Teacher’s Guide

Transition to Postsecondary Training for Deaf or Hard of Hearing Students

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Edited by Kathleen S. Smith

www.pepnet.org
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Introduction for the Teacher

Welcome to “First Year College Success: Be the One!”

Most colleges and universities offer Freshman Orientation for new students. When students arrive, however, they often are unprepared and unsure of how to take full advantage of these orientation sessions.

No matter what the orientation program looks like at your college, knowing what to expect during the first few weeks can make the difference between a successful transition to college versus struggling with academic and social issues.

This demonstration module is the second path in a four-path series and is designed to give students the foundation to be successful in college. Some highlights of First Year College Success: Be the One! include:

- Teaching students what resources are available and where to find them on campus
- Walking students through mock situations in dorms, classrooms, and administration offices
- Preparing students with questions to ask before they arrive

The program's overall objective is to ensure that students continue the success they've achieved in high school!

Beginning the Quest

On the following pages are information regarding the software features used in this program. The Introduction contains the Sign-on Process, Navigating the Map, Using the Tipsheet/Help section inside of the Quest, and walking students through sample map points and map targets. You may refer back to these tips as students begin each phase, or you may find that some of these tips will only apply to the third or fourth day of this campus quest. As your students become more comfortable with the software, they will be better able to focus on the Campus Quest itself and how it might apply to their own upcoming college experience.
To create a new account if you are a first-time user:

1) Select the Click here to register hyperlink.

2) Select “Student” on the next screen, which asks, “Several organizations helped create this training program. They need to know who uses the program. Which of these options best describes you?” (the training for students is identical to the training for parents and teachers).

3) Complete the Student Registration form.

4) Click on Be the One! to enter the training session.
IMPORTANT: Sign-on process

The Username and Password features of the sign-on process are the most critical. We highly recommend that students create a Username and a Password that are easy to remember.

**Teaching tips for starting the sign-on process**

Walking students through the sign-on process can be an opportunity for students to learn more about their self-identity as Deaf or Hard of Hearing students.

Ask students how they feel about filling in the Disability field. Many students may not view their deafness as a disability, or may not want to have this label – use this as an opportunity to introduce the process of requesting services at college. Getting those services at college will require a label!

“What languages are used in your home?” could be a chance for students to learn to identify their communication preferences. While students may not think about this now, how they identify their communication preferences may be a starting point for students to self-advocate for the type of communication and access services they will want in college (ASL interpreter vs. transliterator vs. speech-to-text services such as C-Print®, Typewell, or CART).

**IMPORTANT WARNING!**

When signing on to First Year College Success, make sure to complete the Introduction before finishing Day One! Emphasize this with your students. Walking through the Introduction provides a mock experience of what a First Year (Freshman) Orientation experience looks like.

**How to Navigate the Program**

**Using Cursor Keys:**

Navigating with the cursor keys will require practice before it becomes natural. Students struggling with this graphic can use the orange backpack to know in which direction the icon is walking on the screen).

**Red Star on Mini-map:**

Like a real map, the red star indicates where the student is walking and how far away he is from the yellow targets he needs to hit. This also can be used to help monitor progress. How many yellow targets are still left for completion?
**Yellow Targets:**

The yellow targets are goals for each student to complete. Just as they would in a first-year college experience, students will encounter goals that will have “prerequisites” for them to complete before they can attempt that goal. For example, before a student can buy books at the bookstore, she must have sufficient funds on her ID Card.

**Spacebar:**

This functions as the “Enter” key to help students go into each target.

**“Click On” and “Drag and Drop” Important Items to Backpack:**

Students will be constantly required to pull items from their backpack dial, located at the top left corner of the screen, throughout each of the four days in this Quest. Most students who have already used copy/paste functions in programs such as PowerPoint will be fairly comfortable with the Click On and Drag and Drop functions in this program.

