what they discuss in class and some grade based upon class participation. Simply being in class everyday offers you great benefit when preparing to study for tests.
12. Make an effort to visit your instructors during their scheduled office hours at least once or twice during the semester so that they know who you are and know that you are making a diligent effort to succeed in their class.
13. Don't be late for class — instructors notice which students are consistently late for class.
14. Sit near the front of the classroom. Studies have shown that students that sit in the front have better grades since they are more inclined to focus on the lecture, listen, participate in class discussions and ask questions. Also, select a seat in the classroom that gives you a direct line of vision to the instructor, the board or screen and your interpreter, transliterator or captionist. Sit with your back to the windows to avoid glare and shadows.
15. When having problems in a class find a tutor or ask the instructor to recommend a personal tutor to assist you in learning the required material.



16. Don't fall behind in your reading assignments. It may seem difficult to keep up with the assignments, but once you are behind it is sometimes not possible to catch back up and your grades will suffer.
17. Keep all important college documents in a file.
18. Keep a record of all financial paperwork.
19. Keep a copy of all papers you have written and exams you have taken until you receive your final grade report for the semester.
20. Make sure that you attend classes set aside for test reviews and have an interpreter, transliterator or captionist.
21. Some teachers place old tests on file in the library for students to use to study. Take advantage of that opportunity.

## Transferring Academic Credit to a New School

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*by Jo Ann Cichewicz*

Changing schools midstream, or returning to school after being out a semester or more, requires you to navigate the sometimes tricky system of transferring academic credits you've earned elsewhere to your new school. It's not easy, but here are some guidelines that can help.

1. Plan ahead. There are many detours along the road to credit transfer, so start your investigation at least two semesters ahead.
2. Call 1-800- 992-2076 and request a free copy of The College Board Transfer Student Workbook. This comprehensive guide lays out a step-by-step approach to getting your academic credits.
3. Contact the admissions office of your new school to get answers to critical questions such as the maximum number of credits the school grants transferring students, the minimum number of classes you must take at the new school (often called a residency requirement), the minimum grade accepted for a transfer course, and whether you will qualify to transfer as a sophomore, junior or senior.
4. Time your transfer. Although most colleges do accept transfer students during the spring and summer terms, some programs of study (nursing, for example), may only accept transfers in the fall. A midyear transfer could also affect your financial aid or campus housing arrangement.
5. Apply for admission to your new school. In addition to your transcript and test scores, colleges will also consider why you are transferring and whether or not there is space in the classes you need to complete your chosen program of study.



6. Prepare to make some adjustments. If you are an adult returning to school after some time, or even if you are just changing colleges, there are bound to be some things you didn't expect. Keep an open mind and be flexible.

## Making a To-Do List

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*by eHow staff*

Invest just a little time planning out your day, and accomplish more things smoothly.

- Set aside 10-15 minutes before you go to bed or as soon as you wake up in the morning to jot a to-do list for the day.
- Use any format that is comfortable for you — try writing in your daily planner. Make sure your list is on one page and can be carried with you wherever you go.
- Try using hourly increments to make your list.
- Fill in preset, mandatory events like business meetings or child pick-up times.
- Prioritize which tasks are most urgent, and write those down before less important ones.
- Figure out when, during the day, you are most productive and alert. Schedule demanding or taxing tasks during these times.
- Write down an easy job after a difficult one or a long task after a short one to keep yourself stimulated.
- Schedule in breaks. Write down time to spend with your family and other people.
- In addition to your daily schedule, keep an ongoing list of projects that you need to accomplish, but haven't penciled into your daily list — objects you mean to fix around the house, bills you need to mail out, people to call.
- Update this list weekly or every few days.
- Try keeping a list for long-term goals. For example, you might be planning to remodel your home or return to school for a higher degree.
- Try making a running list for leisure or entertainment goals — books to read, videos to rent, restaurants/bars/clubs to try. Write names down as you hear or read about them.
- Schedule things comfortably, allowing time for unexpected delays or mishaps; don't make an impossibly tight schedule.
- Include as many activities as you can on your schedule — the more you account for, the more smoothly your day can run and the less you need to remember.



- Break down large projects into specific tasks before writing them down on your list.
- Feel free to revise your list, as necessary, as the day wears on.

## Deciding What to Highlight While Reading

*by Jason Patent*

**Authors of academic books and articles always seem to have so much to say. How do you figure out what really counts?**

1. Look briefly over the entire book or article to get a feel for its structure and how its argument or arguments will proceed.
2. Pay particular attention to introductory and concluding paragraphs. These often contain summaries of important points.
3. Look for certain words and phrases that can tip you off that something important is coming up, such as “In sum,” “The point is,” “Most importantly,” and so on.
4. Consider reading the conclusion first. It’s like doing a maze backwards: If you know where you’re trying to end up, you can find and understand the path better.
5. Look back over the book or article the next day, reading only the highlighted material. Do so again in about a week. This will help the material stick better in your mind.
6. Remember that this is a skill: Be patient with yourself if you’re having difficulty with it. Practice makes perfect.
7. If, as you go along, you find that half the text is fluorescent, you’re probably highlighting too much. Be more discriminating.
8. Instead of using a highlighting pen, try making in the margins with a pen or pencil. This will save time.

*Lord Chesterfield once said:  
“I recommend you to take care of the minutes,  
for the hours will take care of themselves.”*



# Improving Your Concentration

*by eHow staff*

Improve your concentration to accomplish more in a shorter period of time.

1. Create a space designated solely for work. If it is your desk in a work office, use it only for work — step away from it when taking breaks or eating.
2. Form a strong association between working and your desk to make concentrating easier.
3. Remove surrounding distractions. Turn off the ringer on your phone and, if possible, shut down your computer if you will be tempted to surf the Web.
4. Assemble all the materials you will need (books, paper, charts). You want to avoid getting up to retrieve materials and distracting yourself.
5. Set a specific production goal and give yourself a manageable chunk of time (perhaps 1-2 hours) during which to achieve this goal.
6. Create pressure on your time by scheduling meetings or other interruptions to force yourself to work more effectively during a shorter period of time.
7. Reward yourself after each period of intense concentration with a small break.
8. Work at a time of day when you know you are alert.
9. Work with another person nearby --- someone whose work habits you respect and who will not distract you — to encourage yourself to concentrate more fully.
10. Try to stop work at a natural breaking point or after some sort of accomplishment, which will make returning to work easier. Write notes to quickly jog your memory when you resume.
11. Try jotting down ideas as you think or notes as you read. The act of writing can force you to devote attention to the task at hand and discourage your mind from wandering. Writing also helps you process and clarify information.
12. Develop an interest in your work, from which concentration naturally follows.
13. Avoid expecting to work with maximal effectiveness for long, unbroken stretches of time, as there are limits to anyone's powers of concentration.



# Cramming for a Test

*by Teresa Cameron*

Cramming, while not an ideal style of study, is an inevitable part of every student's life. Focus on general concepts, memory techniques and relaxation.

Cramming, difficult course loads, balancing work, family, and academic schedules, and overloaded social calendars often result in burnout. In addition, many students find burnout a problem around exam times, particularly midterms and finals. Some students burn out in December as the result of the long, unbroken stretch between Labor Day and Thanksgiving holidays. Other students experience burnout in the spring semester, at the end of the academic year.

Balancing break time and work time helps you avoid burnout. Therefore, you need to plan for breaks as well as study time. A break does not have to be recreational to be effective. It simply might be a change from one task to another, such as switching from working math problems to reading an assignment. Another way to avoid burnout is to leave flexibility in your schedule. If you schedule commitments too tightly, you won't complete your goals and achieve closure. This defeats you psychologically because you fail to do what you planned.

1. Cover the most difficult information first.
2. Review the main points, general ideas, and broad, sweeping concepts. These are essential to understanding the more detailed points that you will be tested on.
3. Nourish yourself. Eat a good meal with a balanced carbohydrate-to-protein ratio. Do not overeat; which tends to create sluggishness.
4. Compose yourself. Relax and take several deep breaths to clear your mind of clutter and stress.
5. Take regular breaks to stretch, relax, eat or exercise. As a general rule, you should take a break for 10 minutes out of every hour.

