

# A Nuts and Bolts Guide



to college success for students  
who are deaf or hard of hearing

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# A Nuts and Bolts Guide



## Introduction



## INTRODUCTION

Congratulations! You're taking a big step forward in planning for your future.

Yep, it's all about planning. Your interests, skills, and abilities will help you make decisions about what kind of job you'd like to have in the future. When you think about the kind of job you'd like to have, that will help you plan what your college major will be. And when you've decided on a college major, then you can choose the college that will meet your needs.

Of course, things don't always go that smoothly. Many students may have a lot of interests, but they're not sure how that connects to a college major. Other students might not really know what their skills are. Some students start college with one major, but then they realize it's not what they thought it would be. They might need to revise their original plans.

This book is all about putting together a plan for college. It's called a "nuts and bolts guide" because it includes very basic information about the planning process. Some students may already know a lot of the information included in this book – that's ok! There's also new information that will help a student plan a smooth transition between high school and college.

*A dream is just a dream. A goal is a dream with a plan and a deadline.*

*(Chinese fortune cookie)*

## SUCCEEDING IN COLLEGE

Beginning your college education means you'll be exploring a new place, making new friends, learning new things and setting your own priorities. You are going to face a lot of big changes in a short time. That's exciting — and challenging. The more prepared you are for college when you get there, the more ready you'll be to address these new challenges.

Colleges and universities offer support services for students with disabilities. For a student who is deaf or hard of hearing, this might include sign language interpreting, speech-to-text transcribing, notetaking, or other services. These services are essential to making the classroom accessible for a student who is deaf or hard of hearing, and quality services are a critical component in student success.

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. Research shows that the college dropout rate for students who are deaf or hard of hearing is significantly higher than for students without any disability.

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. Your education throughout elementary and high school is:

### Free

- the education is provided by taxpayers, the same as for all children in the country,

### Appropriate

- the education is suitable and meets the needs of each individual's student, and

### 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. The 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 federal government. 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.

The purpose of Disability Services is to assist students with disabilities in achieving their educational goals by providing reasonable accommodations and support services. 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.

Under Section 504 of the Rehabilitation Act, a variety of auxiliary aids and services are available to you, including interpreters, speech to text services, assistive listening technology and other assistive devices, dorm modifications (including TTY or amplified telephones), help with registration, 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 your parents or guardians. In other words, these aids and services are free to students.

To receive these auxiliary aids and services, you must request an accommodation and also present appropriate documentation, such as an audiogram, which documents your disability and supports the request for services. The college may have an intake process in which you provide additional information about yourself and what services would be effective for you. The college may also suggest services that you might not have used in the past. The college is responsible for providing what is needed to make the class accessible for you.



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.

## ADA

- ◊ applies to all establishments, public or private, regardless if they receive any federal substitute.
- ◊ 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.

## Section 504

- ◊ only applies to organizations receiving federal funds.
- ◊ provides a variety of auxiliary aids and services.

The major difference between Section 504 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.





The resources listed below will provide you with additional information that may be helpful in developing plans for your future.

Americans with Disabilities DVD

<http://www.pepnet.org/adadvd.asp>

iTransition: It's All About Me! online training

<http://www.pepnet.org/itransition.asp>

Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators

<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

<http://www2.ed.gov/about/offices/list/ocr/transition.html>

College Success

<http://www.collegeboard.com/student/plan/college-success/index.html>

College Success

<http://bruteforcestudyguide.com/>

American Council on Education: 4 Steps to Go

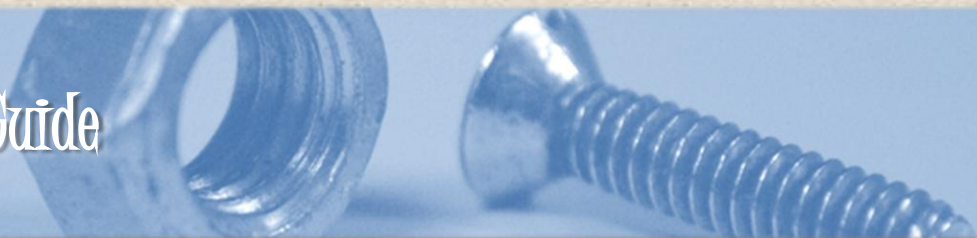
<http://www.knowhow2go.org/>

College Success

<http://www.vacollegequest.org/index.shtml>



## A Nuts and Bolts Guide



# Self Advocacy



# Self-Advocacy

The act of arguing in favor of, or supporting something; the practice of supporting someone to make their voice heard

- Allwords.com

What is advocacy?

The act of pleading for, supporting, or recommending  
- Dictionary.com

The act or process of advocating or supporting a cause or proposal  
- Merriam-Webster

The act or condition of representing oneself, either generally in society or in formal proceedings, such as in court  
- TheFreeDictionary.com

The realization of strengths and weaknesses, the ability to formulate personal goals, being assertive, and making decisions  
- Martin, J.; et al, 1993

What is self advocacy?

Can include any action, verbal or written, which is intended to outline and describe a particular problem an individual is encountering and intended to create the interest and action by another person to assist the person in resolving the specific problem

- Wikipedia.org/self-advocacy



# What Does Self Advocacy Look Like?

- Participating and leading your school **IEP** meetings.  
(Individualized Education Plan)
- Speaking up for your communication preferences, needs and other **rights** in an appropriate manner.  
(Rights mean that you should be treated equally and fairly.)
- Learning about special education laws and the rights the laws provide.
- Making your own choices.



- Learning to be **independent** and doing things for yourself when possible.  
(Taking control of your own life and making decisions on your own)
- Accepting **responsibility** for yourself.  
(Responsibility means to take care of yourself positively, finish your commitments and requirements and work toward your goals)
- Asking for **clarification** when necessary.  
(Clarification means asking someone to explain again or in a different way what you are trying to understand)
- Identify what you need to succeed and be able to state those needs.



# Why..... do I need to learn self advocacy skills?

1. ADA and other laws will protect you as a person with a hearing loss, but you must be aware of your rights in order to properly advocate for yourself.
2. After high school, training schools, colleges or universities may not be familiar about your rights as an individual with a disability.
3. Employers may not know about your rights or the rights of individuals who are deaf or hard of hearing.
4. You are worth the effort to advocate for yourself and your rights. Believe in yourself!
5. You are the only person who knows exactly what your needs are. Clarify for yourself what those needs are so that you can communicate effectively with others. Communication must be clear (brief and to the point) in order to effectively self advocate for yourself.

## Tips on communicating as an effective self advocate

- “I can hear better when I can see you talking.”
- “I can explain to you what my hearing aid does for me.”
- “I need to sit closer if I want to get the most out of this.”
- “It helps me to tell the substitute that I need directions in writing.”
- “My cochlear implant processor isn’t working correctly. I need to get an appointment and let the interpreters know before 1st period.”
- “I really get the best scores in classes with CART ; that’s what I want for my college lectures.”

(From Hands and Voices website <http://www.handsandvoices.org/>)



## How Do I Use Self Advocacy Skills to Have Better Communication Access?

1. Pick the best spot in the room for your communication needs. Avoid areas that are poorly lit or distracting.
2. Anticipate difficult situations and plan how to minimize problems. For example:
  - Anticipate possible new or unfamiliar vocabulary words
  - Decide what information you need to obtain
  - Plan questions you will ask
  - Plan how you might can modify the room or setting for best access
6. Pay attention to the speaker and/or your interpreter or speech to text provider.
7. Look for visual clues about the information such as Powerpoint slides, graphs, charts or other materials.
8. If using an interpreter, ask for fingerspelled key vocabulary words, if needed.
9. Provide feedback or ask for assistance if you do not understand.
10. Do not pretend you understand the information or act like you are following the interpreter or speech to text provider if you are confused. Let the teacher, interpreter or speech to text provider know that adjustments might need to be made in order for you to fully participate in the learning environment.
11. Arrange for frequent breaks if the discussion or meeting is long to avoid eye strain and mental fatigue.
12. Set realistic goals about what you can expect to understand.
13. Explain why help is needed; don't apologize for needing help.



14. A person cannot help you if they do not know you need help or how to help you. You need to tell the person what they can do to help you communicate more effectively.
15. Have a clear understanding about who is responsible for scheduling interpreters and speech to text providers and what the appropriate protocol is for requesting interpreters or speech to text providers.
16. Understand what your rights are to using an interpreter or speech to text provider and when you are entitled to have those services provided.



## How Can I Use Self Advocacy Skills to Provide Hearing Individuals Information to Assist Me in My Communication Access?

Here are some things you might say to people to help them better understand how communication might be more effective between the two of you:

1. Be sure to get my visual attention before you speak to me.
2. Putting something in front of your mouth when you're speaking – such as your hands, a book, or another object – will make it difficult for me to see your face clearly.
3. It's difficult for me to understand people if they have something in their mouth, such as gum or food.
4. Speak clearly and at a moderate pace. Speak slowly, but NATURALLY.
5. Use facial expressions and gestures. Use gestures or pantomime to help express your ideas.
6. If changing the topic or starting a new subject, indicate that information with key words or through visual means.
7. If I am depending on reading your lips and don't understand something when you are talking to me, try rephrasing the statement in another way rather than repeating it again.
8. Please speak in a normal voice. Shouting won't help me to understand you any better.
9. Avoid noisy background situations – the extraneous environmental sounds can interfere with my hearing aids or residual hearing potentially.
10. Be patient, positive and relaxed.



11. Talk to me directly rather than talking to my interpreter or speech to text provider about me. Don't say "Tell him.... or Tell her..."
12. When in doubt, ask me for suggestions to on how we might be able to improve communication.
13. Standing in front of a window or other bright light source will make it more difficult for me to see you clearly.
14. For our communication methods, we can also utilize technology such as instant messaging, text messaging and e-mail as needed.
15. It's difficult to follow your comments if you're pacing when you're speaking.
16. 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.



# Scenarios for Discussion

Consider the following scenarios and discuss how you might best handle these situations.

You have started your second year of study at a small community college. You've met only a few people and don't have many friends in your classes. One girl that you knew from class last year walks into class on the first day. Although you had class together last semester and were in a work group together, you did not really know a lot about her because she had numerous absences during the semester and never seemed to show up on group project work days. She sits down beside you and seems excited to see you again and share a class with you. The professor announces that a student in the class needs a notetaker and to see them after class if you are interested. Your friend assumes the notetaker is for you and tells you she would be happy to take notes for you.



You schedule an appointment with the Coordinator at the Disability Services Office at a prospective university that you really want to attend. During your meeting, you explain that speech-to-text services worked well for you during high school. The Coordinator explains that they have never provided speech-to-text services on the campus and it is not an option they have available. Since you do not utilize sign language, they suggest a notetaker for all your classes.



During your second week into your first year at college, your history professor asks to meet with you after his lecture. The interpreter stays after class to interpret for you. The professor explains that he feels the interpreter is too distracting sitting at the front of the classroom and requests that you both move to the back of the class.



You schedule an appointment with the Coordinator at the Disability Services Office at a prospective university that you really want to attend. During your meeting, you explain that speech-to-text services worked well for you during high school. The Coordinator explains that they have never provided speech-to-text services on the campus and it is not an option they have available. Since you do not utilize sign language, they suggest a notetaker for all your classes.







The resources listed below will provide you with additional information that may be helpful in developing plans for your future.

**Student Self Advocacy**

<http://accessproject.colostate.edu/sa/>

**Self Advocacy and the Classroom**

[http://www.clubtnt.org/my\\_collegian/self-advocacy.htm](http://www.clubtnt.org/my_collegian/self-advocacy.htm)

**Tips for More Effective Advocacy**

<http://www.nad.org/issues/about-law-and-advocacy-center/advocacy-tips>

**The Case for Deaf Self Advocacy**

<http://www.nciec.org/projects/dat.html>



A Nuts and Bolts Guide



# Pre-College and Transition

# PRE-COLLEGE AND TRANSITION

## SUGGESTED TIMELINE CHART FOR TRANSITION FROM HIGH SCHOOL TO COLLEGE

Planning for college includes thinking about a lot of different issues – figuring out what interests you, taking college entrance exams, choosing a college, and looking for financial aid. It can take a lot of time, so it's a good idea to start early. The timeline listed below is just a guide, but it can help you better understand what types of things you'll need to do to get ready.

### JUNIOR YEAR OF HIGH SCHOOL

#### Fall Semester

|                               |   |
|-------------------------------|---|
| <i>Planning time</i>          | Meet with your school counselor and review your courses and plan for your senior year.  |
| <i>Choosing a college</i>     | 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.  |
| <i>College entrance exams</i> | Discuss the PSAT/NMSQT test date and registration process.<br><br>Take the PSAT/NMSQT in October to prepare for college entrance exams, and to be eligible for the National Merit Scholarship competition (scores from your sophomore year will not count in the competition). Students with disabilities may request testing accommodations.<br><br>Receive the results of the PSAT/NMSQT later in the fall semester. Read your score report and consult your school counselor or teachers to determine how you might improve. |
| <i>Funding college</i>        | Start doing research on government and private financial aid programs.  |

#### Spring Semester

|                               |   |
|-------------------------------|---|
| <i>Planning time</i>          | Apply for a Social Security number if you don't have one. It is required on many college applications.                                  |
| <i>College entrance exams</i> | Register for the college entrance exams. The SAT is offered in March, May, or June; and the ACT is offered in February, April, or June. |



Begin to prepare for the college entrance exams.  
Take the SAT Subject Tests or the Advanced Placement exams, if appropriate.

### *Choosing a college*

Make a list of what factors will influence your decision in choosing a college (for size, location, cost, etc.). Those colleges that interest you, visit their website to evaluate each and start a college planning file. Most colleges have a mailing list that you may join by sending them your information online. Subsequently, they will send you general information and materials about the college. Share the materials with your parents. Continue your research on private scholarships by finding out what awards students in your school and community are receiving.

Begin to make a list of colleges you would like to explore further. Show the list to your parents and discuss their ideas and preferences about the kind of college you should attend. Meet with your school counselor to begin preparing a list of colleges to explore.

Plan visits to colleges during your spring break holiday so you'll be on campus when classes are in session. Be sure to contact 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 colleges 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.

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.

Continue to evaluate colleges and begin to eliminate some choices from your list.

### *Determining your interests*

Look into summer jobs or internships.

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, save some of the money for college.



## Summer Break

### *Funding college*

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

Search 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

### Fall Semester

#### *Planning time*

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.

#### *College entrance*

If you have not already taken the necessary college entrance test, or you and your *exams* counselor have agreed that you should take it again to try to improve your score, sign up for the SAT or the ACT offered in the Fall.

#### *Choosing a college*

Contact 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.

Attend a local or regional college fair to further investigate the colleges 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 forms and essays. If applying for "early decision," send in your application now



Begin to submit college applications; be sure to keep a record of the dates you submitted applications, school names, and application fees.

If you've applied for early decision, you should have an answer by the end of the fall semester.

#### *Funding college*

Begin investigating private sources of financial aid. There are several free online scholarship search services listed in the Resource section.

Complete the CSS/Financial Aid PROFILE Online Application to become eligible for non-federal financial aid opportunities.

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

### **Spring Semester**

#### *Choosing a college*

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

Monitor your applications to make sure that all materials are sent and received on time.

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

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 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.

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

#### *Funding college*

Work with your parents to complete the FAFSA on or as soon after January 1 as possible. Check the dates on the application to make sure you send it in time to meet both state and federal financial aid cut-off dates. 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.

Review your Student Aid Report (SAR) for accuracy. If you have not received an SAR two weeks after you file your FAFSA, call 1-800-4FED-AID to inquire about your application status. With the exception of your Social Security Number, you can change your answers to any FAFSA questions using Corrections on the Web. 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.

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.

Remind your parents to check their eligibility for the potential tax credits such as the American Opportunity Tax Credit and Lifetime Learning Tax Credit when they file their taxes. Next year, they may be able to reduce their taxes a substantial amount by claiming one of these credits for college expenses.

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.

#### *College entrance exams*

Take Advanced Placement exams, if appropriate.

### **Summer Break**

#### *Choosing a college*

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.

Look for information from your new college about housing, orientation, course selection, etc.



### *Funding college*

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.

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.

Pack for college and look forward to a great experience!