**Cheat Sheet:**

The tips at the bottom left corner of the map function as a “cheat sheet” for students who are having difficulty with the tasks.
Quick Building List

Below is a list of all buildings and sites that students will visit during their four-day Quest:

- Computer Science Center (e-mail and technical support)
- Student Center
- Old Main
- Finch Hall
- Hanson House (Health Services)
- Fountain Square
- Commons
- Canton Science Center
- Keller Library
- Murphy Hall Social Sciences Building
- Murphy Annex
- Morton Hall
- Baxter Hall
- Berg Hall
- Tran Hall
- Forbes Hall
- Towers
- Humanities Building
- 3 ATM Machines
- 3 Emergency Phone Locations

The “HELP” and “QUIT” Buttons:

Clicking on the HELP button will take you to a new screen. Students then can select the appropriate topic for related information.

Students can stop and return to the Quest anytime during each day. The student can end the program by clicking on the QUIT button on the top right corner of the screen.

Completion Record Table:

This table can be used to help students track their own progress through the program, and it may be referred to at any time on all four days of the Quest.
Preparing for the Quest

Introduction to Orientation Week

During the introduction, students will obtain the following items and visit the following places:

- Map – Students will obtain this and become familiar with how to use it to get around campus.
- Backpack – Students will begin adding tools to their backpack, starting with a wireless laptop and a student handbook.
- Student Center – Students will enter the Student Center to register their laptop computer.

When students have finished the Introduction, they will have:

- The essential tools to get through Orientation Week
- Received and registered their wireless laptop
- Their Student Handbook
- Their campus map
- Become familiar with using the arrow keys and space bar to navigate their way around the map

Teacher Tips for the college orientation process

What should your students know about the college orientation process? Students will arrive at college with many questions related to housing and dorm assignment options, meal plans and cafeteria options, and class schedules and academic concerns. Each of these subjects will be addressed with mock scenarios that occur throughout the four-day Quest.

Pre-teaching exercises – Lesson plan extensions:

Brainstorm and discuss the following:

- Questions students already have about college and build them into categories (academic/social/extracurricular).
- Questions students should be ready to ask their guide at their orientation. Requesting accommodations for the orientation event – who do we contact?
Walking Through the Introduction of the Virtual Quest

Today's session will have one required target and three tasks for students to complete.

1) **Meet senior students, Jake and Lisa, and group leader, Josh, who will also act as the tour guide throughout the orientation.**

2) **Review Josh’s advice – What will occur on each day?**
   - Students will visit each of the campus buildings.
   - Complete a number of required tasks to get students ready for their Quest.
   - Complete some extracurricular tasks to become better prepared for the Quest.
   - Retrieve campus map – Click on the Map icon.

3) **Walk to the Student Center.**

Click on the Spacebar to enter the Student Center Building.

**Welcome to the Student Center!** I'm glad to see you have a laptop computer that has wireless - it should work anywhere on campus! And don't forget your MAP. I'll register the computer for you.

Read the introduction by the Support Advisor in the Student Center office. A Support Advisor will automatically register your laptop. Select the **Next** button to move to the next screen.

Drag and drop the Laptop and the Handbook into the backpack to be used later during the four-day Quest.

Click **Next** to read the advice your Support Advisor shares with you. Click on the **Campus Quest** button to begin Day One of the Quest.
Viewing the Campus Quest Completion Record Table

Begin your journey into Campus Quest by selecting the **Day 1** button at the bottom of the Campus Quest Completion Record Table.

![Campus Quest Completion Record Table](image)

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<tr>
<td>Day FOUR</td>
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<td>Not Completed</td>
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Lesson plan ideas: real life applications for the virtual Quest!

Research the local community college's internet/wireless and computer policy. Identify key computer use restrictions.

Sample website http://www.rit.edu/~wwwits/help/faq/index.html has a list of what websites are not allowed to be accessed in campus labs.

Students should have an opportunity to explore similarities and differences between the college rules and policies, and the rules and policies for use at the local high school level. What websites are limited? For more technical and in-depth discussions, have students explore the rules for bandwidth limitations, legal rules for sharing files over a network, rules for creating their own school-based webpages and discussion of content, and identifying rules for appropriate content that can be displayed.