## **TIPS:**

1. Go easy on the caffeine and sugar. The initial boost from these substances will inevitably be followed by a crash.
2. Study in a small group if possible. Reciting and discussing concepts out loud is useful in memorizing them.

## **WARNINGS:**

1. Do not stay up all night before a test. Depriving yourself of vital sleep is a surefire way to bomb.



## WHAT CAN I DO WITH MY DEGREE?

*Adapted from Publication from Career Services, University of Tennessee, Knoxville*

<b>Psychology</b>	Counseling, Advocacy, Mental Health Services, Employment, Labor Relations, Compensation and Benefits, Research, Programing, Writing and Editing, Special Events, Media Placement, Public Speaking, Fund-Raising, Media Advertising, Account Services, etc.
<b>Communications &amp; Journalism</b>	Creative Advertising, Media Advertising, Marketing, Editorial, Publicity, Book Publishing, Textbooks, Electronic Publishing, Reporting, Advertising Sales, Circulation, Art and Design, Promotions, News Graphics, Photography, News, Administration, Magazine Publishing, Television Programing, Public Relations, Government Publishing, Broadcasting, Technical Writing, News Releases, Technical Films and Videos, etc.
<b>Anthropology &amp; Archeology</b>	Teaching, Educational Research, Excavation, Museum Curator, Conservation, Education, Administration, Cultural Resource Management, Surveying, Site Management, Legislative Compliance Review, Program Management, Urban Planning, Advertising, Public Relations, Human Resources, Sales, Marketing, Writing, Editing, Counseling, etc.
<b>Political Science &amp; Government</b>	Public Policy, Public Administration, Research, Peace Corps, Intelligence Service, Foreign Service, Political Affairs, Economic Affairs, Administrative Affairs, Consular Services, Communications, Lawyer, Legal Assistant, Campaign Worker, Political Parties, Public Interests, Editing, Reporting, Research, Advertising, Circulation, Sales, Personnel, Public Relations, Banking/Finance, News Programming, Production, Store Management, etc.
<b>Speech Communication</b>	Sales, Management, Human Resources, Personnel, Labor Relations, Public Relations, Customer Service, Training and Development, Writing and Editing, Buying, Consulting, Negotiator/Mediator, Publicity, Advertising, Marketing, Lobbying, Corporate Public Affairs, Media Analysis/Planning, Creative Directing, News/Informational Writing, Audience Analysis, Public Opinion Research, Copywriting, Script Writing, Publishing, Producing, Business Management, Media Sales, Announcing, Facility Management, Critic, Community Affairs, Recreation, Advocacy, Tourism, Social Work, Counseling, Public Information, Campaigns, Legislative Branch, Elected Official, Conflict Resolution, Broadcasting, Reporting, Foreign Relations, Foreign Correspondent, Teaching, Student Affairs Staff, Paralegal, Attorneys, Grant Writing, Publications Editing, Information Sciences, Human Information Theory/Processes, etc.
<b>English</b>	Creative Writing, Journalism, Freelance Writing, Technical Writing, Librarian, Information Specialist, Publishing, Media & Public Relations, Translator, Abstractor, Researcher, Magazine & Book Publishing, Circulation, Publicity, Media Liaison, Paralegal, Credit Lending, Operations, Management, Marketing, Personnel, Buying, Store Management, etc.
<b>History</b>	Broadcast, Print, Paralegal, Preservation and Restoration, Genealogy, Corporate Archives, Management, Nonprofit Organizations, Politics, Government, Education, etc.



# My Career Inventory

*Survey to Bring to Your College Career Counselor*

## SELF SURVEY

My current career interests: \_\_\_\_\_  
\_\_\_\_\_

My special skills and talents: \_\_\_\_\_  
\_\_\_\_\_

My favorite subject in high school: \_\_\_\_\_  
\_\_\_\_\_

My least favorite subject in high school: \_\_\_\_\_

I plan to attend college for \_\_\_\_\_ years.

My hobbies: \_\_\_\_\_  
\_\_\_\_\_

Career Fields I would like to know more about (write at least 3): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have always been glad that I have the ability to: \_\_\_\_\_  
\_\_\_\_\_

One of my skills that I hope to use in my work is: \_\_\_\_\_  
\_\_\_\_\_

I have done the following volunteer work while in high school: \_\_\_\_\_  
\_\_\_\_\_

My five strongest personality traits are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# My Work Values

*Adapted from Hinds Community College*

## 1. HIGH INCOME

Some amount of income is necessary for everyone. High income means more money than you need to live on. It means enough money to buy luxuries and to travel first class.

**Is HIGH INCOME important to you?**

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe

## 2. PRESTIGE

If people respect you, look up to you and listen to your opinion, you are a person with prestige.

**Is PRESTIGE important to you?**

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe

## 3. INDEPENDENCE

In a job with independence, you will have freedom to make your own decisions and freedom to work without supervision or direction from others.

**Is INDEPENDENCE important to you?**

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe

## 4. HELPING OTHERS

Do you want helping others to be a main part of your occupation? Do you want to spend your life helping people improve their health, education or welfare?

**Is HELPING OTHERS important to you?**

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe

## 5. SECURITY

In an occupation with security you will be free from any fear of losing your job or your income. You cannot be fired easily.

**Is SECURITY important to you?**

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe



6. **VARIETY**

Occupations with variety offer many different kinds of activities and problems, many changes in location and new people to meet.

**Is VARIETY important to you?**

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe

7. **LEADERSHIP**

If you want to tell other people what to do and be responsible for their behavior, then leadership is important to you.

**Is LEADERSHIP important to you?**

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe

8. **LEISURE**

How important is the amount of time your occupation will allow you to spend away from work? Leisure may include short hours, long vacations, or the chance to choose your own time off from work.

**Is LEISURE important to you?**

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe

9. **EARLY ENTRY**

You can enter some occupations with very little education or training. Other occupations require years of education. If you do not want to go to school to prepare for an occupation, then early entry is important.

**Is EARLY ENTRY important to you?**

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe

10. **MAIN FIELD  
OF INTEREST**

Some people want to work in their field of interest. Others are willing to work in a field that is less interesting because they feel they can satisfy their main interests in their free time.

**Is work in your MAIN FIELD OF INTEREST important to you?**

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe



## WORKSHEET FOR PREPARING A RESUME

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**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Telephone Number:** \_\_\_\_\_

*Employment Objective (State the kind of job you want. If interested in more than one job, list in order of preference. For example: To be employed as a physical therapist in a reputable hospital.)*

**Employment Objective:**

To be employed as \_\_\_\_\_

\_\_\_\_\_.

### **Education**

High School: \_\_\_\_\_ Date of graduation: \_\_\_\_\_

Honors/Awards: \_\_\_\_\_

\_\_\_\_\_

Scholarships: \_\_\_\_\_

Extracurricular activities: \_\_\_\_\_

\_\_\_\_\_



**Work History** (*List each job separately. Start with the most recent job and work backward. If you do not have any "job" experience, stress your willingness to work hard and learn. You may wish to write up some of your home duties such as "lawn maintenance", etc. For each job list the following information:*

Dates of employment: \_\_\_\_\_

Name and location of employer and type of business: \_\_\_\_\_

Position: \_\_\_\_\_

Specific job duties/special skills: \_\_\_\_\_

Reason for leaving: \_\_\_\_\_

\*\*\*\*\*

Dates of employment: \_\_\_\_\_

Name and location of employer and type of business: \_\_\_\_\_

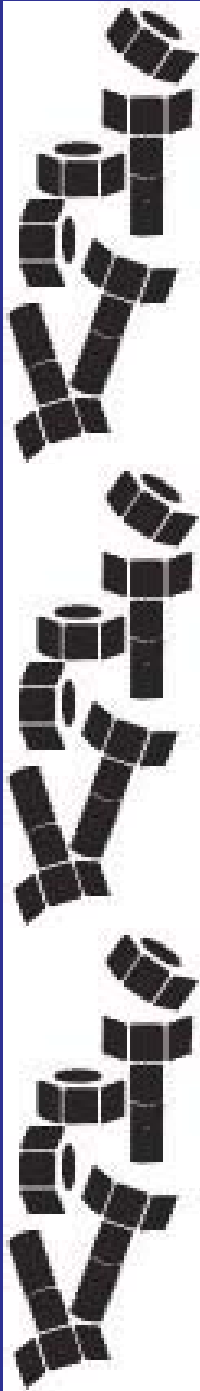
Position: \_\_\_\_\_

Specific job duties/special skills: \_\_\_\_\_

Reason for leaving: \_\_\_\_\_

**References:** *Give the names, positions and addresses of three persons who have direct knowledge of your work competence. If you are still in school or a recent graduate, you may list teachers who are familiar with your school work. Be sure to get permission from the people you list as references.*