### **References:**

Lifetime Learning Credit

<http://www.irs.gov/individuals/article/0,,id=96273,00.html>

HOPE tax credit

[www.irs.gov/formspubs/article/0,,id=177996,00.html](http://www.irs.gov/formspubs/article/0,,id=177996,00.html)

American Opportunity Tax Credit

<http://www.getreadyforcollege.org/gPg.cfm?pageID=113>



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

The Disability Services Office is an important resource for you. This office, which can be called by a few different names, arranges access services such as interpreters, speech to text providers, notetakers, and assistive technology. When you visit a college campus, be sure to contact the DS office in advance to make sure you have access services during your visit. They're also a good source of information about the campus, so you might want to ask questions like these:



Do you think this campus is welcoming for students who are deaf or hard of hearing?

How many deaf or hard of hearing students are there on campus?

Are any of the staff members fluent in sign language?

How do I request access services for my classes?

What types of services are usually available?

Will I get priority or early registration for classes?

I use interpreting services. Do you have \_\_\_\_ (ASL, contact sign, oral, Cued Speech) interpreters available?

I prefer speech-to-text services. Do you have \_\_\_\_ (CART, C-Print, TypeWell) available?

Are the services provided on-site or remote?



Are there assistive listening devices (ALDs) available for my use in the classroom?

How are notetaking services arranged?

Who should I notify if I'm not able to attend class and have to cancel my services for a day?

If I enroll in a distance education class, how will my accommodations be provided?

What other types of technology are available on campus that would be of benefit to me?

What other services does your office provide? Is academic/career counseling available here or is that provided through another office on campus?



Do students who are deaf or hard of hearing get involved in campus activities?

If I wanted to be in a student organization or participate in campus life activities, will I be able to get access services?

Are there videophones and TTYs available on campus? If so, where are they located?

If I live in on-campus housing (dorms), will I be able to request accommodations, such as visual smoke detectors/fire alarms, videophones, TTYs, lounge TVs with captioning etc.?

What other services and/or programs are available in the community for someone who is deaf or hard of hearing?



# What is So Different About College Anyway?

There are a lot of differences between high school and college! If you have friends or family members who have gone to college, it's a good idea to ask them to tell you about some of their experiences. You might be surprised about what they'll say! It helps to be ready for changes, so here are two resources that might give you a better idea about what to expect.

**THE BIG DIFFERENCE BETWEEN HIGH SCHOOL AND COLLEGE**  
(From University of Montana - Northern Educational Opportunity Center  
<http://msun.edu/grants/eoc/transition.htm>)

Many students -- especially those who do not have a family member who has been to college -- think college is pretty much like high school, only bigger. But there are some very big differences. Many students who did not do well in high school "blossom" in college. Others never get used to college life and do not do as well as they did in high school. Much of how college will differ depends on you.

To be prepared, it helps you to know what differences lie ahead. Though academic requirements and student life vary depending on the college you attend, there are basic differences that apply in almost every case. Here are some ways you can expect college to be different from high school:

## DIFFERENT TREATMENT

Because you will probably be over 18 years old in college, you will be treated like an adult. This is because you will be an adult. As an adult, you will have to make sure you do what you're supposed to do, you will be responsible for the way you live, and you will have to meet greater expectations from others.

## DIFFERENT STRUCTURE

Generally, there are fewer rules and regulations imposed by others in college. You will be expected to make and stick to your own schedule, as well as keep up on all your work. Most professors do not take attendance in class -- they expect you to be there to learn. And whether or not you learn is your responsibility. Many students, after a brief period of adjustment, will settle into a balanced lifestyle of work and play. Those who don't usually do not make it through their first year.



## DIFFERENT RESPONSIBILITY

In college, you will take on more responsibility for your decisions, actions, and lifestyle. This is part of being on your own. Professors and administrators will probably not give you a hard time about your clothes, your hair, or your general behavior (within bounds). But do be prepared to be held accountable for your behavior. There is no one to blame for not waking up on time, not eating properly, or not washing your clothes.



## DIFFERENT EXPECTATIONS

People will expect more of you and expect you to develop in your own unique way in college. In high school, you are often expected to behave or perform to a minimum standard. Some people will expect you to go beyond minimal performance in college, so you can grow and develop as a person. You will also begin to realize what a great effect you can have -- both positive and negative -- on yourself, on others, and on the world around you. This can be both exciting and frightening.

## DIFFERENT ACADEMIC SUBJECTS

In college, you will be free to explore numerous paths and interests that were simply not open to you in high school. There are more foreign languages, arts, and sciences offered in college. Subjects like philosophy and religion also are taught at college but probably not in high school.

## DIFFERENT WAY OF TEACHING

Some subjects are taught differently in college. In high school, for instance, history may have been mainly names, dates, and places. You had to memorize facts and figures. In college, those facts are not nearly as important as why certain events and actions happened. In college English, less time may be spent on grammar and spelling (it is assumed you have mastered these) and more on writing creatively and criticizing literature. If you major in one of the sciences, you will find that in your junior and senior years, you may be designing your own experiments rather than doing exactly what everyone else in your class is doing. In foreign languages, you will be reading literature in its original language rather than just repeating phrases. And you may be able to work and study in another country for a semester or year.

Be open to falling in love with a subject in college that you may have disliked in high school. Two-thirds of college students graduate with a different major than the one they had in mind when they started -- often because they found an old subject taught in a new and more interesting way.

## DIFFERENT WAY OF LEARNING

Many classes will be organized differently from the traditional high school lecture class. Some will be big lecture classes followed by small discussion groups. Some professors will have you read books, write papers, and discuss both in class. You may even have the chance to read independently with a professor or design your own research projects. Grading will be different, too. In some classes, you will have nothing but essay tests. In others, your entire grade will be determined by a single large paper or project. You may even have classes in which a group project is the primary grade.

## DIFFERENT LEVEL OF COMPETITION

In high school, you are often graded on whether or not you learn certain things. For example, there are standardized tests given to show that you have achieved a minimum level in certain subjects. In college, you are often graded "on the curve;" your grade is determined more by how well you did in relation to your classmates than on a minimum knowledge base. This means there is more one-on-one competition between students. For example, receiving an 85 percent on a test in high school may have automatically been a B. In college, if most people did better than that, it could be a C or C-.





You may have been in the top 10 or 15 percent of your high school class, but at college most of your fellow students were also in the top 10 or 15 percent of their high school classes. You may have found it easy to make a 3.5 (on a 4.0 scale) grade point average in high school. Earning a 3.5 in college will take much more effort.

### **DIFFERENT DAY TO DAY**

High school is a place you go to seven or eight hours a day, less than half the days of the year. Many colleges are set up to be your home -- you will eat and sleep there, spend time off there, make new friends there, even do your laundry there. Therefore, chances are good that college will have an even greater effect on you than high school did. In fact, it will be a time in your life like no other.



## How is College Different from High School?

(From Southern Methodist University Altshuler Learning Enhancement Center  
<http://smu.edu/alec/transition.asp>)

| <b><i>FOLLOWING THE RULES IN HIGH SCHOOL</i></b>   | <b><i>CHOOSING RESPONSIBLY IN COLLEGE</i></b>  |
|--|--|
| * High school is mandatory and usually free.   | * College is voluntary and expensive.  |
| * Your time is structured by others.   | * You manage your own time.  |
| * You need permission to participate in extracurricular activities.  | * You must decide whether to participate in co-curricular activities.  |
| * You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities. | * You must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.  |
| * Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class.       | * You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class                               |
| * Most of your classes are arranged for you.   | * You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are.  |
| * You are not responsible for knowing what it takes to graduate.   | * Graduation requirements are complex, and differ from year to year. You are expected to know those that apply to you.   |
| * <b>Guiding principle:</b> You will usually be told what to do and corrected if your behavior is out of line.         | * <b>Guiding principle:</b> You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.                       |
| <b><i>GOING TO HIGH SCHOOL CLASSES</i></b>   | <b><i>SUCCEEDING IN COLLEGE CLASSES</i></b>  |
| * The school year is 36 weeks long; some classes extend over both semesters and some don't.                            | * The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.   |
| * Classes generally have no more than 35 students.   | * Classes may number 100 students or more.   |
| * You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.   | * You need to study at least 2 to 3 hours outside of class for each hour in class.   |
| * You seldom need to read anything more than once, and sometimes listening in class is enough.                         | * You need to review class notes and text material regularly.  |
| * You are expected to read short assignments that are then discussed, and often re-taught, in class.                   | * You are assigned substantial amounts of reading and writing which may not be directly addressed in class.  |
| * <b>Guiding principle:</b> You will usually be told in class what you need to learn from assigned readings.           | * <b>Guiding principle:</b> It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so. |



| <b>HIGH SCHOOL TEACHERS</b>   | <b>COLLEGE PROFESSORS</b>   |
|---|---|
| * Teachers check your completed homework.   | * Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.   |
| * Teachers remind you of your incomplete work.  | * Professors may not remind you of incomplete work.   |
| * Teachers approach you if they believe you need assistance.  | * Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.  |
| * Teachers are often available for conversation before, during, or after class.   | * Professors expect and want you to attend their scheduled office hours.  |
| * Teachers have been trained in teaching methods to assist in imparting knowledge to students.                            | * Professors have been trained as experts in their particular areas of research.  |
| * Teachers provide you with information you missed when you were absent.  | * Professors expect you to get from classmates any notes from classes you missed.   |
| * Teachers present material to help you understand the material in the textbook.  | * Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings. |
| * Teachers often write information on the board to be copied in your notes.   | * Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.   |
| * Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process. | * Professors expect you to think about and synthesize seemingly unrelated topics.   |
| * Teachers often take time to remind you of assignments and due dates.  | * Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.  |
| * Teachers carefully monitor class attendance.  | * Professors may not formally take roll, but they are still likely to know whether or not you attended.   |
| * <b>Guiding principle:</b> High school is a teaching environment in which you acquire facts and skills.                  | * <b>Guiding principle:</b> College is a learning environment in which you take responsibility for thinking through and applying what you have learned.   |



| <b>TESTS IN HIGH SCHOOL</b>   | <b>TESTS IN COLLEGE</b>   |
|---|---|
| * Testing is frequent and covers small amounts of material.   | * Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester. |
| * Makeup tests are often available.   | * Makeup tests are seldom an option; if they are, you need to request them.   |
| * Teachers frequently rearrange test dates to avoid conflict with school events.  | * Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.  |
| * Teachers frequently conduct review sessions, pointing out the most important concepts.  | * Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.  |
| * <b>Guiding principle:</b> Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve. | * <b>Guiding principle:</b> Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.  |
| <b>GRADES IN HIGH SCHOOL</b>  | <b>GRADES IN COLLEGE</b>  |
| * Grades are given for most assigned work.  | * Grades may not be provided for all assigned work.   |
| * Consistently good homework grades may raise your overall grade when test grades are low.  | * Grades on tests and major papers usually provide most of the course grade.  |
| * Extra credit projects are often available to help you raise your grade.   | * Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.   |
| * Initial test grades, especially when they are low, may not have an adverse effect on your final grade.  | * Watch out for your first tests. These are usually "wake-up calls" to let you know what is expected--but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.               |
| * You may graduate as long as you have passed all required courses with a grade of D or higher.   | * You may graduate only if your average in classes meets the departmental standard--typically a 2.0 or C.   |
| * <b>Guiding principle:</b> Effort counts. Courses are usually structured to reward a "good-faith effort."  | * <b>Guiding principle:</b> Results count. Though "good-faith effort" is important in regard to the professor's willingness to help you achieve good results, it will not substitute for results in the grading process.                |





The resources listed below will provide you with additional information that may be helpful in developing plans for your future.

iTransition: It's All About Me! (Section 1: It's My Plan! and Section 2: Be the One!) online training  
<http://www.pepnet.org/itransition.asp>

Achieving Goals: Career Stories of Individuals who are Deaf and Hard of Hearing online resource  
<http://projects.pepnet.org/goals/>

College Guide online resource  
<http://www.pepnet.org/rescolguide.asp>

Planning for College Success online resource  
[http://resources.pepnet.org/files/190\\_2009\\_9\\_25\\_11\\_50\\_AM.pdf](http://resources.pepnet.org/files/190_2009_9_25_11_50_AM.pdf)

Transitioning to College online tipsheet  
[http://resources.pepnet.org/files/398\\_2010\\_4\\_15\\_13\\_16\\_PM.pdf](http://resources.pepnet.org/files/398_2010_4_15_13_16_PM.pdf)



## A Nuts and Bolts Guide



# Financial Aid

# FINANCIAL AID

Many students are surprised to find out that college can be expensive. Some of the usual costs include tuition, fees, room and board (on-campus housing), books and supplies, and miscellaneous expenses for daily living. There are, however, a variety of sources that might help reduce the cost to you or your family. These include federal and state grants, scholarships, student loans, and college work-study programs. The checklist included below will help you understand what types of financial aid are available and how you can apply for them. Additional information in this section will provide a more detailed explanation of each type of student financial aid.

## Pre-College Financial Aid Checklist

### During the Junior Year of High School:

- Explore college profiles and programs. If possible, visit the colleges that most interest you.
- Investigate financial aid opportunities with your high school counselor.
- Write to the college(s) of your choice for applications and financial aid information.
- Begin the application process with Vocational Rehabilitation and/or Social Security.
- If you are involved in Special Education services at your high school, be sure that your Individual Transition Plan (ITP) includes your academic and vocational goals.
- Collect information and document expenses for completing the financial aid forms.



### By the Senior Year of High School:

- File your Free Application for Federal Student Aid (FAFSA) as soon as possible on or after January 1, 2010. You may file the FAFSA electronically using FAFSA on the Web, which contains built-in edits to help prevent costly mistakes, at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). You may also file a paper FAFSA, obtained from your high school counselor, public library, or any local college's financial aid office.
- Apply for state financial aid before the application deadline and promptly reply to any requests for additional information.





- Review your Student Aid Report (SAR), which is sent to you via e-mail or postal mail after you file the FAFSA, for accuracy. If necessary, correct inaccurate items on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or on the paper SAR, if you receive one.
- Complete and return to the college(s) all application materials and any financial aid documents requested by the college by the date indicated by the institution (usually February/March).
- Keep in touch with the college financial aid offices during the course of the application process to verify that they have received your application data and that they are processing your aid package.
- If you are a VR client, be sure that your counselor is in touch with the financial aid offices at the colleges(s) on your list. Be on time and accurate in filling out the application forms. If possible, have a third party read them and check for accuracy. Keep at least one photocopy of each completed form for your own record in case problems arise.

Adapted from FinAid! The SmartStudent Guide to Financial Aid. A Monster Company: FinAid Page, LLC. <http://www.finaid.org/students/checklist.phtml>

As you apply for need-based financial aid, please keep the following in mind:

- Read all application instructions carefully and completely.
- Be sure to meet all deadlines. Need-based institutional aid can be guaranteed only to students who meet deadlines for all forms.
- Keep copies of all documents.
- Sign up for your Federal PIN early. In order to electronically complete and sign your FAFSA, both you and one of your custodial parents are required to request a PIN: [www.pin.ed.gov](http://www.pin.ed.gov)



# HEATH Resource Center - Financial Aid Information

(Selected sections reprinted from <http://www.heath.gwu.edu/assets/30/HEATH-2009-2010-Financial-Aid-Information.pdf>)

While education beyond high school in the United States is optional, it has become a necessary investment in future employment and life satisfaction for many people. Most, however, cannot afford to make this investment without some outside monetary assistance. Over the years, public and private sources of money have been developed specifically to meet this need. As increasing, but limited, amounts of money have become available, a standardized method of determining eligibility has evolved to promote equitable distribution of student financial aid.

Financial aid is based on a partnership among the student, parents, postsecondary educational institutions, state and federal governments, and available private resources.

For the student with a disability, the partnership also may include a Vocational Rehabilitation Agency and the Social Security Administration. This partnership requires cooperation from all entities and an understanding of their unique responsibilities within the financial aid process.

Obtaining financial aid can be a complex process due to many laws and regulations that govern various aid programs. Therefore, becoming knowledgeable about student financial aid is extremely important. As the costs of a postsecondary education rise, keeping informed about changes in the financial aid system becomes imperative.



## WHAT IS FINANCIAL AID?

Financial aid is designed to help individuals meet their educational expenses when their own resources are not sufficient. A student who believes that his or her own and family resources are not sufficient to pay for all the costs of attendance (tuition, room and board, books, transportation, campus activities, etc.) should apply for financial aid through the financial aid office of the institution he or she plans to attend.