How do you keep your computer safe?

Give students an opportunity to research ways to keep their computer accounts safe. The wireless computer will be critical for accessing e-mail, getting registration information, and, for some classes, completing coursework and exams.

Each college will have tips for keeping their computer system and students' computers secure over a wireless connection. For example, http://www.rit.edu/~wwwits/help/ provides tips on protecting your passwords and preventing others from accessing students' accounts, and a list of troubleshooting tips and resources for when errors occur while accessing the wireless network.

If your college does not provide laptops, are there computer labs?
Have students make a list of questions to ask a computer lab technician before entering a lab.

Let students pick a college website (or visit their local college library) and write down the policy for that computer lab. Some common questions students might come up with or that could be generated with teacher’s input include: What are the hours for using the computer labs? What types of computers and computer software are available in the labs? Will the computers have large print screens for students with visual needs? Will the computer programs be compatible for saving and printing at different locations?

Discuss policies found in the Student Handbook and apply them to real-life situations.

Use the Student Handbook from your high school. On the blackboard, list what would happen if a student cheats, is late to class, or doesn’t show up for class. Compare this to the Student Handbook on the Virtual Quest. Students can keep a running log of polices from the Virtual Quest Student Handbook, or students can download a student handbook from a college website (for example, http://www.vps.msu.edu/SpLife/index.htm is the official student handbook for students who attend Michigan State University.)

You’re now ready to guide your students through First Year College Success: Be the One! Happy Questing!
Day One

Objectives:

♦ Familiarize students with methods for obtaining information about college policies, rules, and resources, and also introduce and expose them to examples.

♦ Begin to become familiar with common offices, buildings, and locations on campus and the kinds of activities that occur at these locations.

What Happens in Day One?

Students can:

♦ Obtain and print their class schedules.

♦ Open their school e-mail accounts and check e-mail messages.

♦ Obtain their school ID Cards and add money to them.

♦ Begin to experience and consider the assistive devices and accommodations needed in college.

♦ Know the buildings on campus and their abbreviations.

♦ Know what happens if they are late for class.

♦ Know what could happen if they lose their dorm room key.

Each day, the students will have two college seniors offering advice for incoming freshmen. These students (Josh and Nina) will be the orientation guides for students during this Quest.

For Day One, Josh provides a brief overview of the day's session:

♦ Getting your class schedule

♦ Opening your e-mail and getting your Campus ID card

♦ Eating lunch in the dorm/school cafeteria

♦ Meeting back at 6 p.m. with the group
Walking Through Day One of the Virtual Quest

Today’s session will have seven required and five optional yellow targets that students should visit. This path can be varied, but should follow a realistic first-year college experience. A suggested realistic path for students to take is outlined below.

Be prepared for students to encounter roadblocks and barriers during each day’s session. Some of the yellow targets that students must enter will require prerequisites to be completed before they will be able to do them.

Because this module mimics a real college experience, the program will not allow students to complete certain activities until they complete the required assignments. Students may have questions when this occurs and you may want to explore what happens if students vary from the suggested path (For example, what happens if a student decides to go to the bookstore and buy his books before he goes to the ATM?). A good way to be prepared and alert students to this is by exploring different paths with your students.
1. Type in your first and last name as you want them to appear on your Student ID.

2. Read the information your advisor shares about the ID card policies and terms of use. Click the Next icon to continue to the next screen.

3. Read the student services information on the policy for adding money to your ID card. Choose an amount of $5, $10, $15, or $20 to add to your card. Click Next to continue.

4. Click on your ID card and drag and drop it into your backpack for later use. Select Return To Map to go to Student Center Target 2 – Thorson Cafeteria.
1. Click on the ID CARD on the Backpack dial. Drag and drop the ID CARD into the Thorson Cafeteria ID CARD reader.

2. Read and review the meal plan balance.
   - How many meals are left for the year?
   - What meal plan are you on?
     (The Quest meal plan is a 21-meal plan per week)

3. Read the Thorson Cafeteria food options, and click on the ? icons to open each of the food choices available in Thorson Cafeteria.