# *CAMPUS LIFE*



## LIVING ON CAMPUS AS A DEAF OR HARD OR HEARING STUDENT

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When you decide to go to college you need to think about where you are going to live. You have some options available to you depending upon your individual situation:

1. Live at home with your parents or other family members
2. Find a roommate and/or rent an apartment
3. Live in a dorm on campus

Many students decide to live on campus. If you decide to live in a dorm there are some things you need to consider *before* you move in:

1. How will you pay to live in the dorm?
2. Will you purchase a campus meal plan?
3. How do you ask for your dorm room to be made accessible?
4. Where will you get a TDD/TTY for use in your dorm room?
5. How will you communicate with a hearing roommate?
6. What type of alarm will you use to ensure you are on time for classes?
7. What offices on campus have TDD/TTY phone numbers?

### HOW WILL YOU PAY TO LIVE IN THE DORM?

Generally, living on campus costs less than renting an apartment. Your electricity and water bills are usually included in the semester fee when you live in the dorms. However, your phone and cable television bills are normally extra. The price for your dorm room will also depend upon your choice of rooms. Some dorm rooms include a two-room shared bathroom, other rooms share one large bathroom for several rooms on a floor. Fees for living on campus varies depending on the college you choose. Dorm fees can range from \$1,000 - \$1,200 per semester.

How will you pay to live in the dorm? Talk to your VR counselor about the options that are available for paying the dorm fees. You can also apply for PELL grants, scholarships or student loans. In order to apply for financial assistance you must fill out the paperwork *several months before* school starts. Some students choose to get a part-time student worker job on campus to help earn money to pay the dorm fees.

### WILL YOU PURCHASE A CAMPUS MEAL PLAN?

When you move into the dorm, what will you eat? Some colleges require all students that live in dorms purchase a campus meal plan. Other colleges will allow students to have the option of purchasing and preparing their own meals. Ask about the policies of the college you choose. Some dorms provide facilities for students to store, cook and clean their own food and others do not. Take a tour of the dorm you are planning to live in before you move in to see what facilities will be available to you.



## HOW DO YOU ASK FOR YOUR DORM ROOM TO BE MADE ACCESSIBLE?

Deaf and hard of hearing students who have difficulty hearing alarms during an emergency or a fire drill have the right to request a flashing fire alarm be installed into their assigned dorm room. The college is responsible for paying for purchasing and installing this equipment into your dorm room.

You are responsible for requesting the flashing fire alarm in your room. If you do not request the flashing fire alarm, the college is not required to provide it for you. Many colleges require you to indicate on your dorm application form what accommodations you will need. You should write "flashing fire alarm" on this application.

## WHERE WILL YOU GET A TDD/TTY FOR USE IN YOUR DORM ROOM?

Most colleges do not provide telephones in dorm rooms for hearing students. Students are generally required to provide their own telephone for use in their room. Likewise, deaf and hard of hearing students are also required to provide their own TDD/TTY for use in their dorm room.

If you do not have a TDD/TTY, you can contact the nearest Louisiana Commission for the Deaf Distribution Center to request that a loaner TDD/TTY be provided to you. You can find a list of the Distribution Centers in the resource section of this book.

## HOW WILL YOU COMMUNICATE WITH A HEARING ROOMMATE?

You will probably be assigned a roommate to share the dorm room with you unless you and a friend ask to share a dorm room together before school starts. If you are assigned a roommate that you do not know, there will be an adjustment period for you to get used to your new roommate. If your roommate is hearing and is not familiar with how to communicate with deaf or hard of hearing individuals you might want to give them some pointers such as:

- Please make sure you are directly facing me when you talk to me so that I can read your lips; or
- Please fingerspell to me (provide them with a fingerspelling card); or
- Please write everything to me on this notepad so that I can make sure I understand everything that you say.

You will also need to work out telephone answering machine arrangements if necessary. Many times, hearing students will bring an answering machine with them from home to use in their dorm room. Likewise, most TDD/TTY machines have a built-in answering machine for use by deaf and hard of hearing students. These two answering machines cannot work on the same phone line at the same time.



Here are a couple of possible solutions that you and your roommate can discuss to find what might work best for you:

1. Use the hearing roommate's answering machine instead of the TDD/TTY answering machine and agree that the hearing roommate will write down all phone messages for you and put them on your desk.
2. Ask the dorm manager to install a second phone line into your dorm room so that each of you have a separate phone number. (There might be an additional charge for a separate phone line unless the phone line is provided to you as part of your required accommodations by the college).

### WHAT TYPE OF ALARM WILL YOU USE TO HELP YOU BE ON TIME FOR CLASSES?

You will be responsible for making sure that you wake up and get to class on time. There are several options available to you in selecting an alarm clock. You can purchase a pillow vibrator or a whole bed vibrator that will gently shake you awake at the set time.

Another option is an alarm clock that will turn on a light in your room or will flash a light on and off until you get up and turn it off. If you will be sharing your dorm room with a roommate who has to wake up at different times than you, the lighted alarm clocks may not be the best solution for you.

### WHAT OFFICES ON CAMPUS HAVE TDD/TTY PHONE NUMBERS?

You need to keep a list of the offices on campus that are directly accessible to you through your TDD/TTY. Chances are that every office you will need to contact on campus will not always have a TDD/TTY so you will need to be familiar with the Relay Service as well. (More information on the Relay Service is available in another chapter.) You should be able to get a listing of the TDD/TTY phone numbers from the Disability Services office on campus. You should keep your list of important TDD/TTY and voice phone numbers on your desk or near your phone for easy access.



# CHOOSING THE RIGHT DORM FOR YOU

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*by eHow Staff*

Choosing a dorm is an important decision. You'll be spending a lot of time there, and you want to make sure it fits your needs.

- Decide whether you want a co-ed or single-sex dorm, smoking or nonsmoking.
- Choose a "frosh" dorm, which tends to be rowdy, if you want opportunities to meet people.
- Choose a four-class dorm or a dorm with quiet hours if you need peace and quiet.
- Find out the dorm location to make sure it is close to your classrooms, the student center and town.
- Find out how many people are put in each room. Some dorms offer singles, but most offer doubles. Sometimes dorms put 3 or 4 students in a room.
- Find out if a dorm offers suites. These are dorm rooms with one main room and two or more adjoining rooms. They tend to be more spacious.
- Look for dorms with conveniences such as cafeterias, laundry rooms, exercise rooms, recreation rooms, and computer facilities.
- Make sure the dorm is in a safe area and is well-lit.
- Some schools offer dorms with themes or academic programs. If you are interested in these, ask for more information.

## **TIPS:**

- Visit the school you plan to attend ahead of time and inspect the dorm facilities in person.



# PACKING FOR YOUR DORM ROOM

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*By eHow Staff*

Your small dorm room will be home. Take what you need to make it comfortable. Check with your roommate to be sure you are not duplicating large items such as televisions or stereos.

1. Try to contact your roommate ahead of time to find out what he or she plans to take.
2. Find out what size bed your dorm room has and pack linens accordingly.
3. Determine how likely it is that you will need dress-up, formal or "dating" clothes, and pack just what you need.
4. Pack mostly casual wear for studying. Try to select clothes that can be washed in the same cycle; you won't have to pack so many.
5. Pack bathrobe, shower slippers, towels and personal-care items such as your hair dryer.
6. Pack school supplies, but remember you can buy those on campus.
7. Pack your computer equipment securely in the boxes it came in and throw in a good power strip.
8. Take posters and tapestries for wall coverings. Take personal photos and mementos to dress up shelves and desks.
9. Take throw rugs or used carpet as floor coverings.
10. Pack emergency items such as battery-operated radios and flashlights as well as practical items such as a hot pot or a microwave if they are allowed.