Four types of aid are available:

- Grants—Need-based aid that generally does not have to be repaid.
- Loans—Money borrowed to cover school costs, which must be repaid (usually with interest) over a specified period of time (usually after the student has left school or graduated).
- Work-study—Employment that enables a student to earn money toward a portion of school costs during or between periods of enrollment.
- Scholarships—Gifts and awards based on student's academic merit, talent, achievement, background or other criteria. It is aid that generally does not have to be repaid.



## FEDERAL FINANCIAL AID

The federal government contributes to the first three types of student financial aid. These programs are explained in a booklet called [Funding Your Education Beyond High School--The Guide to Federal Student Aid](http://studentaid.ed.gov/students/attachments/siteresources/Funding_Education_Beyond_HS_2010-11.pdf) from the U.S. Department of Education. [http://studentaid.ed.gov/students/attachments/siteresources/Funding\\_Education\\_Beyond\\_HS\\_2010-11.pdf](http://studentaid.ed.gov/students/attachments/siteresources/Funding_Education_Beyond_HS_2010-11.pdf)

Some colleges, states, and other entities may also offer need based grant 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 administrator at the school of your choice is the best resource for locating merit-based or any other financial aid resources for attending that school.

*To apply for the FAFSA, students may use any of the following formats:*

- *FAFSA on the Internet*
- *The paper FAFSA*
- *Downloadable PDF FAFSA*

### WHAT APPLICATION DO I COMPLETE?

All students applying for federal assistance are required to complete the Free Application for Federal Student Aid (FAFSA). There is no charge to complete or process the FAFSA.

The Department of Education develops the FAFSA in both English and Spanish versions. The FAFSA is available in electronic and paper formats. FAFSA on the Web allows students to complete a FAFSA online and submit it via the Internet.

A Printable FAFSA worksheet is available to help filers collect information needed to complete the application. Copies of the paper FAFSA are available at high schools and colleges or by contacting the Federal Student Aid Information Center at (800) 4-FED-AID (433-3243).

*Once the application has been processed, students will receive the processed result in one of two ways:*

- *Students who provide an e-mail address on the application will receive an e-mail notification containing a direct link to the student's Student Aid Report (SAR) data on the Web.*
- *Students who do not provide an e-mail address on the paper or electronic FAFSA will receive either 1) a paper SAR, or 2) a paper SAR acknowledgement.*

### WHAT IS THE FAMILY CONTRIBUTION?

The family contribution is the amount of money the family of a student is expected to contribute toward college expenses. The family includes the student and the student's parents in the case of a dependent student, or the student (and spouse, if any) in the case of an independent student. The amount the family is expected to contribute is calculated by a standardized formula that takes into account the family's financial resources (income and assets), family size, and basic living expenses. The calculation of family contribution is based on information provided by the student's family on a standardized need analysis form.



Before completing the FAFSA, students must first determine their dependency status. If, for the purposes of applying for financial aid, the student is considered to be dependent, then the student and the student's parents must complete the FAFSA.

Students who are applying for non-federal financial assistance from postsecondary institutions may be required to complete an additional form. Check with the financial aid offices of the colleges or universities that you are interested in attending to determine what additional forms for non-federal assistance you should file.

The financial aid office can also tell you about the availability of state aid and whether you will need to file an additional form to apply for such aid. The financial aid office can either supply you with any additional forms needed to apply for state aid or tell you how to obtain the necessary forms. If you reside in a state other than the one in which the college is located, the college can tell you where to obtain this information for the state in which you reside.

## WHAT IS FINANCIAL NEED?

The financial need of a student is the difference between the student's educational expenses and the amount of money the family is expected to contribute. In general terms, the formula to determine financial need is shown in the box below. There is no guarantee, however, that any one institution will be able to meet the total financial need of any given student.

### Financial Need

|                            |   |
|----------------------------|---|
| <b>Cost of Attendance</b>  | Tuition, fees, books and supplies, personal computers, room, board, transportation, personal expenses, dependent care, loan fees, expenses related to disability, study abroad costs, cooperative education costs.* |
| <b>Family Contribution</b> | Amount family and/or student are expected to contribute toward cost of education (contributions from income or assets, social security benefits, welfare, etc.)   |
| <b>Financial Need</b>      | Amount of demonstrated need to be packaged.   |

\*Some expenses may not be considered in the determination of financial need.



## WHAT EXPENSES ARE CONSIDERED DISABILITY RELATED?

The student with a disability is often faced with additional expenses not incurred by other students. Students should be sure to inform the aid administrator of disability-related expenses that may previously have been covered by the family budget. These may include food and veterinary bills for guide dogs, batteries for hearing aids, and/or the cost of recruiting and training readers or personal care attendants.

Leaving home often necessitates the purchase of new or additional equipment that will allow the student to be independent at college. For example, the student's secondary school

may have furnished an adapted computer or other disability-related equipment, but that equipment belongs to and remains at the high school after the student graduates. Students with disabilities should seek assistance from the Office of Disability Support Services and/or the Financial Aid Office to determine disability-related expenses.

### Additional expenses for a student with a disability may include:

Special equipment (related to the disability) and its maintenance.

Cost of services for personal use or study, such as readers, interpreters, note takers, or personal care attendants.

Transportation, if traditional means are not accessible.

Medical expenses not covered by insurance that relate directly to the individual's disability.

Once these expenses have been identified, students should provide the financial aid administrator with documentation of any disability-related expense that is necessary to ensure attainment of the student's educational goal. Where applicable, this documentation should also state the amounts that will be covered by insurance and other assisting agencies. Depending on the institution,

documentation may be simply a written statement of explanation by the student or an official statement by a doctor or Vocational Rehabilitation counselor. To be certain of the appropriate documentation, the student should check with the institution's financial aid office. By virtue of provisions within the ADA Amendments Act of 2008 (ADAAA), Higher Education Opportunity Act of 2008 (HEOA), Workforce Investment Act of 1998 (WIA), and Section 504 of the Rehabilitation Act of 1973, as amended all public and private postsecondary institutions are required to provide reasonable accommodations for students with documented disabilities who request them.

Some special equipment and support services may be available at the postsecondary institution, through public or private community organizations, through the state Vocational Rehabilitation Agency, or through organizations for people with disabilities. The student should check with the Student Services Personnel, 504 Coordinator, or Office of Disability Support Services at the postsecondary institution.

One of the most valuable resources to a new student is the network of students with disabilities already on campus. Students with disabilities who have had similar experiences and similar needs



are likely to have practical advice and low-cost solutions to problems that incoming students with disabilities frequently encounter. All students planning or thinking of attending a post-secondary education setting should visit the Disability Support Services office on campus. Oftentimes, Disability Support Services coordinators will work the student and the student's family in setting up opportunities for potential students to meet current students with disabilities on campus.

Regardless of whether the student is able to obtain any special equipment or services through the institution or elsewhere, it is still important to let the financial aid administrator know of any anticipated expenses. Such information is considered in the determination of the student's financial need, on which all aid decisions are based. It is also important to understand that disability-related expenses that are covered by other assisting agencies cannot also be covered by financial aid from the school.

## HOW DOES VOCATIONAL REHABILITATION FIT INTO THE FINANCIAL AID PROCESS?

Assistance to students with disabilities is often provided by state Vocational Rehabilitation (VR) agencies. In some states there are two agencies: a general agency and one for people who are blind or visually impaired. In other states, there is one agency serving all people with disabilities. State Vocational Rehabilitation agency titles vary from state to state, and thus may be hard to locate in the telephone directory. You may contact a state education agency, public library, or State Business Leadership Network for the telephone number and address of your local VR agency. Or, for a state-by-state directory of Vocational Rehabilitation agencies, go to [www.rehabnetwork.org/directors\\_contact.htm](http://www.rehabnetwork.org/directors_contact.htm).

Among the services that may be provided by VR agencies to a student who is a client are:

- Help with tuition expenses.
- Room and board.
- Transportation/ commuting expenses.
- Books and supplies.
- Out of class reader services for people who are blind or who have learning disabilities; interpreter services for people who are hearing impaired; and/or individually prescribed aids and devices.
- Telecommunications, sensory, and other technological aids and devices.
- Other goods and services that help an individual with a disability become employed.

The local Vocational Rehabilitation agency has VR counselors who can help a person with a disability determine eligibility for services. The VR program is an eligibility program, rather than an entitlement program. To be eligible for services, an individual must have an impairment that results in a substantial impediment to employment and he/she must require VR services for employment. The primary goal of a VR counselor is to assist the individual to achieve employment; therefore the counselor will carefully consider a student's educational plans and their impact on potential for employment. While initial counseling and evaluation are open to all applicants, the counselor may determine that an applicant is not eligible for services,





or that an individual cannot be offered services immediately because of the order of selection (i.e., the requirement that VR agencies provide services on a priority basis to individuals with the most significant disabilities). Every state is different in how VR agencies implement the order of selection. To see an example of a state's order of selection, go to <http://tinyurl.com/yzsseh4> to see how Tennessee categorizes their order of selection.

Services provided to an individual must be authorized in advance in an Individualized Plan for Employment (IPE) mandated in the Workforce Reinvestment Act of 1998 (WIA) developed by the eligible individual and approved by a VR counselor. People with disabilities served by VR under an IPE are required to use available resources from other federal or state agencies (e.g., "comparable benefits") before a commitment of VR funds is made.

Some states have a financial need policy that requires the individual to contribute toward the cost of certain services, depending on ability to pay. There are differences between states' VR programs and policies because each state administers its own program within the provisions of a state plan developed under the requirements of the Act and federal VR regulations and approved by the U.S. Department of Education. For example, some states may have a policy favoring attendance at in-state public institutions of postsecondary education. For additional information, go to the HEATH Resource Center website ([www.heath.gwu.edu](http://www.heath.gwu.edu)) and read the module titled Rehabilitation Services.

## ARE THERE OTHER POSSIBLE SOURCES OF FINANCIAL ASSISTANCE?

### Supplemental Security Income

Supplemental Security Income (SSI) is a federal program that provides financial assistance to people who are aged, blind, or disabled and who have little or no income and resources. The amount of SSI payment is dependent on the income and resources of the client. (If the student is under 18, some of the parents' income and resources will be included.) The student should be aware that earnings from work-study or other employment may affect SSI benefits.

If the Social Security Administration approves a Plan for Achieving Self Support (PASS), the student would be able to set aside income and resources that are being used toward a specific vocational goal (tuition, savings for equipment or other needs) and continue to receive SSI payments. Plans can be developed by Community Work Incentive coordinators, public or private social agencies or groups, anyone assisting the student, or by the student. For more information on SSI and the Plan for Achieving Self Support, contact your local Social Security Administration office.





## Social Security Benefits

The Social Security Disability Insurance (SSDI) program allows workers and eligible dependents to receive monthly cash benefits because of a period of disability. A student who has been employed may file based on his or her own work record. If the parents of a student with a disability have filed for Social Security or if a parent is deceased, the student may also qualify for dependents' benefits based on the parent's work record. For further information on the student provisions and eligibility requirements of the various Social Security programs, contact your local Social Security Administration office.

## Talent Search, Educational Opportunity Centers, and Special Services for Disadvantaged Students

Talent Search and Educational Opportunity Centers are federally funded programs located at various sites across the country. Some are part of a postsecondary institution, and some have been established as part of a private or public organization. These programs were set up to provide counseling and other services to disadvantaged students and students with disabilities. One of the responsibilities of the program is to help place students and sometimes help them negotiate financial assistance with their postsecondary institutions. Many colleges also have federally funded programs for disadvantaged students, including those with disabilities. These programs provide certain services and academic assistance, and may provide financial assistance as well. Because programs vary by campus, check with the college or university of your choice to see if there is a Special Services Program and what services are offered.

## State Programs

Most states now offer some form of student assistance. To find out the details of state grants and loans, students should contact their high school counselor or college financial aid administrator. For a listing of the agency that offers assistance for higher education in their state of residence, students can go to <http://tinyurl.com/ygmvo6a>.



## Private Scholarships

A variety of unique situations, which may have nothing to do with disability, may make a student eligible for private scholarships. They may include, for example, parents' place or type of work, military experience, and ethnic background, or student's career goals, religious affiliation, or extracurricular activities. Such scholarships may be researched by purchasing or borrowing books about financial aid

from a school or public library. Several of these are mentioned in the "Selected Resources" section at the end of this paper. In addition to these unique scholarships, there are private scholarships funded by Disability Support Organizations (DSO) that offer scholarships for people with disabilities. Several of these types of scholarships are mentioned in the "Scholarship and Financial Aid Resources" section at the end of this paper. In general, the best resource for all students, including those with disabilities, is the financial aid administrator at the college being considered. The financial aid administrator has



been trained to understand and explain the complex system of financial aid. In addition, the financial aid administrator will be familiar with local, state, and private sources of funding and able to tie these together with institutional resources to create the most advantageous financial aid package for the student.

Keep in mind, however, that any problems encountered in applying to a college or university, or in completing the financial aid application in a thorough and timely manner, could adversely affect the quality of any financial aid package for which a student may be eligible. Students may apply to, and “shop” among, several colleges for the most advantageous combination of academic excellence and financial aid available. Due to the lead time involved in the college/financial aid process, “smart shoppers” will begin the process of looking for a college or university and preparing to apply for financial aid up to two years in advance of high school graduation.

#### Examples of private scholarship sources:

- The International Kiwanis Club recommends checking with local Kiwanis organizations to see if they offer scholarships. To find the telephone number of your local chapter, call (800) 549-2647 or (317) 875-8755.
- For scholarships offered through the Elks Grand Lodge in Chicago, IL, call (773) 755-4732.
- Local chapters of the Rotary Club offer scholarships for overseas study. Call (847) 866-3000 for more information.
- Call the Lions Club International at (630) 571-5466 to find the telephone number for the District Governor in your area, who can inform you about scholarship opportunities.

### Scholarship Search Services

Entrepreneurs in many cities have established scholarship search services that have information about thousands of scholarships nationwide and that provide—for a fee—lists of those most appropriate for individual clients. These services usually can be found in the yellow pages or from a long-distance information operator in various large cities (San Francisco, New York, Houston, and others) under names such as Scholarship Information Service or Scholarship Search. Be forewarned, however, that the value of the information provided by such services can vary considerably. Therefore, as with any other service for which there is a fee, callers should request a written list of exactly what they will get for their investment and what has been the experience of the business in identifying scholarships for students with disabilities.

Remember, as discussed previously, there is relatively little grant money made available on the basis of disability. Thus, search services are not likely to list scholarships specifically intended for students with specific disabilities. Rather, they may identify funds available to students by geographic area; area of student interest; college or university; professional, civic, or religious affiliation; or some other criteria. During the scholarship research process, students should reference all aspects of their life not just limit scholarship research to their specific disability.



The student who is willing to invest some time and effort is likely to be just as successful locating funding sources as any fee-charging search service might be. Information about federal student aid programs is readily available at no charge (see “Selected Resources”), while high school guidance counselors and college financial aid offices are good resources for information about state-based and institutional aid. Also, the reference section of a college or community college library is likely to have guidebooks and directories listing grants and scholarships. It is increasingly common for high school guidance departments, libraries, and colleges to offer computerized scholarship searches at little or no cost. Finally, there are numerous resources about financial aid and scholarships on the World Wide Web, including several search services that charge no fee at all (see the following section, “Internet Searches”).