4. Click Next to return to the map.

**Stopping at the ATM**

1. Click on the ATM Machine with your mouse to begin using and withdrawing money.

2. Drag and drop the ATM Card into the ATM machine card slot.

3. Select a dollar amount ($20, $40, $60) to withdraw from the ATM and click the green OK button to complete the transfer.
4. Click on the ID CARD MACHINE with your mouse, to begin transferring money to your ID Card.

5. Drag and drop the ID CARD into the “Insert Card” on the ID CARD MACHINE. When complete, drag and drop the cash the student withdrew from the ATM Machine into the “Insert Money” slot on the ID CARD MACHINE. Check the new balance and click on Return To Map to continue with Campus Quest activities.

Teacher Tips and Lesson Plan Extensions
Visits to the ATM machine can be done randomly throughout this Quest. Students could visit one ATM machine and follow this by a visit to an adjacent second ATM machine. There are some limits to how often students can withdraw money; the ATM machine will read “Sorry, out of order” if students have met or exceeded the number of ATM visits during one day’s session. This is a good opportunity to discuss the economics of ATM visits; discuss where student’s funds are from (Is it from financial aid? Is the student withdrawing money that is on a budget for their meal plans?) This is also a good opportunity to create lesson expansions (for example, discussing the safety of carrying excessive cash, risks of mismanaging budgets by withdrawing more than is necessary).

Computer Science Center – Opening Your E-mail Account

1. Type in your name. Read the discussion about e-mail and network access that are available with an account.

2. Read the insert at the bottom left hand corner on YOUR CAMPUS. Students should be able to identify and explain the differences between ways of accessing and using an e-mail account from the State College and what they might experience at their college of choice.

3. Type in a password in the password box. The password must be at least 7 characters (numbers/letters) for the e-mail system to recognize it.
4. Read the green insert at the bottom of the page with students regarding what they should do if they lose or forget their e-mail password. Click Next to visit your Computer Specialist on campus.

5. Read the information on the page. The Campus Computer Specialist at the State College will automatically configure the student’s computer for them to connect to campus e-mail servers. Click Next to view the sample e-mail icon on the laptop. When finished, click Return to Map to continue to the next target.

Old Main 1 – Checking Student’s Course Registration

Students should:

1. Select the “Laptop” icon from the Backpack Dial Menu in the top lefthand corner of the screen.

2. Select the “State Website” icon on their laptop to access the State College website.

3. Select the “Student Services” hyperlink on the left side of the screen.

4. Type in their student user name and password, retrieved earlier when registering their e-mail.

5. Select “SUBMIT” to enter the Student Services website. Select the “Registration” hyperlink on the lefthand side of the screen.

6. Click on the download hyperlink on the main page to download a copy of your registration to your laptop.

7. Select Next to view the campus registration form on your laptop. Click on Return To Map to move to the next required activity.
Teacher Tips and Lesson Plan Extension

If students do lose their e-mail username or password, often colleges will have a variety of ways of retrieving, restoring, and sending a new password, or sending a reminder of the password to students. This process could take a good deal of time and students could be without access to critical e-mail for a period of days. The State College e-mail server attempts to demonstrate a sample procedure for retrieving lost passwords/user names. To run through a demonstration of what the retrieval process for passwords looks like, complete the following steps:

A. Click on the ? icon on the backpack dial.

B. Click on the “e-mail username” hyperlink to have the username displayed on the screen for students. Encourage students to memorize or write this down, if they have not already done so.

C. Click on the “e-mail password” hyperlink to display password on the screen for students. The password will be scrambled. Students will need to then click on the “Show” icon to display their password.

Old Main – Business Office/Bursar’s Office

1. Read the information on opening your checking account to pay school “fees”. Fees include room, board (meal plans), and tuition.