## **TIPS:**

- Most dorm beds are extra long - 80 to 84 inches in length.
- If you get cold during the night, consider taking an extra blanket or two.
- Sleeping bags make good portable beds for camping trips or extra guests.



## DEALING WITH EMERGENCIES AT COLLEGE

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Often times, emergencies arise for students while they are attending college. You should be prepared and have a plan in mind for dealing with emergencies that might arise. Things that you need to know before an emergency happens include:

1. How to Work with Campus Security or Police
2. How to Obtain Interpreting/Captioning Services for Emergency Situations
3. How to Obtain Medical Treatment
4. How to Use Your Vehicle and Medical Insurance Coverage

### HOW TO WORK WITH CAMPUS POLICE

Most colleges will have their own campus security office or police station. You need to be familiar with where this office is located on your campus. You also need to know both their voice and TDD/TTY phone numbers. These numbers should be kept with you at all times. Campus security or police stations are required to have a TDD/TTY phone number and to have individuals trained in using this equipment at all times. If your college does not have this available, talk to your Disability Services office to request this be arranged.

Some colleges may have a security guard or police officer that has received basic training in sign language. Ask if there are any individuals at your school that might know some sign language and if so, ask to meet with that person so that they can know your face and name.

### HOW TO OBTAIN INTERPRETING/CAPTIONING SERVICES FOR EMERGENCY SITUATIONS

Your college should have a plan for obtaining interpreting or captioning services in emergency situations. Talk to your Disability Services office to find out what the procedures are for obtaining these services. Most colleges will require 24 - 48 hours notice to request for an interpreter or captionist in normal situations, however, this policy must be waived for genuine emergencies.

### HOW TO OBTAIN MEDICAL TREATMENT

Some colleges may have a student medical center that has doctors and nurses available to you on campus. If your college does offer these services, make sure that you take advantage of them. Often, utilizing on-campus student medical services is either free of charge, or at a very reduced rate for enrolled students. You need to know the procedure for obtaining and interpreter/captionist for on-campus doctor appointments.

If your college does not have an on-campus medical facility, you need to know where the closest doctor's office is for you. You need to investigate *before* you get sick or hurt if a doctor will accept your medical insurance. When you make a doctor's appointment, you need to request that an interpreter or captionist is provided to you for the appointment.



If you are attending college away from home, you need to know which area hospital to use if you suddenly need to use the emergency room. Most hospitals are familiar with providing interpreters or captionists and will provide this accommodation to you when requested.

**Make sure that you know about your medical insurance coverage and have a copy of that information or your insurance card with you at all times.**

### HOW TO USE YOUR VEHICLE AND MEDICAL INSURANCE COVERAGE

If you are driving your vehicle to college, you need to be aware of your insurance coverage.

**You should have a copy of your CURRENT insurance card in your wallet and a copy in your glove compartment at all times.**

Some colleges offer medical insurance coverage to full-time students at a reduced rate. If you do not have medical insurance coverage you might want to consider purchasing the student health insurance. It is important to know what your medical insurance covers, what your deductible or co-payment requirements are, and at which facilities you can use your insurance coverage. Knowing this information in advance can prove to be very valuable.

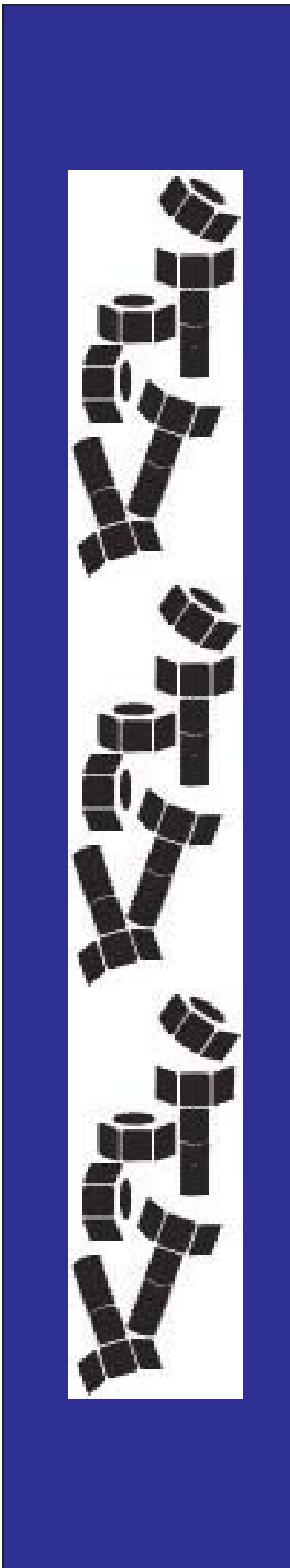


## TOP 10 REASONS TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

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1. YOU'LL MEET NEW PEOPLE.
2. You'll experiment and gain experience.
- 3. You'll improve your skills and abilities.**
4. You'll get the most out of college.
- 5. YOU'LL FEEL AT HOME FASTER.**
6. You'll manage college stress more effectively.
7. You'll organize your time better.
8. You'll improve your resume.
- 9. You'll meet important individuals on campus and in the community to help develop your network connections.**
- 10. You'll have FUN!!!**





# *RESOURCES*



## What is Vocational Rehabilitation?

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Vocational Rehabilitation (**VR**) is a program of services that helps persons with disabilities obtain the skills and other resources they need to get a job, keep a job, and develop a lifetime career.

### WHO SHOULD APPLY FOR VR?

You should apply if you have a disability and your disability causes you problems in preparing for, finding, or keeping employment.

### WHO WILL HELP ME?

When you apply for VR Services, a vocational rehabilitation counselor is assigned to work with you. Counselors are trained to work with persons who have disabilities and are one of the most important people in your vocational rehabilitation program.

### WHAT SHOULD I DO?

- Be open and honest about your disability, your needs, and your feelings.
- Ask questions if you do not understand something.
- Follow medical or other professional instructions.
- Inform your counselor of any changes in your situation.
- Keep all appointments and be on time (call your counselor if you cannot keep an appointment).

### BASIC STEPS TO VOCATIONAL REHABILITATION

- Referral & Application
  - Initial Interview
- Evaluation/Assessment
  - Eligibility
  - Planning
  - Services
- Employment
- Successfully Rehabilitated



## Step 1 - Referral & Application

To apply for VR services, contact the VR office nearest to where you live (a list of offices is printed in the back of this booklet). You should be prepared to give at least the following information:

- Name
- Disability
- Telephone Number
- Address
- Date of Birth
- Social Security Number

A Vocational Rehabilitation Counselor will then contact you either by phone or in writing to schedule an initial interview. Prior to your interview, you should notify your counselor of any special accommodations you may need. Appointments are usually made within 30 working days of receiving your request for services.

## Step 2 - Initial Interview

During your initial interview, your VR counselor will review and/or complete your application for vocational rehabilitation services with you. Your counselor will ask you many questions about your disability, education, family and work history to determine your eligibility for vocational rehabilitation services.

To speed the eligibility process, bring the following with you to the initial interview:

- Medical reports regarding your disability
- Transcripts and/or grades from high school/college/vocational technical school
- Reports from other professionals who have provided services to you
- A description or resume of your work history if you have work experience

Sometimes additional medical exams are needed. Your counselor may arrange additional examinations for you, including a general physical/specialist examination, psychological and/or a vocational evaluation. All evaluations - medical, psychological, and vocational - are provided at **no cost to you**.

You and your VR counselor may also discuss your career plans and possible VR services you may be eligible for that would help you reach your goal of employment.

## Step 3 - Evaluation/Assessment

Your VR counselor uses the medical information to evaluate the effects of your disability in your ability to prepare for, get, and keep a job. A vocational evaluation consisting of a series of tests, activities, and interest inventories is used to learn more about your abilities, skills, interests, and the kinds of jobs that would be best suited for you.

All your medical and vocational information helps your VR counselor determine whether you qualify for VR and what types of services you will need to reach your employment goal.