## Internet Searches

Students with Internet access will find a wealth of information about how to complete the FAFSA, as well as additional grants and scholarships for which they may apply. The following Internet addresses are listed to facilitate an electronic search. Note that many web sites offer additional links to other related sites. *(Please note that the sites and URLs included below may change.)*

1. *Student Aid on the Web*

Available through the U.S. Department of Education, offers information and links relating to federal student assistance programs:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp>

2. *Students.gov*

Offers information about the financial aid system:

<http://www.students.gov/STUGOVWebApp/Public>

3. *FinAid: The SmartStudent™ Guide to Financial Aid*

A comprehensive resource that will connect students with mailing lists, news groups, loan information, and scholarships for special interest groups such as females, minorities, veterans, etc.:

[www.finaid.org](http://www.finaid.org)



4. *College Board*

Includes an instant profile search of available grants and scholarships:

[www.collegeboard.com/splash/](http://www.collegeboard.com/splash/)

5. *Fastweb (Financial Aid Search Through the Web)*

A searchable database of more than 180,000 private sector scholarships, fellowships, grants, and loans. Used by colleges across the United States, fastWEB is now available to you at no charge through the World Wide Web, courtesy of the Financial Aid Information Page and Student Services, Inc.:

[www.fastweb.com](http://www.fastweb.com)



6. *Sallie Mae Student Loans*  
Offers an online scholarship service containing a database of more than 180,000 scholarships, fellowships, grants, loans, internships, competitions, and work-study programs sponsored by more than 3,600 organizations:  
[www.salliemae.com](http://www.salliemae.com)
7. *CollegeNET MACH25*  
A free Web version of the Wintergreen/Orchard House Scholarship Finder database. This database contains listings of more than 500,000 private sector awards from 1,570 sponsors. The database is updated annually:  
[www.collegenet.com/mach25](http://www.collegenet.com/mach25)
8. *National Association of Student Financial Aid Administrators' (NASFAA)*  
Includes two free downloadable publications for students and their parents, Cash for College and TIPS: Timely Information for Parents and Students. The site also contains links to other financial aid-related web sites:  
[www.nasfaa.org](http://www.nasfaa.org)
9. *Peterson's – Your Comprehensive Guide to College Information*  
A comprehensive site devoted to the process of searching, choosing, applying, and paying for college and contains a database of more than 850,000 scholarships and grants for postsecondary study: [www.petersons.com](http://www.petersons.com)

### Foundation Center

The Foundation Center, with headquarters in Washington, DC, and New York and cooperating collections in nearly 100 cities across the country, can provide the names of private foundations that donate money for particular activities or causes. The Foundation Center has a Web-based directory of listings called Foundation Grants to Individuals Online arranged in broad categories and available by subscription. Go to <http://gtionline.fdncenter.org> to access the guide or call (800) 424-9836 to find the address of the nearest cooperating collection.

### Alternative Loans

Alternative loan options should be considered if further need is necessary. Alternative loans are private loans that can be obtained through local banks, national banks, credit unions, etc. These loans are costlier and usually carry high interest rates ranging from 9-19% as well as additional fees. Alternative loans generally require a credit check and, in some cases, a co-signer for the loan. Please understand that alternative loans should be used as a last option only if your Federal Loan options are maxed out.



# Tax Benefits for Education: Information Center

(Reprinted from <http://www.irs.gov/newsroom/article/0,,id=213044,00.html>)

There is a variety of tax credits, deductions and savings plans available to taxpayers to assist with the expense of higher education.

- A tax credit reduces the amount of income tax you may have to pay.
- A deduction reduces the amount of your income that is subject to tax, thus generally reducing the amount of tax you may have to pay.
- Certain savings plans allow the accumulated interest to grow tax-free until money is taken out (known as a distribution), or allow the distribution to be tax-free, or both.



An exclusion from income means that you won't have to pay income tax on the benefit you're receiving, but you also won't be able to use that same tax-free benefit for a deduction or credit.

*(Note: Because tax benefits may change from year to year, readers are encouraged to review the IRS website or consult with their tax professional to find out more information about what is currently available.)*



# Funding Education Beyond High School

## 2010-2011 - The Guide to Federal Student Aid

U.S. Department of Education, Federal Student Aid, Student Aid Awareness and Applicant Services  
Funding Education Beyond High School: The Guide to Federal Student Aid 2010–11, Washington, D.C., 2010 Retrieved from [http://studentaid.ed.gov/students/attachments/siteresources/Funding\\_Education\\_Beyond\\_HS\\_2010-11.pdf](http://studentaid.ed.gov/students/attachments/siteresources/Funding_Education_Beyond_HS_2010-11.pdf)

*(Note: Because program may change from year to year, readers are encouraged to review the Department of Education website to find out more information about what is currently available.)*

### Our Mission

Federal Student Aid, an office of the U.S. Department of Education, plays a central and essential role in the nation's postsecondary education community. Federal Student Aid's core mission is to ensure that all eligible individuals benefit from federal financial assistance—grants, work-study, and loans—for education beyond high school. The programs we administer comprise the nation's largest source of student aid. Every year, we provide more than \$100 billion in aid to nearly 14 million postsecondary students and their families. Our staff is based in 10 cities in addition to our Washington headquarters.

You have many postsecondary education options from which to choose. Whether you decide to attend a four-year college or university, community college or technical school, the knowledge you gain will be of value to you for the rest of your life, no matter where you go or what you do. Pursuing education beyond high school is an opportunity you should not deny yourself simply because you are not sure it's for you. Many students don't know what career path to follow. But exposure to different academic subjects, people and points of view helps you decide what career is for you. After high school, you get to study what you are interested in and, when you graduate, you will get paid for your knowledge.

*So go for it, and let us help you make it happen.*

### What is federal student aid?

It's financial help for eligible students to pay for educational expenses at an eligible postsecondary school (e.g., college, vocational school, graduate school). There are three categories of federal student aid: grants, workstudy, and loans. Check with your school to find out which programs your school participates in.

Federal student aid covers expenses such as tuition and fees, room and board, books and supplies, and transportation. Aid also can help pay for a computer and for dependent care.



## Who gets federal student aid?

Many factors determine eligibility for federal student aid programs. Our most basic eligibility requirements are that you must:

- demonstrate financial need,
- be a U.S. citizen or eligible noncitizen,\*
- have a valid Social Security number,
- be working toward a degree or certificate in an eligible program,\*
- register (if you haven't already) with the Selective Service, if you're a male between the ages of 18 and 25,
- maintain satisfactory academic progress\* in postsecondary school, and
- show you're qualified to obtain a postsecondary education by
  - having a high school diploma or a General Educational Development (GED) certificate;\*
  - passing an approved ability-to-benefit\* test (if you don't have a high school diploma or GED, a school can administer a test to determine whether you can benefit from the education offered at that school);
  - completing six credit hours or equivalent course work toward a degree or certificate;
  - meeting other federally approved standards your state establishes; or
  - completing a high school education in a homeschool setting approved under state law.

## How do I apply for federal student aid?

1. Complete the Free Application for Federal Student Aid (FAFSASM).

For FAFSA on the WebSM, go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Using FAFSA on the Web is faster and easier than using a paper FAFSASM.

**If you need a paper FAFSA, you can get one from:**

- our Web site at [www.FederalStudentAid.ed.gov/pubs](http://www.FederalStudentAid.ed.gov/pubs) (download a PDF),
- our ED Pubs Web site at [www.edpubs.gov](http://www.edpubs.gov), or
- our Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243).

You can apply beginning Jan. 1, 2010; you have until June 30, 2011, to submit your FAFSA. But you need to apply early! Schools and states often use the FAFSA information to also award nonfederal aid. Their deadlines are usually early in the year. You can find state deadlines at FAFSA on the Web or on the paper FAFSA.

Check with the schools you're interested in for their deadlines.





## 2. Review your Student Aid Report (SAR).

After you apply, you'll receive a Student Aid Report, or SAR. Your SAR contains the information reported on your FAFSA and usually includes your Expected Family Contribution (EFC). The EFC, a measure of your family's financial strength, is used to determine your eligibility for federal student aid. Review your SAR information and make any corrections or changes, if necessary. The school(s) you list on your FAFSA will get your SAR data electronically.

## 3. Contact the school(s) you might attend.

Make sure the financial aid office at each school you're interested in has all the information needed to determine your eligibility. If you're eligible, each school's financial aid office will send you an award letter showing the amount and types of aid (from all sources) the school will offer you. You can compare award letters from the schools to which you applied and see what aid you can receive from each school.



# Types of Federal Student Aid

[http://studentaid.ed.gov/students/attachments/siteresources/Funding\\_Education\\_Beyond\\_HS\\_2010-11.pdf](http://studentaid.ed.gov/students/attachments/siteresources/Funding_Education_Beyond_HS_2010-11.pdf)

## Federal Grant Programs

The federal grant programs are aimed at the neediest students, and provide aid that does not have to be repaid.

## Pell Grant Programs

Pell Grants are the foundation of federal student financial aid, to which aid from other federal and nonfederal sources might be added. Pell Grants are generally awarded only to undergraduate students—those who haven't earned a bachelor's or graduate degree. In some limited cases, however, you might receive a Pell Grant if you're enrolled in a post-baccalaureate teacher certificate program.

Pell Grant award amounts can change yearly. How much grant aid you get depends on:

- Your Expected Family Contribution (EFC).
- Your cost of attendance.
- Whether you're a full-time or half-time\* student.
- Whether you attend school for a full academic year.
- You may receive up to two Pell Grants in an award year.
- You may not receive Pell Grant funds from more than one school at a time.

The amount of other student aid you might qualify for does not affect the amount of your Pell Grant. You can receive Pell Grants only up to 18 semesters, or the equivalent, if you received a Pell Grant for the first time on or after July 1, 2008.

## Federal Supplemental Education Opportunity Grant (FSEOG) Program

The FSEOG program provides grants to undergraduate students with exceptional financial need—those with the lowest Expected Family Contribution (EFC) numbers. Federal Pell Grant recipients receive priority for FSEOG awards. The amount of the award is determined by your school's financial aid office, and the school's financial aid office decides how to award these funds. Unlike Pell Grants, the amount of FSEOGs you receive depends not only on your financial need but also on the amount of other aid you get and the availability

of funds at your school; receiving other aid might reduce the amount of your FSEOG award. Not all schools participate in the FSEOG Program, but each school participating in the FSEOG Program receives a certain amount of FSEOG funds each year from the U.S. Department of Education's office of Federal Student Aid. When all of those funds have been disbursed for that award year, no more FSEOG awards can be made for that year. Due to limited funds, it's important to apply early to be considered for these funds. Not everyone who qualifies for an FSEOG will get one.

## Academic Competitiveness Grant (ACG)

The Academic Competitiveness Grant (ACG) is one of two grants that encourage students to take more challenging courses in high school--making success in college more likely, according to research--and to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering and critical foreign languages. The ACG is available for first and second year college students who qualify for Pell Grant and have completed a rigorous high school curriculum. For a list of recognized rigorous programs of secondary school study in your state, visit [www.ed.gov/admins/finaid/about/ac-smart/state-programs.html](http://www.ed.gov/admins/finaid/about/ac-smart/state-programs.html).



## **National Science and Mathematics Access to Retain Talent (SMART) Grant**

The National SMART Grant is one of two grants that encourage students to take more challenging courses in high school--making success in college more likely, according to research--and to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering and critical foreign languages. National SMART Grants are available to students for their third and fourth academic years of college.

## **Teacher Education Assistance for College and Higher Education (TEACH) Grant Program**

The TEACH Grant Program provides grant assistance for students who are completing or plan to complete course work needed to begin a career in teaching. As a condition for receiving a TEACH Grant, you must sign an Agreement to Serve promising to teach full-time in a high-need field at a low-income school or educational service agency. For detailed information on this grant, visit [www.teachgrant.ed.gov](http://www.teachgrant.ed.gov).

## **Federal Loan Programs**

Student loans, unlike grants and work-study, are borrowed money that must be repaid, with interest, just like car loans and home mortgages. You cannot have these loans canceled because you didn't like the education you received, didn't get a job in your field of study or you're having financial difficulty. Loans are legal obligations, so before you take out a student loan, think about the amount you'll have to repay over the years. Your Federal Student Loans: Learn the Basics and Manage Your Debt can help you learn more about federal student loan debt. You can find this publication at [www.studentaid.ed.gov/repayingpub](http://www.studentaid.ed.gov/repayingpub).

## **William D. Ford Federal Direct Loan (Direct Loan) Program**

Loans made through this program are referred to as Direct Loans. Eligible students and parents borrow directly from the U.S. Department of Education at participating schools. Direct Loans include subsidized and unsubsidized Direct Stafford Loans (also known as Direct Subsidized Loans and Direct Unsubsidized Loans), Direct PLUS Loans, and Direct Consolidation Loans. You repay these loans directly to the U.S. Department of Education.

## **Federal Family Education Loan (FFELSM) Program**

Loans made through this program are referred to as FFEL Loans. Private lenders provide funds that are guaranteed by the federal government. FFEL Loans include subsidized and unsubsidized FFEL Stafford Loans, FFEL PLUS Loans and FFEL Consolidation Loans. You repay these loans to the bank or private lender that made you the loan.

Whether you (or your parents) receive a Direct or FFEL loan depends on which program the school you attend participates in. Most schools participate in one or the other, although some schools participate in both.

Note: At the time this publication went to print, Congress was considering a proposal that would eliminate the FFEL Program, beginning with the 2010–11 school year, and would have Stafford, PLUS and consolidation loans funded from the Direct Loan Program. For up-to-date information, please visit [www.FederalStudentAid.ed.gov](http://www.FederalStudentAid.ed.gov).



**Stafford Loans (Direct or FFEL)** are for undergraduate, graduate and professional degree students. You must be enrolled as at least a half-time student to be eligible for a Stafford Loan. There are two types of Stafford Loans: subsidized and unsubsidized. You must have financial need to receive a subsidized Stafford Loan. The U.S. Department of Education will pay (subsidize) the interest that accrues on subsidized Stafford Loans during certain periods. Financial need is not a requirement to obtain an unsubsidized Stafford Loan. You are responsible for paying the interest that accrues on unsubsidized Stafford Loans.

**PLUS Loans (Direct or FFEL)** are loans parents can obtain to help pay the cost of education for their dependent undergraduate children. In addition, graduate and professional degree students may obtain PLUS Loans to help pay for their own education.

**Federal Perkins Loans** are made through participating schools to undergraduate, graduate and professional degree students. They are offered to students who demonstrate financial need who are enrolled full-time or part-time. These loans are repaid to your school.

**Consolidation Loans (Direct or FFEL)** allow student or parent borrowers to combine multiple federal education loans into one loan with one monthly payment.

### Other Federal Programs

#### **Federal Work-Study (FWS) Program**

Under the Federal Work-Study program, you can work part-time to earn money for your education. The FWS program provides part-time employment while you are enrolled in school to help pay for educational expenses. It is available to undergraduate and graduate students and full-time or part-time students. This program is administered by schools participating in the FWS program. The FWS program provides jobs for students demonstrating financial need and emphasizes employment in civic education and work related to your course of study, whenever possible.

If you work on campus, you'll usually work for your school. If you work off campus, your employer will usually be a private nonprofit organization or a public agency, and the work performed must be in the public interest.

#### **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**

### **State Higher Education Agency**

Your state agency can give you important information about state aid—including aid from the Leveraging Educational Assistance Partnership (LEAP) Program, funded jointly by states and the U.S. Department of Education. See the “State Higher Education Agencies” section in this guide [http://studentaid.ed.gov/students/attachments/sitesresources/Funding\\_Education\\_Beyond\\_HS\\_2010-11.pdf](http://studentaid.ed.gov/students/attachments/sitesresources/Funding_Education_Beyond_HS_2010-11.pdf) for your state contact information.

### **State Student Incentive Grant (SSIG) Program**

State Student Incentive Grants are awarded by individual state governments to residents who are full-time or part-time college students at the undergraduate and graduate levels. The individual states doing the awarding utilize their own formulas to determine financial need. All states offer the SSIG grant as a financial aid award to full-time students, and some also provide them to part-time students. Most states have established residency requirements for SSIG grants - designed to prevent out-of-state students who become residents, incidental to their education, from qualifying.

### **Institutional Programs**

Talk to the financial aid staff at each school you’re interested in to find out about the school’s financial aid programs and the total cost of attending that school. Staff at the financial aid office also help students apply for, receive and—in many cases—learn how to repay their student aid.

While researching the school before applying, be sure to find out what types of financial aid are available at that school. Your research should include a visit to the financial aid office’s Web site. Later, as you prepare to apply for aid at that school, the Financial Aid Administrator (FAA), or the staff at the office, will be able to answer your questions about the process.