2. Select “Yes” or “No” to answer the question about checking accounts.

3. Select Return To Map to go to the Old Main Financial Aid Office.
Old Main 2 – Printing Course Registration

Students should:

1. Read the information on the main screen about printing on the State College campus.

2. Select the Next button to begin the process of printing their registration. The Quest server automatically prints the registration and charges the student $.10 per page. A new balance is displayed at the bottom of your screen.

3. Drag and drop the College Registration into their backpack.

4. Select Next to return to map.

Old Main Financial Aid Office

1. Read the items and review the types of financial aid available at State College. Review the procedures and protocols to receive these types of financial aid.

2. Read the excerpt on “Full-Time Students” at the bottom left hand corner of the screen.

3. Select “Yes” or “No” to answer the question about financial aid.
Teacher Tips and Lesson Plan Extension

This is a good required target to pause for lesson plan expansion. Students will often go through this required target without a full understanding of the types of financial services available. Financial Aid packages will be discussed in more detail on Days 2, 3 and 4 of the Quest. (A “KWL” – what you Know, what you Want to know, and what you will Learn – would be one simple extension exercise to help raise students’ awareness of financial aid packages.)

Finch Hall – Disability Services Office

1. Read and review what Disability Services office provides. Have the students ask themselves:
   - Who will work with me to get services?
   - What are accommodations and which ones am I eligible for?
2. Select “Yes” or “No” to answer the questions about accommodation profiles.
   (Teacher Tip – Introduce students to what an accommodation profile is. The Quest will help students create their own accommodation profile in days 2 and 3).
3. Select Return To Map to go to Fountain Square and complete the next required activity.
Fountain Square – Learning the Abbreviations for Campus Buildings

Students will:

1. Find the building codes their classes are located in.
2. Drag and drop the class schedule by clicking on the ? icon.
3. Select the “Course Registration” hyperlink.
4. Review their course schedule and compare it with Josh’s schedule.
5. Complete the Quiz: Find their English Class by reviewing their Student Handbook to answer quiz questions related to building abbreviations.

Hanson House – Reviewing Requirements for Campus Health Services

1. Review the Requirements for Health Services on the State College Campus.
   - Visit to student health center is free.
   - Tests/Medicines that are ordered must be paid for with insurance.
   - Incoming freshmen must have health insurance forms and a physical exam.
   - Health emergencies require contacting Campus Security.
2. Select “Yes” or “No” to answer the question about health insurance.
3. Select Next to move to the next target.
Berg Residence Hall

In this short target, students will learn the consequences of being late. Students were to meet Kari for their 6 p.m. orientation dinner. The consequence for being late is a loss of 5 points.

Tran Residence Hall – Replacing Lost Campus Key

In this short target, students will learn the consequences of losing their room key. Replacing the key costs money and creates security concerns. The consequence is a loss of 5 points.
Teachers know that the college experience is very different from the high school experience. Students know there's a difference, too. College gives students the freedom to begin making choices about their future. No matter how prepared students are academically, they also must be prepared to make the right choices. Exposing students to on-campus resources, providing them with questions to ask, and opening the floor for discussion will help students learn to self-advocate during their first year of college and beyond. For each of the targets that students will cross on Day One, we offer some teaching suggestions to supplement and maximize their learning experience. Please use these lessons as a baseline only, adding to them by including your own experiences and tailoring this to your own class audience.

Lesson Plan #1: Comparing ID's and Making Generalizations

List ways students use their high school ID card and then ask them to list possible ways they think they will use their college ID cards. As students go through Day One activities, they will learn how their cards can be used for buying meals at Thorson Cafeteria, taking books out of the library, accessing their dorm room when it's locked, printing on campus, and making cash withdrawals and transfers. They also can use their cards to buy snacks from a dorm snack shop or a vending machine and pay for deliveries from restaurants that accept the ID card as a form of payment. Some restaurants located near college campuses are allowed to deduct money directly from students' ID cards to pay for food purchases. Students should find a list of which area restaurants offer this service. Some of the Day One activities will be familiar to students while others, such as being able to use their card as a “Debit/ATM card” for on-campus purchases, will be new to them.