## Step 4 - Eligibility

Your VR counselor will determine if you are eligible for services. A decision should be reached within 60 days of the date of your application for VR services.

If a decision cannot be made within 60 days, your counselor will explain the reason(s). You will be provided with the option of:

- Allowing for an extension of time so that additional information may be gathered; or
- Choosing to have your counselor use the information you provided.

**Eligibility for VR services is made if:**

- You have a physical, mental, learning or emotional disability;
- You have problems getting or keeping a job because of your disability; and
- You need VR services to help you prepare for, enter, and/or keep a job.

### Extended Evaluation

When there is a question about your employability because of the severe nature of your disability, you are allowed an extended evaluation period. An extended evaluation period can last for 18 months. This allows your VR counselor time to determine if employment is a possibility for you. During the extended evaluation period, you and your counselor will decide which VR services you will need to help your counselor make an eligibility decision. At any time during the extended evaluation period, your counselor can make a decision to determine your eligibility or ineligibility for VR services.

### SSI/SSDI Recipients

An individual who has a disability or who is blind as determined pursuant to Title II or Title XVI of the Social Security Act (42 U.S.C. 401 et. seq. and 1381 et seq.) shall be:

- considered to be an individual with either a significant disability or a most significant disability, such determination to be made by VR; and
- presumed to be eligible for vocational rehabilitation services, provided that the individual intends to achieve an employment outcome.

The Counselor can find an SSDI or an SSI recipient ineligible for vocational rehabilitation services if the Counselor can demonstrate by clear and convincing evidence through the use of trial work experiences that the severity of the individual's disability prohibits the individual from benefiting from vocational rehabilitation services in terms of an employment outcome.

**If you are not eligible for VR services,  
your counselor will explain why and discuss  
other resources in the community that may help you.**



VR follows an "Order of Selection" for providing vocational rehabilitation services. This means eligible individuals with the *most significant* disabilities are given first priority for services.

### Step 5 - Planning

Once determined eligible for services, you and your VR counselor **work together** to plan and develop a vocational rehabilitation program designed just for you! Deciding on your vocational goal (career) and the VR services you need to reach this goal is the most important part of your VR program, and you should be prepared to give a great deal of thought and planning into making this decision.

During the planning stage, you will be asked to provide documentation regarding your financial status. You will be required to provide verification of your income (W-2 forms or check stubs), assets, checking and saving accounts. You will also need to provide verification of any disability related expenses you may have. Your counselor will complete a budget analysis. Based on your income, you may be required to pay a portion of the cost of services.

In deciding your vocational goal, you have the option of choosing to develop your own plan or having your VR Counselor help you develop your plan. This plan is called the "**Individualized Plan for Employment**." It identifies your employment goal, time frames for services, and approved service providers necessary for your vocational rehabilitation. This plan outlines your financial participation in services. This plan is also referred to as the "**IPE**", "**RS-5**", or as the "**plan**". **This is an important document.** The services outlined on the plan are conditioned on the approval and signature of both you, your VR counselor, and if required, any supervisory or agency approval, as well as the availability of funds to VR.

The IPE is reviewed at least annually by you and your VR counselor. If your situation changes, the IPE is revised accordingly.

### Step 6 - Services

Vocational Rehabilitation services are provided to help persons who are disabled prepare for, enter, and/or keep employment. The specific kind(s) and number of services you might need are determined by you and your VR counselor. Services are based on *your* individual needs; therefore, the types of services you receive may differ from services that other individuals receive. Not everyone requires the same or every service.

To achieve your employment goals, VR can provide a wide range of services:

- Medical examinations (general physical, psychological, or other specialists' examinations).
- Vocational evaluation of interests, skills, and abilities for future work.
- Vocational guidance.
- Career counseling.
- Physical or mental restoration services that could include mental health counseling, speech therapy, physical therapy, etc.
- Training - universities, colleges, technical schools, apprenticeship programs, on-the-job training, supported employment, etc.
- Rehabilitation devices - medical equipment necessary for employment (wheelchairs, prostheses, glasses, self-help devices, etc.)



- Rehabilitation engineering - assistance with job site modification (changing lighting, adapting a telephone, tool, or computer, etc.); and training on the use of modified equipment.
- Job placement.
- Follow up after employment to ensure job success.

If you would like a complete list of services VR offers, *ask your VR counselor.*

VR always looks for the most cost-effective way to provide services without giving up quality. You and your counselor will look into other available resources that could assist in the cost of your vocational rehabilitation program.

**Please remember that VR cannot pay for past bills, or for services and purchases that are not included on your IPE.**

### Step 7 - Employment

All planned services relate to preparing you for a job. After successfully completing your planned services, you are ready for employment. Finding a job takes a lot of work, but together you and your VR counselor can match your skills with a job. You may discover that this is the most difficult part of the whole vocational rehabilitation process. *So, it is important that you actively look for a job.*

Your VR counselor and/or a job placement specialist will help you with your job search. They can help you:

- Complete application forms.
- Develop a resume.
- Prepare for an interview.
- Conduct your job search.
- Find job leads.

### Step 8 - Successfully Rehabilitated

Once you are employed, your counselor will continue to work with you for an additional 90 days. During this 90 day period, your VR counselor will meet with you, and if you approve, your employer, to determine your job satisfaction.

Sometimes, unforeseen problems can occur that put you at risk of losing your job. If this happens, contact your VR counselor immediately for assistance. Often, your counselor can help you recognize and work out the problem and/or provide services you might need to maintain your job.

If your case has been closed as successfully rehabilitated, but you need additional short-term services to help you maintain your current employment, you should ask your VR counselor about *post-employment services*.



Post-employment services are available to meet any simple, short-term rehabilitation need(s) you have after employment.

You are in charge of your vocational rehabilitation program; but it is also a "team" effort. To make your rehabilitation a success, you and your counselor must work together.

#### VOCATIONAL REHABILITATION WORKS BETTER IF YOU:

- Take an active part in planning and making decisions.
- Ask questions anytime you do not understand something.
- Stay in regular contact with the people working with you.
- Follow through with all the agreed upon activities.
- Keep your counselor advised of anything that changes your ability to complete your VR program.
- Ask your counselor for any help you need during any part of your VR program.
- Actively seek employment when you are job ready.
- Tell your counselor when you get a job.

**You are responsible for making sure that the rehabilitation plan developed by you and your counselor meets your needs.**



## YOUR RIGHTS

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**You have certain rights. It is important that you know and understand your rights. You have the right to:**

- Apply for VR services.
- Be treated with respect.
- Be evaluated fairly and completely to have your eligibility determined.
- Receive a determination of eligibility within 60 days of application or agree to extend this period of time.
- Know why you are considered ineligible for services.
- Be referred to other agencies and facilities as appropriate.
- Appeal any decision or denial of service through either an administrative review and/or a fair hearing.
- Receive an explanation of the help available through the Client Assistance Program.
- Receive an assessment of your need for post-employment services.



## CONFIDENTIALITY

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Your counselor will ask you to provide personal information about yourself to understand your disability, determine your eligibility, and plan your vocational rehabilitation program. A case record is developed to keep all your information together. **All case record information is confidential.**

VR may share your information with certain individuals and/or agencies if they are also working with you. VR may provide your information to:

- Office of Mental Health.
- Office of Substance Abuse.
- Office of Family Support.
- State Department of Labor.
- State Department of Education, Office of Special Education, and Office of Vocational Education.
- Social Security Administration.
- Office of Citizens with Developmental Disabilities.
- State Student Aid Association.
- Office of Community Services.
- Doctors, hospitals, clinics, and rehabilitation centers providing services to clients as authorized by VR.
- U. S. Department of Labor.
- Schools and/or training centers when VR has authorized the service.
- Department of Public Safety and Corrections.
- Colleges and universities.
- School boards and educational officials responsible for providing secondary education.
- Military services of the U. S. Government.

VR will not release your information to any other individual or agency without your informed consent. The only exception is to protect you or others if you are a threat to your own safety or the safety of others.