## Scholarships for Undergraduate Students who are Deaf or Hard of Hearing

These scholarships represent only a small portion of the funding that may be available for eligible students. For additional information please refer to the PEPNet online resource, Financing Your Education, at [http://projects.pepnet.org/publication/financing\\_your\\_education/](http://projects.pepnet.org/publication/financing_your_education/).

| <b>AG Bell College Scholarship Awards Program</b> |  |
|---|--|
| Description                                       | The Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell) offers several scholarships for full-time students who are pursuing an undergraduate or graduate degree.  |
| Eligibility                                       | <p>In order to be eligible for this program, applicants must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>• Spoken communication must be the applicant's primary mode of communication.</li> <li>• Hearing loss must have been diagnosed before the applicant's fourth birthday.</li> <li>• Hearing loss must be bilateral and in the moderate to profound range. Applicants must have an unaided Pure-Tone Average (PTA) of 60dB or greater in the better-hearing ear in the speech frequencies of 500, 1000 and 2000 Hz. Applicants with cochlear implants meet this eligibility requirement. Unilateral (one-sided) hearing loss does not qualify.</li> </ul> |
| Application Process                               | Additional information about the AG Bell College Scholarship Program, including an application packet, will be available on this web page after January 15.  |
| Deadline  | March 15   |
| Additional Information                            | This is a merit-based scholarship program with award selection being extremely competitive. While the number and value of awards varies from year to year, 144 eligible applications were received in 2010 and 18 awards were granted, which ranged from \$1,000 to \$10,000. Some of the scholarships include: Allie Raney Hunt Memorial Scholarship Award, Auxiliary of the National Rural Letter Carrier's Association, Herbert P. Fiebelman Jr. Scholarship Award, David Von Hagen Scholarship Award, Lucille A. ABT Scholarship Awards, Maude Winkler Scholarship Awards, Robert H. Weitbrecht Scholarship Awards, and Volta Scholarship Award.   |
| Contact Information                               | <p>Alexander Graham Bell Association for the Deaf and Hard of Hearing<br/>           3417 Volta Place, NW<br/>           Washington, DC 20007<br/>           Tel: 202/337-5220      202/337-5220<br/>           TTY: 202/337-5221<br/>           Fax: 202/337-8314<br/> <a href="mailto:financialaid@agbell.org">financialaid@agbell.org</a><br/> <a href="http://www.agbell.org">www.agbell.org</a></p>   |



| <b>Sertoma International Scholarships</b> |   |
|---|---|
| Description                               | \$1,000 scholarship to cover tuition, books and supplies. The funds may be used for any term, including the summer term, during the awarded academic school year. This scholarship is made possible by the generous support from the members of Sertoma and Oticon, Inc.  |
| Eligibility                               | <p>Student must</p> <ul style="list-style-type: none"> <li>• Have a minimum 40dB bilateral hearing loss as evidenced on audiogram by an SRT of 40dB or greater in both ears.</li> <li>• Must be a citizen of the United States of America.</li> <li>• Must be either entering college on a full time basis or currently attending college on a full time basis at a college or university in the United States of America.</li> <li>• Must be pursuing a bachelor's degree in any discipline. Graduate degrees, associates degrees, community colleges or vocational programs do not qualify.</li> <li>• Must have a minimum 3.2 on a 4.0 scale un-weighted GPA or be at least 85% in all courses. For high school students entering college this is cumulative GPA for grades 9-11 and first semester of 12th grade. For students currently at a freshman level in college it is cumulative GPA for grades 9-12 and first semester of college. For college students who are sophomores or higher it is your college transcript for all semesters completed.</li> </ul>   |
| Application Process                       | <p>The following items are required to complete the application process. These items must be submitted in a single envelope in the order listed. All items received separately will be discarded. Any additional items will be discarded.</p> <ul style="list-style-type: none"> <li>• Application - must be on the original form, typed and signed.</li> <li>• Statement of purpose stating how this scholarship will help you achieve your goals. 1 page maximum.</li> <li>• 2 Letters of recommendation from hearing professional, teacher or school official.</li> <li>• High School or College transcript. Transcript must be from school, but not in an official sealed envelope. GPA stated on application must be verifiable from transcript. Transcripts must have school name printed on it.</li> <li>• Recent audiogram or statement from hearing health professional. Hearing loss level on application must be verifiable from audiogram or statement.</li> <li>• 1 additional copy of all above items, except for audiogram, must be included. Copy must blank out all references to the student's personal information including the name, address, phone, e-mail and social security number.</li> </ul> |
| Deadline                                  | All scholarship applications and requested materials must be received at Sertoma Headquarters by 4:00 pm Central Standard Time on May 1st each year. If the deadline falls on a weekend, the following Monday will be used as the deadline date. Sertoma will acknowledge receipt of applications by e-mail only. Faxes are not accepted.   |
| Contact Information                       | <p>Sertoma Headquarters<br/> Hard of Hearing or Deaf Scholarship Program<br/> 1912 E. Meyer Blvd.<br/> Kansas City, MO 64132<br/> <a href="http://www.sertoma.org/Scholarships">http://www.sertoma.org/Scholarships</a></p>   |





| <b>Louise Tumarkin Zazove Foundation Scholarship</b> |  |
|--|--|
| Description  | <p>People with hearing loss, regardless of its degree, tend to get less schooling. As a result, even when they complete high school, they read, on average, only at middle school level. Therefore their socioeconomic future is likely to be relatively low. Even a high school degree doesn't cut it in today's world. A college graduate earns 38% more in their lifetime, and a community college graduate earns 19% more during their lifetime, than someone with only a high school degree. Our foundation, by providing college scholarships and other assistance, is designed to change that situation -- to help people with hearing loss beat the odds.</p> <p>Whether scholarship recipients prefer spoken English or American Sign Language, the Foundation's aim is to help them get the education they need to make their way more effectively in a hearing world. With a college or postgraduate degree, they will qualify for higher paying jobs, have more rewarding careers, and enjoy a better quality of life. Furthermore, they'll be more productive in our society.</p> |
| Eligibility  | <p>Any citizen or permanent resident of the United States with a significant bilateral hearing loss is eligible for consideration by the Foundation, regardless of age, sex, race, geographic location or ethnicity. We generally require at least a 50 dB unaided hearing loss in both ears, and do consider applicants who have a cochlear implant. If there are extenuating circumstances documented in the application, we may consider applicants with less hearing loss. Criteria used for selection of scholarship recipients ensure that the mission of the Foundation is supported. Financial need will increase the possibility of being awarded funds but is only one of many criteria that are taken into account.</p>   |
| Application Process                                  | A completed application form (which is accessed on-line) together with all other documents listed below, is required for the application to be considered.   |
| Deadline   | May 26   |
| Additional Information                               | <p>Documents required for an applicant to be considered include, but may not be limited to:</p> <ol style="list-style-type: none"> <li>1. A completed scholarship application form.</li> <li>2. A copy of the applicant's high school and/or college grades sent directly by the school to the Foundation.</li> <li>3. At least three letters of recommendation by teachers or others qualified to comment on the educational potential of the applicant.</li> <li>4. Documentation of the severity of the hearing loss (an audiogram or other verification by a qualified professional).</li> <li>5. The first two pages of the previous year's federal income tax form of the applicant's family.</li> <li>6. Any special circumstances by or about the family.</li> </ol>   |
| Contact Information                                  | <p>The Louise Tumarkin Zazove Foundation<br/> c/o Philip Zazove<br/> 2903 Craig Rd.<br/> Ann Arbor, MI 48103<br/> <a href="http://ltzfoundation.org/">http://ltzfoundation.org/</a></p>  |



| <b>TPA Scholarship Trust for the Hearing Impaired</b> |  |
|---|--|
| Description   | The Travelers Protective Association of America established the TPA Scholarship Trust for the Hearing Impaired in 1975 to provide financial aid to children and adults who suffer deafness or hearing impairment and who need assistance in obtaining mechanical devices, medical or specialized treatment or specialized education as well as speech classes, note takers, interpreters, etc. and in other areas of need that are directly related to hearing impairment. |
| Eligibility   | Applicants must be individuals who are deaf or hard of hearing.  |
| Application Process                                   | Applications for aid are available from the Trust at The Travelers Protective Association.   |
| Deadline  | March 1  |
| Additional Information                                | Applicants demonstrating the greatest financial need are given preference regardless of race, creed, age or sex.   |
| Contact Information                                   | The Travelers Protective Association of America<br>3755 Lindell Boulevard<br>St. Louis, Missouri 63108-3476<br><a href="http://www.tpahq.org/scholarshiptrust.html">http://www.tpahq.org/scholarshiptrust.html</a>   |

| <b>CAPED - California Association on Postsecondary Education and Disability Scholarships</b> |   |
|--|---|
| Description  | CAPED offers several different scholarships ranging from \$1,000 to \$5,000   |
| Eligibility  | Students with disabilities attending a California institution of higher education.  |
| Application Process  | <ul style="list-style-type: none"> <li>• Complete the application demonstrating financial need.</li> <li>• Provide a personal letter demonstrating (a) writing skills, (b) progress towards meeting educational and vocational goals, (c) management of disability, and (d) involvement in community activities.</li> <li>• Provide a letter of recommendation from a college classroom instructor (not a disability specialist or counselor) describing (a) academic achievements and (b) ability to meet scholastic responsibilities.</li> <li>• Provide medical or other written documentation that verifies disability.</li> <li>• Provide current transcripts (unofficial are acceptable) that (a) verify a grade point average of at least 2.5 if an undergraduate and at least 3.0 if a graduate and (b) at least six undergraduate/three graduate semester units or eight undergraduate/four graduate quarter units from a public or private California university/college.</li> <li>• Provide proof of enrollment at a public or private California university/college.</li> </ul> |
| Deadline   | Applications accepted between May 1 and October 5   |
| Contact Information  | <a href="http://www.caped.net">www.caped.net</a>  |



| <b>CEC - Council for Exceptional Children</b> |   |
|---|---|
| Description                                   | The Council for Exceptional Children (CEC) provides several scholarships each year.   |
| Eligibility                                   | Scholarships are provided to CEC student members in undergraduate and graduate programs.  |
| Application Process                           | The CEC website includes an application for each scholarship.   |
| Deadline                                      | Mid-October   |
| Contact Information                           | The Council for Exceptional Children (CEC)<br>2900 Crystal Drive, Suite 1000<br>Arlington, VA 22202-3557<br>Toll-free: 866/509-0218 866/509-0218<br><a href="http://www.cec.sped.org/">http://www.cec.sped.org/</a> |



The resources listed below will provide you with additional information that may be helpful in developing plans for your future.

Financing Your Education online resource

[http://projects.pepnet.org/publication/financing\\_your\\_education/](http://projects.pepnet.org/publication/financing_your_education/)



## A Nuts and Bolts Guide



# Accommodations

## Introduction to Disability Services

Disability services offices on college campuses have different titles and work out of different offices from campus to campus. Ask for the Office of Disability Services or the office that provides services for students with disabilities. 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 Disability Services Initial Meeting: Interview Accommodation Checklist in this section lists accommodations that might be available through the disability services office or your own resources.

### Disability Service 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 students who are deaf and hard of hearing, but does work with all students with disabilities. Regardless of the particular makeup of the disability services office, 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 disability is usually satisfied by an audiological evaluation that 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. Often times these forms are either electronic forms found on the disability services office website or paper forms that you will need to obtain, complete and return to their office. This form is signed by you and the authorized representative of the disability services office 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

### Interpreting/Transliterating Services

One of the most critical components in any program for students who are deaf and hard of hearing 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 contact sign. The interpreter “visually” relays the spoken word to you in whatever sign system agreed upon.

Traditionally, both sign language interpreters and speech to text providers work in the classroom alongside the student and professor. The advent of new technology is changing the way these services are delivered. Many universities now provide the student with either a laptop computer or monitor and services are delivered remotely. The student and professor are usually in the same location while the service provider is located remotely.

- Oral Interpreting - the interpreter “mouths” the words spoken for the student who is deaf or hard of hearing. Sign language may sometimes be used as an additional support.
- Tactile Interpreting - is used by deaf-blind students who need to “feel” the formation of signs that the interpreter is making. Their hands are placed on top of 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 a usual distance. The interpreter and student face each other at a closer distance, whereby you can see the interpretation.
- Cued Speech - a visual mode of communication that uses hand shapes and placements in combination with the mouth movements of speech to make the phonemes of a spoken language look different from each other.

## Hints for Students on Using Interpreters/Transliterators

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 speechreading?
- Do you prefer sign language with speechreading?
- 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.



## Speech to Text Services

Speech to text services enable students who are deaf and hard of hearing 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. These services, often called Speech-to-Text services, are completed by individuals sometimes referred to as a captionist or transcriber. These service providers take the auditory information and quickly change it into text. This text is then viewed by students on a display; usually either a laptop or a small, mobile device. There is a growing use of speech-to-text services on campuses today for individuals who are unable to hear or perceive spoken language, those who do not utilize sign language interpreters or when the course content has vocabulary more readily accessed through print.

Remember that classes in college vary greatly and consider carefully your needs when making the initial request to the disability services office. A student who uses sign language to communicate and typically requires a sign language interpreter as an accommodation may benefit from using speech-to-text services in more technical classes.

There is an array of speech-to-text service options available for individuals who do not require real time access. However, there are only two alternatives for those individuals requiring real time access in the classroom: verbatim stenography-based systems (Communication Access Real-time Translation or CART) and meaning-for-meaning systems.

### *Verbatim, stenography-based systems*

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.

### *Meaning-for-meaning systems*

A trained service provider (primarily a Typewell transcriber or C-Print captionist) types directly onto a laptop computer everything that is being said in the classroom. The laptop has specialized software installed that enables the service provider to condense information into clear and concise sentences. The student reads from either a laptop computer or a handheld device 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.



## Requesting an Interpreter/Transliterater and/or Speech-to-Text Service Provider

1. Check your college's procedures. For most colleges, in order to receive accommodations outside of the classroom you must complete a Request form at least two weeks 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 accommodations.
3. You may request a specific service provider for an assignment and all efforts will be made to provide your preference. However, keep in mind that your preference of a specific individual 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 office 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 students who are deaf and hard of hearing 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 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. One solution would be for the instructor to simply repeat any comments/questions that may occur during class. 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.

<http://www.netac.rit.edu/publication/tipsheet/alts.html>

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. An 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 light waves. 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 light waves 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 light waves 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 a 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.

### Testing Accommodations

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 reduced-distraction settings. 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. For more information, visit PEP-Net's website on information shared during the Test Equity Summit (<http://www.pepnet.org/test-equity/default.asp>).





## **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 reduce possible distractions. In a typical classroom, distraction cannot be controlled as in a separate room. A distraction-reduced 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, people who are deaf 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**

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 loss, 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 speechread 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 which also reinforce 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 student who is deaf or hard of hearing 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 format. 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 student who is deaf or hard of hearing. 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 may be able to accompany you depending on their assignments before and after the trip. However, it is helpful to plan and schedule interpreters in advance for an off- campus trip and inform the disability services office as soon as possible. If you do not use an interpreter for communication, it will be necessary to 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 as well. 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 student who is deaf or hard of hearing can focus on the assignments required.



## Disability Services Initial Meeting Accommodation Availability Checklist

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

Date: \_\_\_\_\_

### ***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 |
| 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           | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Smart Pen                                | <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/lecture notes | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Preferential seating                     | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Non-programmable calculator              | <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 (ASL, Contact & Signed English) | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Speech to Text Services                                    | <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 |

### ***On Site Equipment Requirements (University Responsibility)***

|                                |                                    |  |  |
|--------------------------------|------------------------------------|--|--|
| TTY/VP for campus use          | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Visual alert for 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/VP for dorm use               | <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 |

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

|   |                                    |  |  |
|---|------------------------------------|--|--|
| Academic Tutoring                               | <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 |
| Distraction-reduced testing environment         | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Additional time on quizzes/exams (time and ½)   | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |
| Additional time on in-class writing assignments | <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 |
| Housing Accommodations                          | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available | <input type="checkbox"/> Can be arranged |



## Glossary of Important Terms

|   |  |
|---|--|
| <i>ADA</i>                                    | 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.   |
| <i>Academic Standards</i>                     | The usual indicators of academic ability, such as grade point average, high school rank and standardized test scores.  |
| <i>Accommodations</i>                         | 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. |
| <i>Advocacy</i>                               | Seeking the rights of a deaf or hard of hearing individual   |
| <i>Auxiliary Aids</i>                         | 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.  |
| <i>Essential Functions</i>                    | What an individual must be able to do to hold a specific position with or without accommodations.  |
| <i>Federally Funded Postsecondary Program</i> | 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.          |
| <i>IDEA</i>                                   | 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).   |
| <i>Otherwise Qualified</i>                    | A person who meets the academic and technical standards required for admission or participation in the education program or activity.  |
| <i>Reasonable Accommodations</i>              | 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.                                     |
| <i>SAT</i>                                    | Scholastic Achievement Test  |
| <i>Self-Advocacy</i>                          | Understanding and seeking support for one's own personal rights.   |
| <i>Section 504</i>                            | 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.