Making Generalizations

Will the Student ID policy from our fictional State College be the same as the one that the student’s future college uses? Probably not. Each college has a different policy for student ID cards. Some colleges require students to show their ID cards to enter any dorm facility. Other colleges may accept a student ID code instead. Some colleges require students to use their cards to take exams, while other colleges may not. Not all buildings on the virtual college campus will accept the student ID card as a form of money and this is a good lesson for students to learn.

Lesson Plan #2: Researching the ID Card Policies

Have students research the State College policy on lost or stolen ID cards – ID card security becomes very critical for college students. Create a mock scenario in which Student 1, with $90 on his ID card, loses the card. Who should he contact? The Quest notes that there is a $10 fee for replacing a lost ID card. They also note that sharing the ID card could result in lost privileges. For example, if a student on a meal plan shares his card with a friend at Thorson Cafeteria, the school loses money. Discuss these policies, and the importance of being honest, with students.
Lesson Plan #3: Creating Meal Plans That Fit Students’ Schedules, Health Needs, and Budget Objectives

Students will identify and plan meals around their course schedule, based on budget and meal plan restrictions, and based on health/food choices.

Preventing the “Freshman 15”

Student should be warned about the common problem of gaining roughly 15 pounds during their first year of college. This is due to eating different foods, having unlimited portions available to them, and eating at odd hours. Use the newly revised Food Pyramid to make healthy meal choices and have students make a mock “menu” of what they plan to eat during a given school week. Throw twists in the plans such as what to do if the cafeteria is closed, etc.

Assignment:

Have students make a chart with questions such as:

- Do my classes overlap with cafeteria hours?
- Which buildings have campus dining services?
- Which neighboring restaurants and delivery services accept meal plan money? (Check out the flex plan – Does your campus offer this?)
- How does my college meal plan work?

Lesson Plan #4: Understanding Economics: Adding Money to the Student ID Card

This Quest does not explain where money from ATM machines comes from, but all students should have a basic understanding of how to manage a budget before beginning college. Students moving through the Quest will learn about campus fees, financial aid services, etc. by withdrawing money from their ATM accounts. The Quest teaches that by having students select smaller amounts of money to withdraw from their ATM accounts before moving on to larger withdrawals to cover larger college-related expenses.

Assignment:

Have students estimate their expenses for one week of campus living. Their list should include the dorm laundry room, Snack Shop/Vending Machine withdrawals, purchasing a gym pass, printing, or buying food from the cafeteria. Use this to determine a budget to help plan and track needed withdrawals from the 3 ATM's for each day's session. Have students compare their estimated budget to the actual budget they will use during Day One of their Quest.

Lesson Plan #5: Opening a Student E-Mail Account Username and Password

Have students select a name for their e-mail account. Some colleges will assign a name for students’ e-mail (This Quest does this, as well), but others may leave it to the students to do so. Create a list of pros and cons for having “unique” e-mail addresses.
Professionalism – What if you are contacted by a potential employer?

Safety – What if your user name or password is easily predictable and could be stolen/accessed by someone else on campus? Keeping your e-mail identity and password safe is a critical lesson for students.

Campus Policy – What if your selected name or password violates campus policy for e-mail name and account use?

Lesson Plan #6: Exploring Various College Websites

The State College website in this training is a very basic overview of what a college website looks like. Most college sites tend to be more complex and students would benefit from exploring them. Have students do this by visiting websites from a handful of colleges in their state. Have them find:

- Online Application
- Accepted Student Checklist
- Housing
- Internet Technical Support
- Registration

Using an overhead or LCD projector, guide students through the process of navigating a college’s website so that they become more familiar with what a real site looks like. The more comfortable they become with this, the more self-reliant they will become. Below are two sample college websites where students can explore the resources available at each college.

- http://www.ntid.rit.edu/prospective/accepted_students_checklist.php
- http://www.rit.edu/%7Ewwwits/services/

Lesson Plan #7: Registering for Courses Online

Students will learn the difference between courses and classes by looking at the hours and frequency that each course meets. A course typically is in a particular subject area, such as science. Class is defined as how many times a week students meet to learn the course information. Students will begin to analyze their FYCS schedule by comparing number of credits, the number of required classes/electives, and location of each course to what they have in high school.