## Appeals Process

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You should be very satisfied with the decisions or services you receive from VR. However, sometimes a concern or problem may occur. If this happens, you should:

1. Discuss the situation with your counselor or your counselor's supervisor; they may be willing to consider other possibilities and give valid reasons if alternatives are not appropriate. Most issues can be resolved at this level.
2. If the problem cannot be resolved, ask for an **Administrative Review** (an informal meeting) with the VR Regional Manager.
3. If the problem is still not resolved after the administrative review, request a **Fair Hearing**.

(NOTE: It is not required that an Administrative Review be conducted in order for you to request and receive a Fair Hearing. However, an Administrative Review can, in many situations, result in a faster solution of your problem.)



To request an **Administrative Review** or a **Fair Hearing**, you must:

- Request the appeal in writing to the Regional Manager.
- Describe the decision or action you need to have resolved.
- Include your name, address, and telephone number.
- Sign and mail or deliver the request to the VR Regional Manager.

Administrative Reviews are held and final decisions are given within **fifteen (15) calendar days** of receipt of your request. Most appeals are resolved by the Administrative Review. A Fair Hearing is a more formal process conducted by an Impartial Hearing Officer selected from a pool of approved hearing officers. The Impartial Hearing Officer hears both sides of the issue, weighs the facts of your case, and makes a decision based on federal and state laws and VR policy. A Fair Hearing decision report is provided to you within **thirty (30) calendar days** of the date of your hearing.

In a mediation session, both you and VR will equally exchange information and offer solutions for an agreement, not the impartial mediator. If an agreement is reached, it is put in writing, both you and VR sign, and the agreement becomes binding. You leave with the signed agreement at the end of the meeting. If no agreement is reached, you can still request a fair hearing.

At the Administrative Review, Fair Hearing, or Mediation Session (if applicable), you should:

- Clearly state your concerns and possible solutions.
- Have a clear idea of what you will and will not accept as a solution to your problem/request.
- Bring documentation that supports your position.
- If you choose, have a representative (family member, friend, attorney, or CAP) present.

**You should notify the Impartial Hearing Officer or Impartial Mediator in advance if you plan to have a representative or witness(es) at your Fair Hearing or Mediation Session.**



## INDEPENDENT LIVING SERVICES

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Independent Living Services are provided to help persons with the most severe disabilities who are unable to work, live, and function independently within the family or community.

You may be eligible for Independent Living Services if:

- You have a severe physical or mental disability that limits your ability to function independently; **and**
- You will benefit from independent living services in terms of improving your ability to function, continue functioning, or move towards functioning independently within the family or the community.

If you are eligible, some of the services include:

- Counseling - to help you adjust to your disability.
- Personal Care Attendant - someone to assist you with your daily living needs.
- Home Modifications - a ramp, grab bars, etc.
- Rehabilitation Devices - prostheses, wheelchairs, lifts, etc.
- Interpreter and reader services.
- Other services that may help you live independently or become eligible for vocational rehabilitation services.



## What is a Relay Calling Service?

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A relay service provides a vital link for telephone communication between people who are unable to hear or speak and those who can hear. Many people who are unable to use a conventional telephone because of hearing or speech impairment can utilize a text telephone (also called a TTY or a TDD).

A text telephone is a device that allows a person to type and read their telephone conversations instead of listening and speaking. However, if a text telephone user wishes to “talk” on the phone with a conventional (hearing) telephone user, they must use the relay by using the VCO feature. A relay service employs skilled Communication Assistants (CAs) who act as the “invisible link” between TTY and conventional phone users. CAs “connect” relay users by speaking everything typed by a TTY user and typing everything spoken by a conventional telephone user. By using the relay, text telephone users can call anyone they want, even if that person does not have special equipment.

Both TTY and hearing users can access the relay 24 hours a day through a toll-free number. No sign-up is required, and the only charge is regular long distance fees if a user chooses to place a long distance call. There is no charge to access the relay or to place a local call.

### WHAT ARE THE RELAY SERVICE HOURS OF OPERATION?

Generally, relay services are available 24 hours a day, seven days a week. There is no time limit on your calls and no charge to make a local relay call. (Note: regular long distance fees apply to all long distance relay calls).

### HOW CONFIDENTIAL ARE RELAY CALLS?

All calls handled by a Relay Service are kept strictly confidential. As required by law, CAs can not disclose any information from a relay conversation, and no records of any relay conversation are saved in any format.

### HOW IS A RELAY CALL PLACED?

- Dial the relay number shown under the kind of calling equipment you use. If you use a text telephone (TTY/TDD) or VCO phone, dial the “Text Telephone” number. If you connect to the relay using ASCII code from your computer, dial the ASCII number. Finally, for hearing people who use a conventional telephone, dial the voice number.
- A Communication Assistant (CA) will answer your call by typing or speaking his/her identification number and requesting the number you want to call. Tell the CA the number of the person you want to call, including the area code.
- Once the person you are calling answers, the CA will inform him/her that they have a relay call and then you will be able to begin your conversation. When using the relay, direct your conversation to the person you are calling and say “Go Ahead” or type “GA” to indicate it is the other person’s turn to respond.

### WHAT OTHER TYPES OF RELAY CALLS ARE AVAILABLE FOR CONSUMERS TO USE?

- **Voice Carry Over (VCO)**

Voice Carry Over is an ideal calling option for a person who does not have sufficient hearing to use a



conventional telephone but has understandable speech. Voice Carry Over allows the text telephone user to speak directly to the party they are calling. Responses from the conventional telephone user are then typed by the Communication Assistant (CA) for the VCO user to read. If you would like to use Voice Carry Over, simply type, "VCO PLS," at the beginning of the relay call. Once the CA responds with the message, "VCO CONNECTED," you should voice to the CA the number you want to call. After VCO is connected, the CA can no longer read your TTY type.

- **Hearing Carry Over (HCO)**

A person who is able to hear using a conventional telephone but is unable to speak will benefit from Hearing Carry Over. HCO allows the text telephone user to listen directly to what the conventional telephone user says. The HCO user can then type their response, which will be voiced by the Communication Assistant. If you would like to use HCO, simply type, "HCO PLS," at the beginning of the relay call.

### **CAN A RELAY CALL BE PLACED FROM A PAY TELEPHONE?**

The FCC (Federal Communications Commission) ruled on November 1, 1995 that there would be no charge for local relay calls from pay phones, and all long distance relay calls made from a pay phone would require the caller to use a calling card or alternative billing method (including collect calls and calls charged to a third party).

There are many benefits to the pay phone rule made by the FCC. First, placing a local relay call from a pay phone is free! This means that if you need to make a quick call when you are away from home, you do not have to pay for the call if it is not long distance. Second, having a calling card means you will always be prepared to make an unexpected call.

You can use any kind of calling or pre-paid card through every relay in the United States. Your call will cost no more than the same long distance call would have cost using coins. Using a calling card through the relay is easy! Simply dial the relay and tell the CA how to use your card (most calling cards have instructions on the back). To purchase a calling card, contact your local or long distance telephone company. If your company does not sell calling cards, they should be able to refer you to someone who does.

### **CAN A CELLULAR PHONE BE USED TO MAKE A RELAY CALL?**

Cellular phones can be used to place relay calls but digital phones are still incompatible with relay services. Digital phones, such as Sprint's PCS phone or Ericsson phones, use a new type of coding that sends pulsing signals to cellular towers. The result for hearing people is a clearer conversation than what was previously available with the more common analog phones. However, for TTY users, the pulses from a digital phone distort TTY tones causing garbled conversations. Currently, digital phone companies are working on a remedy for this problem.

Only analog cellular phones are reliable and technically able to provide a signal link for TTY (baudot) transmissions. Most text telephones today carry baudot so if you are interested in getting cellular telephone makes sure it is an analog product.

Consult a state or regional text telephone vendor for additional information on all the analog supported products on the market today for paging, messaging, e-mail and cellular services.



## ABBREVIATIONS / ACRONYMS

These are the abbreviations that many deaf/hard of hearing people do use; however not all of them are used by the same people. Abbreviations vary from state to state. These are the most common used words.