The resources listed below will provide you with additional information that may be helpful in developing plans for your future.

iTransition: It's All About Me! (Section 3: It's My Life!) online training  
<http://www.pepnet.org/itransition.asp>

Interpreting online tipsheet  
[http://resources.pepnet.org/files/393\\_2010\\_4\\_15\\_12\\_41\\_PM.pdf](http://resources.pepnet.org/files/393_2010_4_15_12_41_PM.pdf)

Oral Transliterating online tipsheet  
[http://resources.pepnet.org/files/399\\_2010\\_4\\_15\\_13\\_19\\_PM.pdf](http://resources.pepnet.org/files/399_2010_4_15_13_19_PM.pdf)

CART: Communication Access Real-Time online tipsheet  
[http://resources.pepnet.org/files/372\\_2010\\_2\\_25\\_13\\_05\\_PM.pdf](http://resources.pepnet.org/files/372_2010_2_25_13_05_PM.pdf)

A Guide to Speech-to-Text Services in the Postsecondary Environment online resource  
[http://resources.pepnet.org/files/372\\_2010\\_2\\_25\\_13\\_05\\_PM.pdf](http://resources.pepnet.org/files/372_2010_2_25_13_05_PM.pdf)

Demystifying Hearing Assistance Technology: A Guide for Service Providers and Consumers  
[http://resources.pepnet.org/files/205\\_2009\\_6\\_9\\_11\\_37\\_AM.pdf](http://resources.pepnet.org/files/205_2009_6_9_11_37_AM.pdf)

The Role of Assistive Listening Devices in the Classroom online tipsheet  
[http://resources.pepnet.org/files/368\\_2010\\_2\\_25\\_12\\_42\\_PM.pdf](http://resources.pepnet.org/files/368_2010_2_25_12_42_PM.pdf)

Notetaking online tipsheet  
[http://resources.pepnet.org/files/395\\_2010\\_4\\_15\\_12\\_50\\_PM.pdf](http://resources.pepnet.org/files/395_2010_4_15_12_50_PM.pdf)

Online Notetaker Training  
<http://www.pepnet.org/training.asp#notetake>

Frequently Asked Questions (FAQs)  
<http://www.pepnet.org/faq.asp>

Tutoring online tipsheet  
[http://resources.pepnet.org/files/361\\_2010\\_2\\_10\\_12\\_06\\_PM.pdf](http://resources.pepnet.org/files/361_2010_2_10_12_06_PM.pdf)



## A Nuts and Bolts Guide



# Academic Issues

# ACADEMIC ISSUES

## KEY TO COLLEGE SUCCESS

It is one thing to succeed at getting in college but an entirely different issue to succeed at college. You are now free from the household rules you grew up with and able to make your own decisions. However, the decisions you now make will impact the rest of your life. College is an exciting time but you want to make sure you start off on the right foot and have the necessary tools in order to be successful.



## ORGANIZING A FOLDER OF YOUR PERTINENT INFORMATION FILES

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:

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

## DISABILITY DOCUMENTATION

In order to receive accommodations (interpreters, speech to text providers, 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.



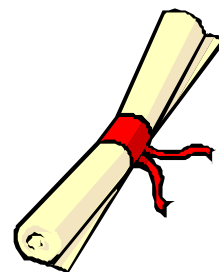
If you are a Vocational Rehabilitation client, your VR counselor should have copies of your most recent audiogram in their files and can usually fax a copy of it, with written approval from you, to the Disability Services office at your college. You will need to provide this copy to the Disability Services 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 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).*



## 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.

### 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.

## MEDICAL INSURANCE AND VEHICLE 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.

## PREVIOUS 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.

## **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. You may learn more about these services from the Vocational Rehabilitation section of this book.

## **IMPORTANT ADDRESSES, PHONE NUMBERS & EMAIL ADDRESSES**

Keeping a personal contact list will be helpful to you while you are in college. This contact list can include addresses, phone numbers, fax numbers, and email addresses. For example, you may list the name, phone number, and email address for your Disability Services specialist, your academic counselor, and your Vocational Rehabilitation counselor. It's also helpful to have the name, address, phone number, and fax number for your family physician, eye doctor, and dentist.

Your phone list should also have several emergency contact phone numbers and email addresses for your friends and family members.

## **COPY OF YOUR BIRTH CERTIFICATE, DRIVER'S LICENSE AND 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 extracurricular activities that will happen off-campus may also require copies of these documents before you will be allowed to participate.



# What Every College Student Needs to Start a New Semester Strongly

By an EHow Contributor

<http://collegelife.about.com/od/academiclife/a/StartaNewSemesterStrongly.htm>

The beginning of a new term means that you're back at square one, no matter how long you've been in school. What are the basics that you'll need to make sure you start off as strongly as possible?

## New Semester Basics

1. **Get a time management system.** Managing your time just may be your biggest challenge while in college. Find something that works for you and use it from day one.
2. **Take a reasonable course load.** Taking 20 units (or more!) this semester may sound great in theory, but it most likely will come back to haunt you in the long run. Sure, it may seem like a good way to improve your transcript, but the lower grades you might get because your course load is too heavy is a sure way to bring your transcript down, not up. If you absolutely must carry a heavy course load for some reason, however, make sure that you've cut down on your other commitments so that you don't put too many unreasonable expectations on yourself.
3. **Have your books purchased -- or at least on their way.** Not having your books the first week of class can put you behind everyone else before you even had the chance to start. Even if you have to go to the library for the first week or two to get the reading done, make sure you're doing what you can to stay on top of your homework until your books arrive.
4. **Have some -- but not too much -- co-curricular involvement.** You don't want to be so over involved that you barely have time to eat and sleep, but you most likely do need to be involved in something other than your classes all day long. Join a club, get an on-campus job, volunteer somewhere: just do something to keep your brain (and personal life!) balanced.
5. **Get your finances in order.** You may be rocking your classes, but if your financial situation is a mess, you won't be able to finish the semester. Make sure your finances are in order when you start a new semester and that they'll still be that way as you head toward finals week.



6. **Have your “life” logistics worked out.** These are different for every college student, but having the basics -- like your housing/roommate situation, your food/dining options, and your transportation -- worked out in advance is critical to making it through the semester in a stress-free way.
7. **Set up healthy outlets for fun and to relieve stress.** You don't need to have a Ph.D. to know that college is stressful. Have things already in place -- like good groups of friends, exercise plans, and hobbies -- that will allow you to mentally check out and relax when things get intense.
8. **Get information on where to go for help -- you know, just in case.** When, and if, you find yourself juggling more than you can handle, trying to find help while under that kind of stress is nearly impossible. Learn where to go for help before your semester begins so that, just in case things get a little rough, your small speed bump doesn't turn into a major disaster zone.

Links:

- How to Start a College Semester Off Strong.  
[http://www.ehow.com/how\\_5888636\\_start-college-semester-off-strong.html](http://www.ehow.com/how_5888636_start-college-semester-off-strong.html)
- How to Start a Good Semester.  
[http://www.ehow.com/how\\_6374019\\_start-good-semester.html](http://www.ehow.com/how_6374019_start-good-semester.html)
- How to Prepare for a New Semester.  
[http://www.ehow.com/how\\_4490082\\_prepare-new-semester.html](http://www.ehow.com/how_4490082_prepare-new-semester.html)



## SUCCEEDING IN COLLEGE

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.

Every term,  
reset your goals  
to keep you  
motivated and  
give you  
something to  
work toward.



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 or speech to text provider. 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.

*Get plenty of rest. Seldom do college students get enough sleep. Try to get as much sleep as you can each night. Doctors recommend at least eight hours per night for college aged students.*

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 or speech to text provider.
21. Some teachers place old tests on file in the library for students to use to study. Take advantage of that opportunity.



## CHOOSING YOUR CLASSES

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. In addition, there are a few websites that allow students to complete a short survey on their experience with professors once a semester is completed. This is a good way to discover information about professors teaching style and, at the same time, learn a bit about the person rating them. A few websites can be found at:  
<http://www.ratemyprofessors.com/>, <http://www.studentsreview.com/professors/>, and <http://www.rateyourprof.com/>.
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.

### Links:

- How to Choose College Classes.  
[http://www.ehow.com/how\\_1577\\_choose-college-classes.html](http://www.ehow.com/how_1577_choose-college-classes.html)
- How to Choose College Courses.  
[http://www.ehow.com/how\\_11246\\_choose-college-courses.html](http://www.ehow.com/how_11246_choose-college-courses.html)
- How to Choose a College Course.  
[http://www.ehow.com/how\\_4432072\\_choose-college-course.html](http://www.ehow.com/how_4432072_choose-college-course.html)
- How to Choose the Right College Courses.  
[http://www.ehow.com/how\\_5545701\\_choose-right-college-courses.html](http://www.ehow.com/how_5545701_choose-right-college-courses.html)





## PREPARING FOR CLASSES

By an EHow Contributor

[http://www.ehow.com/how\\_3502\\_prepare-class.html](http://www.ehow.com/how_3502_prepare-class.html)

1. Buy your course books immediately after your first class meeting and take them to every class. Buying them before that is risky, since some classes are canceled for lack of attendance or the reading list is changed.
2. Review your class syllabus carefully, marking assignments and due dates in highlighter or colored pen. Jot down any extra assignments your instructor gives during class. Transfer this information onto a large home calendar.
3. Purchase all items you'll 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. Make sure you finish all of the assigned reading for that day before showing up to class. An assignment written next to a date on the syllabus means to finish the reading by that day, not to start it.
7. Look up any words you don't understand as you read. Asking your instructor for a definition during class will not always get a favorable response.
8. Mark your text with your own comments, questions, underlinings and arrows. Prepare to ask one intelligent question as well as answer one.

### 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.*

Read more: How to Prepare for Class on eHow.com

[http://www.ehow.com/how\\_3502\\_prepare-class.html#ixzz1WcuMMVWS](http://www.ehow.com/how_3502_prepare-class.html#ixzz1WcuMMVWS)

Links:

- How to Do Well in Class.  
[http://www.ehow.com/how\\_5352140\\_do-well-class.html](http://www.ehow.com/how_5352140_do-well-class.html)
- How to Do Well in Classes.  
[http://www.ehow.com/how\\_5906598\\_do-well-classes.html](http://www.ehow.com/how_5906598_do-well-classes.html)



## 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 found below:*

English 101 (ENG 101)  
Monday, Wednesday & Friday 9:00 - 9:50 a.m.  
Berkley Hall 532  
INSTRUCTOR: Ms. Goode Study Habit  
OFFICE: McClung Tower 2323  
Phone: (225) 101-1010

### REQUIRED TEXTBOOK:

Strategies for Successful Writing: A Rhetoric, Research Guide, Reader and Handbook  
9th Edition. You are required to bring this book to each class session in order to complete the class activities.

### REQUIRED SUPPLEMENTS:

Casagrande, June. Grammar Snobs are Great Big Meanies: A Guide to Language for Fun and Spite. New York: Penguin, 2006.

### PURPOSE OF COURSE:

In this course students focus on the process of writing clear, correct and effective expository essays in response to materials drawn from culturally diverse sources. Emphasis is placed on using various methods of organization appropriate to the writer's purpose and audience. Students are introduced to argumentation, fundamental research methods and documentation procedures. Students write frequently both in and out of class. Admission to this course is based on college placement test scores.

### COURSE OBJECTIVES:

The student, after finishing this course, should be able to:

- Express thoughts logically, clearly and coherently in a variety of rhetorical modes;
- Demonstrate mastery of the stages of the writing process;
- Critically revise and edit their own compositions, as well as respond critically to peer drafts;
- Avoid mechanical, grammatical and spelling errors;
- Critically evaluate and respond to selected essays;

### GRADING POLICY:

1. Grading policy:

- All major assignments must be completed to earn credit for English 101.
- No papers will be accepted after the last class meeting.



- The assignments will be graded as follows:

Essays:

Comparative Analysis (100 points)

Midterm in-class essay (50 points)

Argument (100 points)

Evaluation (100 points)

Final in-class essay (100 points)

Supplemental writing (150 points)

Using Sources (50 points)

Research exercises (20 points)

4 Quizzes (100 points total)

TOTAL POINTS 770 points

The final grade will be determined on a percentage scale of total possible points. Ninety percent of the total possible points equals an A; 80% = B; 70% = C; 60% = D; 59% and less = F.

Late papers will be deducted five points for each class period beyond the due date. Any assignment submitted more than four class periods after the assigned due date will not be accepted.

#### ATTENDANCE / WITHDRAWAL POLICY:

Academic success is built upon regular class attendance. At the University of Signlaia, students are expected to attend all of their scheduled classes.



## KNOW YOUR COLLEGE ACADEMIC CALENDAR

When you're in college, it's important to keep track of some important dates. There are deadlines for registering for classes, deadlines for adding or dropping classes, and other critical times. Unlike high school, colleges don't have many holidays during the semester, so you may not have a break from classes until the middle of the semester. It's important for you to keep track of these in your planner.

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 dorms (residence halls) open and close for the semester?
10. When is the deadline to ensure your tuition payment is made?



Source: Hinds Community College; Raymond, Mississippi

Links:

- How to Manage Your Time During College  
[http://www.ehow.com/how\\_1584\\_manage-time-college.html](http://www.ehow.com/how_1584_manage-time-college.html)
- How to Manage Time Well  
[http://www.ehow.com/how\\_4782710\\_manage-time-well.html](http://www.ehow.com/how_4782710_manage-time-well.html)
- How to Effectively Manage Your Time in College [http://www.ehow.com/how\\_5733553\\_effectively-manage-time-college.html](http://www.ehow.com/how_5733553_effectively-manage-time-college.html)
- How to Practice Effective Time Management Skills in College  
[http://www.ehow.com/how\\_5213168\\_practice-time-management-skills-college.html](http://www.ehow.com/how_5213168_practice-time-management-skills-college.html)



## IMPORTANT CAMPUS CONTACTS & PHONE NUMBERS

| <u>Department</u>      | <u>Contact Person</u> | <u>Email Address</u> | <u>Phone #</u> | <u>Building &amp; Room #</u> |
|------------------------|-----------------------|----------------------|----------------|------------------------------|
| Dean of Students       | _____                 | _____                | _____          | _____                        |
| Academic Counseling    | _____                 | _____                | _____          | _____                        |
| Career Planning        | _____                 | _____                | _____          | _____                        |
| Campus Police          | _____                 | _____                | _____          | _____                        |
| Financial Aid          | _____                 | _____                | _____          | _____                        |
| Learning Center        | _____                 | _____                | _____          | _____                        |
| Disability Services    | _____                 | _____                | _____          | _____                        |
| Student Records        | _____                 | _____                | _____          | _____                        |
| Residential Life       | _____                 | _____                | _____          | _____                        |
| Student Medical Center | _____                 | _____                | _____          | _____                        |
| Library                | _____                 | _____                | _____          | _____                        |
| Interpreting Services  | _____                 | _____                | _____          | _____                        |
| Other                  | _____                 | _____                | _____          | _____                        |

Source: Hinds Community College; Raymond, Mississippi



## TRANSFERRING ACADEMIC CREDIT TO A NEW SCHOOL

[http://www.ehow.com/how\\_7569\\_transfer-academic-credit.html?ref=Track2](http://www.ehow.com/how_7569_transfer-academic-credit.html?ref=Track2)

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 1-212-713-8000 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.

### Links:

- How to Transfer College Credit.  
[http://www.ehow.com/how\\_4776152\\_transfer-college-credit.html](http://www.ehow.com/how_4776152_transfer-college-credit.html)
- How to Transfer Community College Credits.  
[http://www.ehow.com/how\\_7705148\\_transfer-community-college-credits.html](http://www.ehow.com/how_7705148_transfer-community-college-credits.html)
- How to Take College Classes at a Community College to Transfer Credits.  
[http://www.ehow.com/how\\_5725769\\_college-community-college-transfer-credits.html](http://www.ehow.com/how_5725769_college-community-college-transfer-credits.html)



# MAKING A TO-DO LIST

by eHow Contributor

[http://www.ehow.com/how\\_3812\\_make-list.html](http://www.ehow.com/how_3812_make-list.html)

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 and 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.