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Using the demo schedule, discuss with students the following:

- **Times for registration.** In high school, students receive a paper or computer form near the end of the year with the courses they need to complete graduation requirements. College freshmen are often given a specific date/time for entry into a class, and tend to have limits on which courses they can enter, but have an important enrollment difference from high school; classes with the times/hours they want are often capped based on the number of students who request that time. For example, the Tuesday/Thursday History course may be popular because it meets twice a week in the middle of the day; therefore, the class will fill up faster.

- **Requirements.** Senior high school students have specific courses that they have to take (for example, Government/Problems of Democracy) before they can graduate. First-year college students also have courses they are required to take before they can move on in their major. The Quest course has 1 Elective (Gym), 1 foreign language (Spanish), and 1 course from within the English, Math, and History departments. Have students do some research to find out what courses would be required for a first-year student at their college of choice.

- **Assignment.** Have students scan a college course catalog to find course information, or search online at that college’s website. Have students create a “balanced” schedule that has at least 2 of the following critical elements (consider adding more requirements):
  - **Number of credits:** Most colleges recommend that freshmen take 12 credits, which gives them time to adjust to college life. The maximum number of credits students can take is 16.
  - **Schedule by days of week:** Two classes should be scheduled to meet on the same day (allow students to gauge time between classes, and remind them to use their “down” time for study sessions).

Lesson Plan #8: Setting up a Schedule and Managing One’s Time

<table>
<thead>
<tr>
<th>Year: Freshman</th>
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<tbody>
<tr>
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<td>--Lab</td>
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<td>105</td>
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</table>

Scheduling courses on a large campus requires either walking, bicycling, or driving long distances to get from one class to the next. Remind students of this as they plan their schedules. In the sample schedule, students have 30 minutes to get from History class to lab sessions on Tuesday and Thursday. Are these classes close enough to do this?
Lesson Plan #9: Technical Support

Have students look up the Internet policy at a college of their choice (one example is http://www.rit.edu/~wwwits/help/faq/computer_lab.html) and then answer these questions:

- Can they connect their laptop to a printer? [Some computer labs may not allow this.] Does their laptop have the necessary software to use the printer?
- What does it cost to print in the college's labs and other locations?
- Can students print from their home or dorm room? Sometimes printing your schedule ahead of time can help give you a walk-through of the campus.

If the website doesn't provide an answer, have students visit the college's technical support site and ask the question via e-mail. Students can compare and contrast the technical support for each college. Some universities have wireless access throughout the campus, while other colleges have limited coverage. Finding out this information helps the student to make the most use of their laptop on campus.

Lesson Plan #10: How to Pay for Campus Fees

Give students a set campus fee expense. For example, students must pay $8,000 for one semester to register for courses.

Have students research three resources for paying their campus fees. Will Vocational Rehabilitation help? Will financial aid help? Will there be student loans? Will the financial aid cover books?

Creating a budget will help students understand how many things must be paid for in college and what resource are available to help make ends meet. For example, Vocational Rehabilitation payments are sent directly to the student's account and the student must send the payments to the college Bursar's office. Sometimes, student loans may not become available until the second week of courses. Go through a “troubleshooting” session with students to answer these “What If” questions.

Lesson Plan #11: Understanding and Finding Financial Aid

The Quest's Financial Aid Office asks students if they understand the different kinds of financial aid available. Using the Quest's financial aid website, have the class research the following questions together:

- What financial aid and scholarship opportunities are available?
- Do students have to pay back scholarships?
- Are there grant opportunities or student-work opportunities to pay tuition costs?
- How often do students need to apply for financial aid?
- What do students need to do to apply for scholarships? What are the deadlines?
Lesson Plan #12: Creating Questions to Ask the Disability Services (DS) Office

Have students visit some college websites to find the answers to these questions:

- Where is the DS office on my campus?
- Who is my academic advisor?
- When should I contact the DS office to request accommodations?
- What are the DS policies for accommodations on my campus?
- Will they provide me with two separate services such as CART and an interpreter?