ABT	About	MTG	Meeting
ACCT	Account	NE	Do not Explain Relay
AM	Morning	NBR	Number
ANS	Answer	NI	Do Not Identify Relay
ANS MACH	Answering Machine	OFC	Office
ANS SERVICE	Answering Service	OIC	Oh, I See
APPT	Appointment	OPR	Operator
APT	Apartment	PBLM	Problem
AVE	Avenue	PLS	Please
BDAY	Birthday	PM	Evening or Afternoon
BECUZ	Because	QQQ	Missed Information
BLVD	Boulevard	Q	Question
CA	Communication Assistance	R	Are
CCC	Credit Card Call	Rew	Rewind
CORP	Corporation	RD	Road
CUD	Could	SHUD	Should
CC	Company	SK	Stop Keying
CUZ	Because	ST	Street
DDD	Direct Distance Dialing	TDD	Telecommunication Device for the Deaf
DEPT	Department	TECH	Technician
DR	Doctor	THOT	Thought
FWD	Forward	THRU	Through
GA	Go Ahead	THX	Thanks
GOVT	Government	TMR	Tomorrow
HAHA	Laughing	TMW	Tomorrow
HLD	Hold	TT	Text-Telephone
HD	Hold	TTY	Teletypewriter
HOSP	Hospital	U	You
HR	Hour	UR	Your
ILY	I love you	VR	Vocational Rehabilitation
IRLY	I really love you	WUD	Would
INC	Incorporated	XOXOXO	Hugs and Kisses
INFO	Information	XXX	Mistake
MIN	Minute		
MIN PLS	One moment please		
MSG	Message		

Days of the week, Months of the year are abbreviated as:

SUN MON TUES WED THURS FRI SAT

JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC



## TELECOMMUNICATIONS RELAY SERVICES DIRECTORY

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<u>State</u>	<u>Provider</u>	<u>Access Numbers</u>	<u>Customer Service</u>
<b>Alabama</b>	AT&T	(V) 800-548-2547 (T) 800-548-2546	(V) 800-682-8706 (T) 800-682-8786
<b>Alaska</b>	GCI	(V) 800-770-8255 (T) 800-770-8973	(V/T) 800-770-6770
<b>Arizona</b>	Sprint	(V) 800-367-8939 (T) 800-842-4681	(V/T) 800-676-3777
<b>Arkansas</b>	MCI	(V) 800-285-1121 (T) 800-285-1131	(V/T) 800-285-7192
<b>California</b>	MCI	(V) 800-735-2922 (T) 800-735-2929 800-735-0091 (Speech to Speech) (Spanish)	(V) 800-735-0373 (T) 800-735-0193  800-854-7784 800-855-3000
	Sprint	(V) 888-877-5379 (T) 888-877-5378 (T) 877-735-2929 888-877-5380 (Spanish)	(V/T) 800-676-3777   888-877-5381
<b>Colorado</b>	Sprint	(V) 800-659-3656 (T) 800-659-2656	(V/T) 800-676-3777 800-659-4656
<b>Connecticut</b>	Sprint	(V) 800-833-8134 (T/A) 800-842-9710	(V/T) 800-676-3777
<b>Delaware</b>	AT&T	(V) 800-232-5470 (T) 800-232-5460	(V) 800-682-8706 (T) 800-682-8786
<b>District of Columbia</b>	AT&T	(V) 202-855-1000 (T) 202-855-1234	(V) 800-682-8706 (T) 800-682-8786
<b>Florida</b>	MCI	(V) 800-955-8770 (T) 800-955-8771	(V/T) 800-955-1478
<b>Georgia</b>	AT&T	(V) 800-255-0135 (T) 800-255-0056	(V) 800-682-8706 (T) 800-682-8786
<b>Hawaii</b>	GTE	(V) 511 (In State) (T) 711 (In State) (V) 808-546-2565 (T) 808-643-8833	Ask for the supervisor at TRS number.
<b>Idaho</b>	Hamilton	(V) 800-377-1363 (T) 800-377-3529	(V/T) 800-368-6185



<u>State</u>	<u>Provider</u>	<u>Access Numbers</u>	<u>Customer Service</u>
<b>Illinois</b>	AT&T	(V) 800-526-0857 (T) 800-526-0844 (V/ Spanish) 800-501-0865 (T/ Spanish) 800-501-0864	(V) 800-682-8706 (T) 800-682-8786
<b>Indiana</b>	Sprint	(T/V/A) 800-743-3333 (T, 900) 900-230-3323	(V/T) 800-676-3777
<b>Iowa</b>	Sprint	(V) 800-735-2943 (T/A) 800-735-2942	(V/T) 800-676-3777
<b>Kansas</b>	SW Bell	(V/T/A) 800-766-3777	Ask for TRS Supervisor at relay number
<b>Kentucky</b>	Hamilton	(V) 800-648-6057 (T) 800-648-6056	(V/T) 888-662-2406
<b>Louisiana</b>	Hamilton	(V) 800-946-5277 (T) 800-846-5277	(V/T) 888-699-6869
<b>Maine</b>	AT&T	(V) 800-457-1220 (T) 800-437-1220	(V) 800-682-8706 (T) 800-682-8786
<b>Maryland</b>	Sprint	(V/T/A) 800-735-2258 (V/T) 711 (In State) Spanish-to-English / Spanish-to-Spanish (V/T) 800-785-5630 Speech to Speech (T/900) 900-386-3323	(V/T) 800-676-3777
<b>Massachusetts</b>	MCI	(T/A) 800-439-2370 (V) 800-439-0183	(V/T) 800-720-3480
<b>Michigan</b>	Ameritech	(V/T/A) 800-649-3777 (V/T) 800-432-5413	(V/T) 800-432-0762
<b>Minnesota</b>	Sprint	(V/T/A) 800-627-3529 (T/900) 900-246-3323	(V/T) 800-676-3777
<b>Mississippi</b>	AT&T	(T) 800-582-2233 (V) 800-855-1000 800-855-1234	(V) 800-682-8706 (T) 800-682-8786
<b>Missouri</b>	Sprint	(V) 800-735-2466 (T/A) 800-735-2966	(V/T) 800-676-3777
<b>Montana</b>	Sprint	(V) 800-253-4093 (T/A) 800-253-4091	(V/T) 800-676-3777
<b>Nebraska</b>	Hamilton	(V) 800-833-0920 (T) 800-833-7352	(V/T) 800-322-5299



<u>State</u>	<u>Provider</u>	<u>Access Numbers</u>	<u>Customer Service</u>
<b>Nevada</b>	Sprint	(V) 800-326-6888 (T/A) 800-326-6868	(V/T) 800-676-3777
<b>New Hampshire</b>	Sprint	(V/T/A) 800-735-2964	(V/T) 800-676-3777
<b>New Jersey</b>	AT&T	(V) 800-852-7897 (T) 800-852-7899	(V) 800-682-8706 (T) 800-682-8786
<b>New Mexico</b>	Sprint	(V) 800-659-1779 (T/A) 800-659-8331	(V/T) 800-676-3777
<b>New York</b>	Sprint	(V) 800-421-1220 (T) 800-662-1220 800-584-2849 (TB) 800-662-1220 (VCO) 877-826-6977	(V/T) 800-676-3777
<b>North Carolina</b>	MCI	(V) 800-735-0341 (T) 800-735-0533	(V) 800-374-4852 (T) 800-374-4833
<b>North Dakota</b>	Sprint	(V) 800-366-6889 (T/A) 800-366-6888	(V/T) 800-676-3777
<b>Ohio</b>	Sprint	(V/T/A) 800-750-0750	(V/T) 800-676-3777
<b>Oklahoma</b>	Sprint	(V) 800-522-8506 (T) 800-722-0353 800-522-5065	(V/T) 800-676-3777
<b>Oregon</b>	Sprint	(V) 800-735-1232 (V/T) 800-676-3777 800-735-0644 (V/T Spanish) (T/900)	(T) 800-735-2900  800-735-3896 900-568-3323
<b>Pennsylvania</b>	AT&T	(V) 800-654-5988 (T) 800-654-5984	(V) 800-682-8706 (T) 800-682-8786
<b>Rhode Island</b>	AT&T	(V) 800-745-6575 (T) 800-745-5555 (A) 800-745-1570	(V) 800-682-8706 (T) 800-682-8786
<b>South Carolina</b>	Sprint	(V) 800-735-2905 (T) 800-735-8583 800-735-7293 (T/900) 900-535-3323 (Speech to Speech)	(V/T) 800-676-3777  877-735-7277
<b>South Dakota</b>	Sprint	(V/T/A) 800-877-1113	(V/T) 800-676-3777
<b>Tennessee</b>	AT&T	(V) 800-848-0299 (T) 800-848-0298	(V) 800-682-8706 (T) 800-682-8786