## Links:

- How to Prioritize a To-Do List.  
[http://www.ehow.com/how\\_8791\\_prioritize-list.html](http://www.ehow.com/how_8791_prioritize-list.html)
- How to Prioritize Your To-Do List.  
[http://www.ehow.com/how\\_5115685\\_prioritize-do-list.html](http://www.ehow.com/how_5115685_prioritize-do-list.html)
- How to Prioritize Using To-Do Lists.  
[http://www.ehow.com/how\\_2275686\\_prioritize-using-todo-lists.html](http://www.ehow.com/how_2275686_prioritize-using-todo-lists.html)





## DECIDING WHAT TO HIGHLIGHT WHILE READING

[http://www.ehow.com/how\\_9259\\_decide-highlight-reading.html](http://www.ehow.com/how_9259_decide-highlight-reading.html)

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 notes 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."*

### Links:

- How to Highlight Reading Passages.  
[http://www.ehow.com/how\\_7774174\\_highlight-reading-passages.html](http://www.ehow.com/how_7774174_highlight-reading-passages.html)
- How to Read a Book Actively.  
[http://www.ehow.com/how\\_5458390\\_read-book-actively.html](http://www.ehow.com/how_5458390_read-book-actively.html)

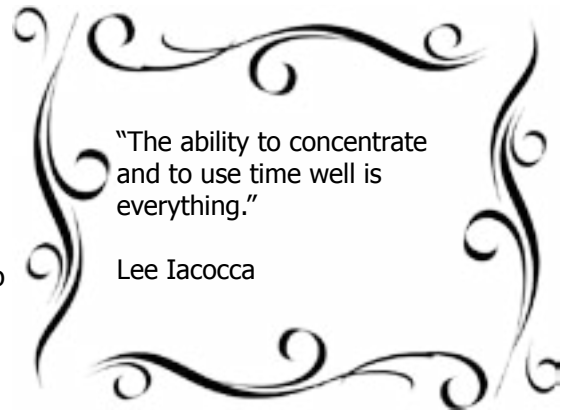


## IMPROVING YOUR CONCENTRATION

[http://www.ehow.com/how\\_3823\\_improve-concentration.html](http://www.ehow.com/how_3823_improve-concentration.html)

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.



### Links:

- How to Increase Your Concentration While You Study.  
[http://www.ehow.com/how\\_5222608\\_increase-concentration-study.html](http://www.ehow.com/how_5222608_increase-concentration-study.html)
- How to Concentrate While Studying.  
[http://www.ehow.com/how\\_4683893\\_concentrate-while-studying.html](http://www.ehow.com/how_4683893_concentrate-while-studying.html)



## CRAMMING FOR A TEST

[http://www.ehow.com/how\\_8706\\_cram-test.html](http://www.ehow.com/how_8706_cram-test.html)

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

### 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.**

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.

### WARNINGS:

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

Links:

- How to Cram for a Test.  
[http://www.ehow.com/how\\_8706\\_cram-test.html](http://www.ehow.com/how_8706_cram-test.html)
- How to Cram for an Exam.  
[http://www.ehow.com/how\\_5303035\\_cram-exam.html](http://www.ehow.com/how_5303035_cram-exam.html)
- How to Cram for College Exam.  
[http://www.ehow.com/how\\_5653725\\_cram-college-exam.html](http://www.ehow.com/how_5653725_cram-college-exam.html)



## The Benefits of a College Education

High School counselors, teachers, principals and even your parents may be encouraging you to get a college degree. You may have prepared for college early on in your high school career by taking college preparatory classes as well as including volunteer activities and other activities into your schedule so these items would enhance your college applications. Still the escalating cost of higher education is staggering. Have you ever wondered how or if a college education would really benefit you?

The benefits to a college education are varied. Sure, the most popular benefit is an increased salary. The earnings differential between college and high school graduates varies over time, college graduates, on average, earn more than high school graduates. According to the Census Bureau, over an adult's working life, high school graduates earn an average of \$1.2 million; associate's degree holders earn about \$1.6 million; and bachelor's degree holders earn about \$2.1 million (Day and Newburger, 2002). In addition, obtaining and keeping a job may be easier with a college education. The more knowledge and experience you have the more willing employers are to give you better positions in the company. A college degree also allows you more control over your future. Only you have the ability to decide how much you want to learn and how far you want that knowledge to take you.

Links:

- What can I do with this major?  
[http://www.adrian.edu/career\\_planning/majors/default.php](http://www.adrian.edu/career_planning/majors/default.php)
- What can I do with a major in...?  
<http://www.myplan.com/majors/what-to-do-with-a-major.php>
- What can I do with this major?  
<http://whatcanidowiththismajor.com/major/majors/>



# **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

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

Source: Hinds Community College; Raymond, Mississippi





## WORKSHEET FOR PREPARING A RESUME

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

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

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

Email Address: \_\_\_\_\_

**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:*



*(for second place of employment)*

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 and phone numbers 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.

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## A Nuts and Bolts Guide



Campus Life

## CAMPUS LIFE

### DECIDING WHERE TO LIVE

When you decide to go to college, you need to think about where you are going to live. There are several options available to you, depending upon your individual situation. You can choose to:

1. Live in a residence hall (or “dorm”) on campus, or
2. Live at home with your parents or other family members, or
3. Rent an apartment with a roommate.

#### 1. LIVING IN A RESIDENCE HALL (OR “DORM”)

If your family doesn’t live close to the college you’re attending, you may 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.

- How will you pay to live in the dorm?
- Will you purchase a campus meal plan?
- How do you ask for your dorm room to be made accessible?
- Will you have a telephone or a TTY in your dorm room?
- How will you communicate with a hearing roommate?
- What type of alarm will you use to ensure you are on time for classes?
- How will you contact campus offices?
- Can you choose your dorm?
- What will you pack for your dorm room?

#### Paying for Your Dorm Room

It may be a bit confusing to determine if it’s less expensive to live in a dorm than in an apartment.



Students living in a dorm usually pay a set fee per semester, and it includes a variety of benefits. However, students living in an apartment pay monthly rent, but they must also pay for food and utilities. Your electricity and water bills are usually included in the semester fee when you live in a dorm; however, your phone and cable television bills are normally extra.

Fees for living on campus vary, depending on the college you choose. The price for your dorm room will also depend upon your choice of rooms. Some dorm rooms include two bedrooms with a shared bathroom; other dorms provide one large bathroom for several rooms on a floor. Dorms with air conditioning may have a higher fee than those without air conditioning. Check information posted by the college’s Housing Office to see current rates.



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. 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.

Links:

- How to Compare Residence Hall and Independent Living Settings.  
[http://www.ehow.com/how\\_7714074\\_compare-hall-independent-living-settings.html](http://www.ehow.com/how_7714074_compare-hall-independent-living-settings.html)
- How to Live the College Life.  
[http://www.ehow.com/how\\_4700661\\_live-college-life.html](http://www.ehow.com/how_4700661_live-college-life.html)

### Purchasing a Meal Plan

When you move into the dorm, what will you eat? Ask about the policies at the college you choose. Some colleges require all students who live in dorms purchase a campus meal plan. Other colleges will allow students to have the option of purchasing and preparing their own meals. Some dorms provide facilities for students to store and cook their own food, but 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.



Links:

- What Are the Benefits of College Meal Plans?  
[http://www.ehow.com/list\\_6516946\\_benefits-college-meal-plans\\_.html](http://www.ehow.com/list_6516946_benefits-college-meal-plans_.html)
- How to Stay Fit on the College Meal Plan and Avoid the Freshman Fifteen.  
[http://www.ehow.com/how\\_5292624\\_stay-plan-avoid-freshman-fifteen.html](http://www.ehow.com/how_5292624_stay-plan-avoid-freshman-fifteen.html)

### Making Your Dorm Room Accessible

Students who are deaf and hard of hearing who have difficulty hearing alarms during an emergency or a fire drill have the right to request a flashing smoke/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.

It's also helpful to have other types of alerting systems. Some residence halls may also provide door knocker alerting systems, or they might connect a visual signal to an existing doorbell.

You are responsible for requesting equipment to make your room accessible. If you do not request it, 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" or "visual door knocker alert" on your housing application.

Links:

- How to Go to College When You Have a Disability.  
[http://www.ehow.com/how\\_4591357\\_college-have-disability.html](http://www.ehow.com/how_4591357_college-have-disability.html)



## Using a Telephone or TTY in the Dorm

Will you have a phone or a TTY in your room? It depends! Some college dorms still offer telephone service through land-line phones; fees may be charged to have a phone in your room or for long distance calls. Many college dorms, however, have removed or disconnected the dorm room phones because a majority of students now use cell phones to call or text their friends and family. There may be a land-line phone in the hallway for general use, and a TTY could be installed there.

Check with your college's Housing Office to see what the options are. Although TTYs may be available on your campus, you might choose other options. You might be comfortable using video relay services (VRS) to make phone calls, or sending texts or email to get in touch with people you know. Students who are hard of hearing might prefer a land-line phone because it may provide a stronger audio signal than a cell phone. If you're deaf and you prefer to use a TTY, you can contact your state's TTY distribution center to request one.

It's very likely that your dorm room will have wireless internet access through the campus server. There usually isn't an additional cost for this because internet use typically included in your tuition and fees for each semester.

## Communicating 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 to get used to each other. If your roommate is hearing and is not familiar with communicating with individuals who are deaf or hard of hearing, 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. You may need to lightly tap my shoulder to get my attention.
- Please fingerspell to me. (...and provide them with a fingerspelling card!)
- Please write everything to me on this notepad so that I can make sure I understand everything that you say.

Links:

- How to Get Along with Your Freshman College Roommate.  
[http://www.ehow.com/how\\_5284429\\_along-freshman-college-roommate.html](http://www.ehow.com/how_5284429_along-freshman-college-roommate.html)
- Roommate Etiquette Checklist.  
[http://www.ehow.com/list\\_6893442\\_roommate-etiquette-checklist.html](http://www.ehow.com/list_6893442_roommate-etiquette-checklist.html)
- How to Live with Your College Roommate.  
[http://www.ehow.com/how\\_1911\\_live-with-college.html](http://www.ehow.com/how_1911_live-with-college.html)
- How to Get Along with College Roommates.  
[http://www.ehow.com/how\\_2147126\\_along-college-roommates.html](http://www.ehow.com/how_2147126_along-college-roommates.html)
- How to Live on Campus in College.  
[http://www.ehow.com/how\\_4785130\\_live-campus-college.html](http://www.ehow.com/how_4785130_live-campus-college.html)



## Choosing an Alarm Clock

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, including:

- Loud buzzers, or
- Vibrating alarms that will gently shake you awake, or
- Lamps or strobe lights that will turn on or flash until you get up and turn it off.

It's a good idea to purchase your alarm and use it before moving to college. Some students are heavy sleepers and may not wake up to a buzzer or a light. You also might consider what it will be like to share your dorm room with your roommate. What might work for you might not be the best solution for your roommate!

## Contacting Campus Offices

There are times when you'll need to contact offices on campus to share information or ask questions. One common situation is when you'll need to notify the Disability Services staff that you won't need access services (such as interpreters, speech to text providers, or notetakers) for a particular class. When you first meet with the staff in the Disability Services office, discuss the most effective ways of interacting with them via email, instant message (IM), text messages, or video relay services (VRS). Make sure that you have a list of contact information that includes names, email addresses, IM names, or phone numbers so you can notify the right staff member when access services won't be needed.

You may also need to contact other offices on campus, such as Financial Aid, to ask questions or make an appointment. Phone numbers for these offices can usually be found on the college's website but, if you have ongoing meetings with any staff members, be sure to ask for their email addresses so you can contact them directly.

Faculty will typically include their email address and office phone number on the class syllabus. They usually post office hours to let students know when they'll be available for meetings.

### Hint

*Move in early! There will be less traffic, more parking, shorter lines to get the necessary dorm materials, and easier access to the moving equipment like dollies.*





## Choosing Your Dorm

Large colleges and universities may have many dorms on campus. They may allow students to choose their dorm, or indicate which dorms they'd prefer. Smaller colleges may have fewer choices. If you have the opportunity to choose, it's an important decision to make. You'll be spending a lot of time there, and you want to make sure it fits your needs.

## Lifestyle Issues

Some colleges offer students several choices regarding dorm or floor type, which might include:

- Co-ed dorms vs. single-sex dorms. Some students like the mix of men and women the same building while other students prefer separate buildings.
- Double room with 2 students vs. triple or quad room with 3-4 students.
- "Frosh" dorms vs. four-class dorms. Dorms that house only freshman may be rowdier and noisier than dorms with students of various ages.
- "Study floors" with special quiet hours vs. floors with no additional requirements.
- "Academic theme" floors (such as computer science or foreign language) vs. floors without any special emphasis. Some students may enjoy sharing their dorm space with others who have the same interests.
- High-rise dorms (with elevators) vs. low-rise dorms (with stairs)
- New dorms vs. older dorms. Newer dorms may have air conditioning, while older dorms may have more architectural character.

## Questions to Ask

When you visit the campus, you may be able to meet with students who live in the dorms or with resident assistants (RAs) who are students who also are responsible to help manage a floor in the dorm. Take time to ask them a few questions, such as:

- Does the dorm offer suites? These are dorm rooms with one main room and two or more adjoining rooms. It may include a semi-private bath.
- What conveniences does the dorm offer? Are there cafeterias, laundry rooms, exercise rooms, recreation rooms, or computer facilities in the building?
- Is this part of campus safe and well-lit at night?



Links:

- How to Choose the Right Dorm or Residence Hall.  
[http://www.ehow.com/how\\_5321934\\_choose-right-dorm-residence-hall.html](http://www.ehow.com/how_5321934_choose-right-dorm-residence-hall.html)



## Packing for Your Dorm Room



Dorm rooms are small, but they're your "home away from home" while you're in college. You should take what you need to make it comfortable, but use good judgment in figuring out what you really need. You might also check with your roommate to be sure you're not duplicating large items that might be shared.

### What's in Your Closet?

- Pack a bathrobe, shower slippers, and towels.
- Bring mostly casual clothes for school. To make laundry day easier, try to select clothes that can all be washed in the same cycle.
- Will you need dressy clothes? If so, pack only what you think you'll need.
- Remember to bring toiletries (soap, shampoo, toothbrush, and toothpaste) and a small emergency kit that includes first aid supplies and a small flashlight,

### Study Time

- Pack your laptop computer in a comfortable backpack.
- Be sure to have a USB drive in case you need to print a document from another computer.
- Bring a surge protector power strip to extend the available electrical outlets in your dorm room.
- Bring basic school supplies (pens, notebooks, etc.) with you, but remember that you can buy additional supplies – along with your books – on campus.



### Making Your Bed

- Find out what size bed is in your dorm room, and select the right size sheets and blankets. Dorm beds are often extra-long.
- Don't forget to pack a pillow to sleep on and maybe a few extra smaller pillows to use when sitting on your bed.
- Pack an extra blanket for colder climates.

### Decorating Your Room

- Bring posters for your walls, and personal photos and mementos for your shelves and desk.
- The floor in your dorm room will probably be tile, so pack a small throw rug or carpet square to cover it.

### Just for Fun

- There are a lot of "non-essentials" that many students bring to make their dorm room feel more like home. If you can, find out from your roommate if s/he is bringing a television, a mini-refrigerator, or a stereo.
- Some dorms will allow small cooking appliances in dorm rooms, such as coffee pots, microwaves, or popcorn poppers. Check with the Housing Office before bringing these.



Links:

- How to Pack for Your Dorm Room.  
[http://www.ehow.com/how\\_1575\\_pack-dorm-room.html](http://www.ehow.com/how_1575_pack-dorm-room.html)
- Packing Tips for Moving to College.  
[http://www.ehow.com/list\\_7311753\\_packing-tips-moving-college.html](http://www.ehow.com/list_7311753_packing-tips-moving-college.html)

## 2. LIVING AT HOME WITH YOUR PARENTS OR OTHER FAMILY MEMBERS

Some students may choose a college or university that is close to home, so living at home is a natural choice. If this is your decision, then there are a few things you'll have to plan before schools starts. Here are some things to consider:

- Do you have dependable transportation to travel to school every day?
- How will you use your time effectively when you're at school?
- How will you make new friends if you don't live on campus?

### Managing Transportation to and from Campus

Not every student who commutes to college has their own car. Some students use public transportation, such as buses or trains, to go to school every day. Other students share rides in a carpool. The important thing is that you need to be sure that its dependable transportation and that you can go to and from school every day and not miss your classes.

You'll need to budget for transportation. If you use your own car, consider the cost of gas, car insurance, regular maintenance, and parking. Most colleges charge a fee to park on campus, and if you don't have a parking permit you can get a ticket for parking in the wrong place! If you use public transportation, check into reduced fares for multiple rides. If you're carpooling with another student, discuss in advance how you'll share the cost of gas and parking.



### Using Your Time Effectively on Campus

Students who live on campus might decide to go back to their dorm room between classes, but students who commute from home (or live in apartments that are further away) need to look at different options. Many colleges have a student center or student union building with study areas, lounges, and cafeterias. Because you will spend part of your day traveling to and from school, a good strategy is to use the time between classes to study independently, go to the library, or join study groups or tutoring sessions.

### Making New Friends

Some of your high school friends may also be going to the same college you are, and that's terrific. However, meeting new people and sharing new experiences is an important part of college. Getting



involved with school activities is a good strategy for any student, but it's especially helpful for students who commute from home. Most colleges have student activities that cover many different interests: athletics, career-related groups, social organizations, and lots more!

Links:

- How to be a College Commuter Student.  
[http://www.ehow.com/how\\_2144335\\_be-college-commuter-student.html](http://www.ehow.com/how_2144335_be-college-commuter-student.html)
- How to Survive being a College Commuter.  
[http://www.ehow.com/how\\_5596135\\_survive-being-college-commuter.html](http://www.ehow.com/how_5596135_survive-being-college-commuter.html)

### 3. RENTING AN APARTMENT WITH A ROOMMATE

Many students are excited about the independence that comes with being a college student, and living in an apartment is something that often interests them. However, moving into an apartment is a big decision, and here are some issues to think about before signing a lease:

- Can you afford the costs associated with an apartment?
- Do you have the skills necessary to be on your own in an apartment?
- How will you make new friends if you don't live on campus?

#### **Budgeting for an Apartment**

Estimating the cost of living in an apartment is very important. Initial costs often include the first and last month's rent and a security/damage deposit. Ongoing expenses include monthly rent, utilities (such as water, electricity, cable TV, and internet) and food. It's a good idea to prepare a budget and discuss with your roommate(s) how expenses will be shared. There are lots of online budgeting tools that can help you in this process. For one example, go to <http://www.move.com/rentals/finance-and-budgeting/budgeting-for-your-first-apartment.aspx>.

#### **Managing an Apartment**

It's essential to have basic cooking skills if you live in an apartment. You'll need to shop for and prepare your own meals. Some apartment buildings have laundry rooms that the tenants can use; but if your building doesn't, then you'll have to find a nearby laundromat. Be prepared to clean your apartment occasionally. Finally, managing your time effectively is important when you live in an apartment. Not only does it take more time to prepare your own meals and clean the apartment, but it's easy to get caught up in the social part of being there. You won't see other students walking down the hallway, so you'll have to plan your time well to get to campus on time for class.



## Making New Friends

Some students might choose to live in a dorm for a year or two before moving to an apartment so they can become more familiar with the campus and what's expected of college students. By doing this, you already may have friends from the dorm and from some of your classes. However, meeting new people and sharing new experiences is an important part of college. Getting involved with school activities is a good strategy for any student, but it's especially helpful for students who live off-campus. Most colleges have student activities that cover many different interests: athletics, career-related groups, social organizations, and lots more!

Links:

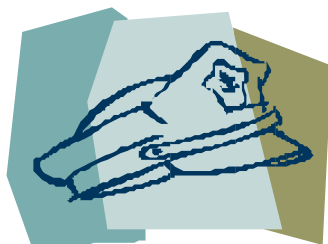
- How to Find Off-Campus Housing  
[http://www.ehow.com/how\\_15377\\_find-campus-housing.html](http://www.ehow.com/how_15377_find-campus-housing.html)
- How to Find Roommates for Off-campus Housing  
[http://www.ehow.com/how\\_2096711\\_find-roommates-off-campus-housing.html](http://www.ehow.com/how_2096711_find-roommates-off-campus-housing.html)
- How to Choose the Right College Roommate  
[http://www.ehow.com/how\\_2050213\\_choose-right-college-roommate.html](http://www.ehow.com/how_2050213_choose-right-college-roommate.html)
- How to Find College Roommates  
[http://www.ehow.com/how\\_5096381\\_college-roommates.html](http://www.ehow.com/how_5096381_college-roommates.html)

## DEALING WITH EMERGENCIES AT COLLEGE

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

## WORKING 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. All students are strongly encouraged to be careful on campus and always be aware of their surroundings. Many campuses are using 911 as the emergency phone number to alert campus police. In addition, there's an increasing use of on-campus "blue-light" emergency phones that will summon the campus police to that location if the phone is activated. It is not necessary to speak or hear to get a response from the campus police.



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.

Links:

- Campus Security Procedures.  
[http://www.ehow.com/list\\_6882197\\_campus-security-procedures.html](http://www.ehow.com/list_6882197_campus-security-procedures.html)
- How NOT to be a Crime Victim at a College Campus.  
[http://www.ehow.com/how\\_4720669\\_be-crime-victim-college-campus.html](http://www.ehow.com/how_4720669_be-crime-victim-college-campus.html)

## **OBTAINING INTERPRETING/SPEECH TO TEXT SERVICES FOR EMERGENCY SITUATIONS**

Your college should have a plan for obtaining interpreting or speech to text 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 speech to text provider in normal situations, however, this policy must be waived for genuine emergencies.

## **OBTAINING MEDICAL TREATMENT**

Some colleges may have a student medical center on campus with doctors and nurses available to you. If your college offers these services, make sure that you take advantage of them. Utilizing on-campus student medical services may be either free of charge, or provided at a reduced rate for enrolled students. Be sure to find out the procedure for obtaining an interpreter/speech to text provider for on-campus medical 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. Before you get sick or hurt, investigate if a doctor will accept your medical insurance. When you make a doctor's appointment, you need to request that an interpreter or captionist will be provided for the appointment.



If you are attending college away from home, you need to know which hospital to use if you suddenly need to use the emergency room. Most hospitals are familiar with providing interpreters or speech to text providers and will provide this accommodation to you, when requested. Make sure that you know about your medical insurance coverage; have a copy of that information or keep your insurance card with you at all times.

## **USING YOUR MEDICAL INSURANCE AND VEHICLE INSURANCE COVERAGE**

Some colleges offer medical insurance coverage to full-time students at a reduced rate. If you do not have medical insurance coverage, 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.

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.

Links:

- About Student Health Insurance Plans.  
[http://www.ehow.com/facts\\_5853196\\_student-health-insurance-plans.html](http://www.ehow.com/facts_5853196_student-health-insurance-plans.html)
- Tips on Student Health Insurance Plans.  
[http://www.ehow.com/list\\_6721801\\_tips-student-health-insurance-plans.html](http://www.ehow.com/list_6721801_tips-student-health-insurance-plans.html)
- About College Student Health Insurance Plans.  
[http://www.ehow.com/about\\_5136134\\_college-student-health-insurance-plans.html](http://www.ehow.com/about_5136134_college-student-health-insurance-plans.html)

## TOP 10 REASONS TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

People who research what it takes to do well in college have noticed that successful students also have a good balance between school work and social activities. While it's important to study and work hard in your classes, it's also important to take breaks and learn more about what interests you outside of school. Participating in extracurricular activities can help!

### WHY?

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!**







The resources listed below will provide you with additional information that may be helpful in developing plans for your future.

Living on Campus: Information for RAs and Residence Hall Supervisors

[http://resources.pepnet.org/files/293\\_2009\\_7\\_7\\_12\\_45\\_PM.pdf](http://resources.pepnet.org/files/293_2009_7_7_12_45_PM.pdf)



A Nuts and Bolts Guide



# Vocational Rehabilitation

## What are Vocational Rehabilitation Services?

Vocational rehabilitation (VR) is a set of services offered to individuals with physical disabilities. These services are designed to enable participants to attain skills and resources needed to compete in the interview process, get a job, and keep a job. Vocational rehabilitation services prepare qualified applicants to achieve a lifestyle of independence; however, only individuals considered eligible can receive VR services. When resources are limited, individuals with the most significant disabilities must be served first.

## 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.

## 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

### 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.*

## Step 1 - Referral & Application

To apply for VR services, contact the VR office nearest to where you live. You should be prepared to give at least the following information:

- |                    |                          |
|--------------------|--------------------------|
| • Name             | • Address                |
| • Disability       | • Date of Birth          |
| • Telephone Number | • 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



VR is required to use existing data to determine eligibility and assign priority for an Order of Selection, if the state follows one. However, if the information received is insufficient, then the counselor can set up additional evaluations. 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. The VR counselor will make a determination if a vocational evaluation or other assessments are needed for eligibility purposes or services. 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) and then you should agree on the appropriate course of action with your counselor for obtaining medical information.

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 benefitting 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.

## Ticket to Work

Ticket to Work is a Social Security Administration program designed to help SSI/SSDI beneficiaries go to work. The Ticket to Work program provides beneficiaries with a "ticket" they may use to



obtain services and/or employment from Employment Networks. Employment Networks are public or private agencies authorized to provide services and/or job placement. Ticket to Work is voluntary and offers multiple options to disability beneficiaries. Individuals eligible for Ticket to Work are: SSI/SSDI individuals age 18 to 64 who are eligible under SSA's Adult Disability Standard; and Individuals who are eligible for monthly disability cash payments; and Individuals with a disability who must have an impairment that could possibly improve but cannot be predicted; or Individuals who have an impairment that is expected to improve and have undergone at least one Continuing Disability Review (CDR). Contact your VR Counselor for information about the benefits of assigning your ticket to VR. Ticket-to-Work will not result in any changes to the services you already receive.

## 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.

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

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.

## 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.

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

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.



## Confidentiality

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

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**

Independent Living Services are provided to help persons with the most severe disabilities that 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.



The resources listed below will provide you with additional information that may be helpful in developing plans for your future.

Vocational Rehabilitation online tipsheet

[http://resources.pepnet.org/files/401\\_2010\\_4\\_15\\_13\\_26\\_PM.pdf](http://resources.pepnet.org/files/401_2010_4_15_13_26_PM.pdf)

Vocational Rehabilitation Services and Hard of Hearing or Late-Deafened College Students online tipsheet

[http://resources.pepnet.org/files/282\\_2009\\_7\\_6\\_14\\_58\\_PM.pdf](http://resources.pepnet.org/files/282_2009_7_6_14_58_PM.pdf)



## A Nuts and Bolts Guide



# Resources

## Resources

### What Forms of Telecommunications Relay Services (TRS) Are Available?

(Information on TRS is taken from: <http://www.fcc.gov/cgb/consumerfacts/trs.html>)

A relay service provides a vital link for telephone communication between people who are unable to hear or speak and those who can hear. There are several forms of TRS, depending on the particular needs of the user and the equipment available.

All calls handled by a Relay Service are kept strictly confidential.

As required by law, Communication Assistants (CA's) can not disclose any information from a relay conversation, and no records of any relay conversation are saved in any format.

**Text-to-Voice** – A text telephone (TTY) 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. Anyone can dial 711 to connect to certain forms of TRS anywhere in the United States. Dialing 711 makes it easier for travelers to use

TRS because they do not have to remember TRS numbers in every state. Because of technological limitations, however, 711 access is not available for the Internet-based forms of TRS (VRS and IP Relay). A listing of state numbers to access the Telecommunications Relay Service is found on page 134 of this manual as well.

**Voice Carry Over** - Voice Carry Over (VCO) 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** - A person who is able to hear using a conventional telephone but is unable to speak will benefit from Hearing Carry Over (HCO). 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.

**Speech-to-Speech (STS) Relay Service** - This form of TRS is used by a person with a speech disability. A CA, who is specially trained in understanding a variety of speech disorders, repeats what





the caller says in a manner that makes the caller's words clear and understandable to the called party. No special telephone is needed. For more information regarding STS visit [www.fcc.gov/cgb/consumerfacts/speechtospeech.html](http://www.fcc.gov/cgb/consumerfacts/speechtospeech.html).

**Shared Non-English Language Relay Services** - Due to the large number of Spanish speakers in the United States, the FCC requires interstate TRS providers to offer Spanish-to-Spanish traditional TRS. Although Spanish language relay is not required for intrastate (within a state) TRS, many states with large numbers of Spanish speakers offer this service on a voluntary basis. The FCC also allows TRS providers who voluntarily offer other shared non-English language interstate TRS, such as French-to-French, to be compensated from the federal TRS fund.

**Captioned Telephone Service** - Captioned telephone service, like VCO, is used by persons who are deaf or hard of hearing but still have some residual hearing. It uses a special telephone that has a text screen to display captions of what the other party to the conversation is saying. A captioned telephone allows the user, on one line, to speak to the called party and to simultaneously listen to the other party and read captions of what the other party is saying. There is a "two-line" version of captioned telephone service that offers additional features, such as call-waiting, \*69, call forwarding, and direct dialing for 911 emergency service. Unlike traditional TRS (where the CA types what the called party says), the CA repeats or re-voices what the called party says. Speech recognition technology automatically transcribes the CA's voice into text, which is then transmitted directly to the user's captioned telephone text display.

**Video Relay Service (VRS)** - This Internet-based form of TRS allows persons whose primary language is American Sign Language (ASL) to communicate with the CA in ASL using video conferencing equipment. The CA speaks what is signed to the called party, and signs the called party's response back to the caller. VRS is not required by the FCC, but is offered by several TRS providers. VRS allows conversations to flow in near real time and in a faster and more natural manner than text-based TRS. TRS providers that offer VRS must provide it 24 hours a day, seven days a week, and must answer incoming calls within a specific period of time so that VRS users do not have to wait for a long time. VRS has quickly become a very popular service.



It offers several features not available with the text-based forms of TRS:

- VRS allows those persons whose primary language is ASL to communicate in ASL, instead of having to type what they want to say.
- Because consumers using VRS communicate in sign language, they are able to more fully express themselves through facial expressions and body language, which cannot be expressed in text.
- A VRS call flows back and forth just like a telephone conversation between two hearing persons. For example, the parties can interrupt each other, which they cannot do with a TRS call using a TTY (where the parties have to take turns communicating with the CA). Because





the conversation flows more naturally back and forth between the parties, the conversation can take place much more quickly than with text-based TRS. As a result, the same conversation is much shorter through VRS than it would be through other forms of text-based TRS.

- VRS calls may be made between ASL users and hearing persons speaking either English or Spanish.

### **What Consumers Should Know**

VRS is different from some of the other forms of TRS in two important ways: (1) the conversation between the VRS user and the CA is made through a video link and sign language, rather than typed text; and (2) the service relies on the Internet, rather than the telephone system, for the connection between the VRS user and the CA. It is a relatively new service and, unlike some other forms of TRS, it is not mandatory.

#### **Here are some things you should know:**

- VRS providers must provide VRS users with a ten-digit number, so the VRS users are able to make 911 calls, and have their location information routed to the appropriate emergency service professionals.
- Unlike with some of the other forms of TRS, the VRS CA may not be able to offer or handle some call services, such as operator-assisted calls and 900 (pay-per-call) calls.
- However, you must pick one default provider for ten-digit numbering. Regardless of who is your default TRS provider, you can choose any VRS provider when making a VRS call. The TRS rules do not require you to choose or use only one VRS provider. You can choose any of several different providers of VRS. Accepting VRS equipment from one provider does not prohibit you from using another VRS provider on other equipment you may have.
- Equipment distributed by a certified VRS provider must be interoperable with the technology of other certified VRS providers.

VRS is not the same as Video Remote Interpreting (VRI). VRI is the use of an interpreter located at a remote location through a video connection when two people are together and they need an interpreter. VRS may not be used in such circumstances. VRS is a type of telephone call.

**Internet Protocol (IP) Relay Service** – IP Relay is a text-based form of TRS that uses the Internet, rather than traditional telephone lines, for the leg of the call between the person who is deaf or hard of hearing or has a speech disability and the CA. Otherwise, the call is generally handled just like a TTY-based TRS call. The user may use a computer or other web-enabled device to communicate with the CA. IP Relay is not required by the FCC, but is offered by several TRS providers.

**IP Captioned Telephone Service** – IP captioned telephone service, one of the newest forms of TRS, combines elements of captioned telephone service and IP Relay. IP captioned telephone service can be provided in a variety of ways, but uses the Internet – rather than the telephone network – to provide the link and captions between the caller who is deaf or hard of hearing and the CA. It allows



the user to simultaneously both listen to, and read the text of, what the other party in a telephone conversation is saying. IP captioned telephone service can be used with an existing voice telephone and a computer or other Web-enabled device without requiring any specialized equipment.

### **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 selling 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; however, wireless service providers vary by state and location as well as by the capabilities they offer. When purchasing your cell phone you need to be sure that the carrier supports TTY tones. Check with your local service provider to see if they are TTY compatible, and, if not, when they expect to become TTY compatible.