<u>State</u>	<u>Provider</u>	<u>Access Numbers</u>	<u>Customer Service</u>
<b>Texas</b>	Sprint	(V) 800-735-2988 (T) 800-735-2989 800-735-2991 (T/900)	(V/T) 800-676-3777  900-230-2303
<b>Utah</b>	Utah Assn. for Deaf Outside Salt Lake & Davis Counties Inside Salt Lake & Davis Counties		(V/T) 800-346-4128 (V/T) 801-295-8245 (V/T) 801-298-9484
<b>Vermont</b>	AT&T	(V) 800-253-0195 (T) 800-253-0191	(V) 800-682-8706 (T) 800-682-8786
<b>Virginia</b>	AT&T	(V) 800-828-1140 (T) 800-828-1120	(V) 800-682-8706 (T) 800-682-8786
<b>Washington</b>	Sprint	(V) 800-833-6384 (T) 800-833-6388 (TB) 800-833-6385	(V) 800-682-8706 (T) 800-682-8786
<b>West Virginia</b>	AT&T	(V) 800-982-8772 (T) 800-982-8771	(V) 800-682-8706 (T) 800-682-8786
<b>Wisconsin</b>	Hamilton	(V) 800-947-6644 (A) 800-272-1773 (T) 800-947-3529 (Speech-to-Speech)	(V) 800-947-6644 (T) 800-283-9877  800-833-7637
<b>Wyoming</b>	Sprint	(V) 800-877-9975 (T/A) 800-877-9965 (T/900)	(V/T) 800-676-3777  900-463-3323

## National Relay Services

### AT&T National Relay

800-855-2880 / T  
800-855-2881 / V  
800-855-2882 / A  
800-855-2883 / Telebraille

### AT&T Spanish Relay

800-855-2884 / T  
800-855-2885 / V  
800-855-2886 / A

### Federal Information Relay Service (Sprint)

800-877-8339 / T, V, ASCII  
  
Hamilton Relay      800-833-5833 / T

### MCI National Relay

800-688-4889 / T  
800-947-8642 / V  
800-833-7833 / V

Sprint National Relay Directory Assistance  
Using Relay: (area code) 555-1212

800-877-8973 / T, V, ASCII, Spanish  
877-826-2255 / VCO

### Operator Services for the Deaf

**AT&T:** 800-855-1155 / T

**MCI:** 800-688-4486 / T

**Sprint:** 800-855-4000 / T



## Glossary of Important Terms

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ADA	Americans with Disabilities Act is the law that protects persons with disabilities. It includes accessibility of public transportation, telecommunications and access to public businesses and services.
Academic Standards	The usual indicators of academic ability, such as grade point average, high school rank and standardized test scores.
Accommodations	For deaf and hard of hearing students accommodations in postsecondary education include communication services such as: interpreters, transliterators, notetakers, captionists, assistive listening devices, priority registration, preferred seating arrangements, etc.
Advocacy	Seeking the rights of a deaf or hard of hearing individual
Auxiliary Aids	For deaf and hard of hearing students, auxiliary aids include sign language interpreters, cued speech transliterators, real-time captionists, notetakers, assistive listening devices, TTYs, etc.
Essential Functions	What an individual must be able to do to hold a specific position with or without accommodations.
Federally Funded Postsecondary Program	Virtually all postsecondary institutions receive federal funds in the form of student aid, research grants and for other purposes. Therefore, they must not discriminate against students with disabilities according to Section 504 of the Rehabilitation Act.
IDEA	Individuals with Disabilities Education Act of 1990 guarantees that the education provided to individuals with disabilities will be free, appropriate and public (for elementary and secondary education).
Otherwise Qualified	A person who meets the academic and technical standards required for admission or participation in the education program or activity.
Reasonable Accommodations	Changes that enable a person with a disability to perform essential functions of obtaining a postsecondary education such as providing auxiliary aids and services for communication purposes for deaf and hard of hearing students.
SAT	Scholastic Achievement Test
Self-Advocacy	Understanding and seeking support for one's own personal rights.



Section 504	Part of the Rehabilitation Act that protects the civil rights of people with disabilities in many environments, particularly in college settings. It reads: "No otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits or, or be subjected to discrimination under any program or activity receiving Federal assistance."
Student Responsibility	On the postsecondary level, the responsibility lies with the deaf or hard of hearing student to request for accommodations. When the student presents documentation identifying their needs, it is the postsecondary institution's responsibility to provide the appropriate accommodations in compliance with Section 504 of the Rehabilitation Act.
Technical Standards	All non-academic admissions criteria that are absolutely necessary for a student to complete a program.
Transition	Making changes and adjustments to differences in location, people, activities and responsibilities such as moving from high school to college.

To access this and other publications online, visit the Postsecondary Education Consortium (PEC) website at <<http://sunsite.utk.edu/cod/pec>>. Click on Publications.

An interactive online version of this publication can be accessed at <<http://www.jsu.edu/depart/dss/Nuts&Bolts2000>>.





# PEPNet

**PEPNet**, the Postsecondary Programs Network, is comprised of the four Regional Postsecondary Education Centers for Individuals who are Deaf and Hard of Hearing. The Centers strive to create effective technical assistance for educational institutions providing access and accommodation to these students. For more information, contact your Regional Center.

## **Northeast Technical Assistance Center (NETAC)**

National Technical Institute  
for the Deaf

A college of Rochester Institute  
of Technology  
52 Lomb Memorial Drive  
Rochester, New York 14623-5604  
(585) 475-6433 (Voice/TTY)  
(585) 475-7660 (Fax)  
netac@rit.edu

Serving: Connecticut, Delaware, District  
of Columbia, Maine, Maryland,  
Massachusetts, New Hampshire, New  
Jersey, New York, Pennsylvania,  
Puerto Rico, Rhode Island, Vermont  
and the Virgin Islands.

## **Western Region Outreach Center & Consortia (WROCC)**

California State University, Northridge  
18111 Nordhoff Street  
Northridge, CA 91330-8267  
888-684-4695 (V/TTY)  
818-677-4899 (Fax)  
wrocc@csun.edu

Serving: Alaska, American Samoa,  
Arizona, California, Colorado, Guam,  
Hawaii, Idaho, Montana, Nevada, New  
Mexico, Northern Marianas Islands,  
Oregon, Utah, Washington and  
Wyoming.

## **Midwest Center for Postsecondary Outreach (MCPO)**

St. Paul Technical College  
235 Marshall, St. Paul, MN 55102  
651-846-1337 (Voice)  
651-846-1527 (TTY)  
651-221-1339 (Fax)  
toufong.vang@saintpaul.edu  
Serving: Illinois, Indiana, Iowa, Kansas,  
Michigan, Minnesota, Missouri,  
Nebraska, North Dakota, Ohio, South  
Dakota and Wisconsin.

## **Postsecondary Education Consortium (PEC)**

The University of Tennessee  
Claxton Complex A507  
Knoxville, TN 37996-3454  
(865) 974-0607 (V/TTY)  
(865) 974-3522 (Fax)  
pec@utk.edu  
Serving: Alabama, Arkansas, Florida,  
Georgia, Kentucky, Louisiana,  
Mississippi, North Carolina,  
Oklahoma, South Carolina,  
Tennessee, Texas, Virginia and  
West Virginia.

## **PEPNet Resource Center (PRC)**

National Center on Deafness  
California State University, Northridge  
18111 Nordhoff Street  
Northridge, CA 91330-8267  
888-684-4695 (V/TTY)  
818-677-4899 (Fax)  
prc@csun.edu

**For materials and resources or further  
information about PEPNet and the  
Regional Centers, visit  
<http://www.pepnet.org>.**