Lesson Plan #13: Getting to Know Your Campus

Having students identify and locate critical features on the FYCS campus maps will help them develop time management skills. They will learn to assess the travel distance and times between buildings on campus.

Have students do a walking tour of the State College campus on Day One. Create questions for students to answer and have students create their own question list.

Sample questions:

- How long would it take me to travel from Forbes Hall to Finch Hall?
- Is it safe to travel there? Are there paths that I can travel with access to emergency phones and ATM machines?
- How much time would I need to schedule between classes if I had one class at Tran Hall and the next class at the Computer Science Center?
- Are there transportation supports if I need them? Can I bring a car on campus as a new freshman?

Lesson Plan #14: Knowing About Health and Health Insurance Needs

The Hanson Health Center in the Quest says that students must have health insurance and a physical exam paid for by the student before receiving services. It also asks if students have discussed what their health insurance plan looks like with their parents.

As a class, through researching two separate college health policies, or through brainstorming, answer the following questions:

- What if students don't have health insurance? Will the college offer a health insurance plan to them?
- Is the information students share with the Health Center confidential?
- What are the hours for the Health Center at my college?
- Does the college require students to purchase additional insurance?
- Is there an audiology center on campus? Where is it located?
- Who can students call in case of medical emergencies? Can they call 24 hours a day?
- Who do students need to contact if they need an interpreter in a medical emergency?

Lesson Plan #15: Residence Hall Accommodations and Time Management

Students need to know what accommodations are available in residence halls so that they can utilize their own time management strategies to get to classes and meals on time.

Have students find the answers to these questions:

- What do residence halls provide in the way of accommodations when students arrive on campus?
- What types of visual alarm clocks are available for Deaf/Hard of Hearing and Deaf/Blind users?

Next, have students list their class schedules on the board so that they can see how much time they have between classes. One of the biggest differences between high school and college is that students move from having highly supervised transitions between classes to having no supervision at all. How will students manage this transition from high structure to no-structure?

Have students answer the following questions:

- What happens to their support resources (captionists, interpreters, notetakers) if students are late to class?
- What happens if the student doesn’t go to class? Is there a penalty from the professor?
- How much time will it take to walk from Tran Hall to Old Main? If the student is late, will the Academic Advisor be willing to reschedule a missed appointment?

Lesson Plan #16: The Key to Your New Home

Have students answer the following questions:

- What happens if they lose their dorm room key? Who is liable? Create a mock scenario for replacing the key, and what the consequences would be if their key is lost. Consider personal safety and the safety of personal belongings.
- What would happen if a teacher lost his classroom key and the students were locked out? What might happen if the teacher forgot to lock his classroom?
Day Two

Objectives:

- Check in with Disability Services Office.
- Review documentation (disability, financial aid, transcripts/registration, medical/emergency contact).
- Review laws covering access/accommodations.
- Consider attending campus activities - learning what's available on campus.
- Locate Campus TTY's and communication services.

What Happens in Day Two?

At the end of this activity, students will:

- Be familiar with Disability Services Office.
- Meet with a Disability Services Coordinator/Counselor.
- Be familiar with their student rights and accommodation laws on campus.
- Be familiar with what they are eligible for and what they are entitled to (different postsecondary laws vs. K-12).
Walking Through Day Two of the Virtual Quest

To complete Day Two of the Quest, students must visit eight yellow targets. This path can be varied, but should follow a realistic first-year college experience. A suggested path for students to take is outlined below.

Be prepared for students to encounter roadblocks and barriers during each day's session. Some of the yellow targets that students must enter will require prerequisites to be completed before they will be able to do them. This is a realistic college experience and the program will not allow students to complete these activities until they complete the pre-required assignments. Students may have questions when this occurs and you may want to explore what happens if students vary from the suggested path (for example, what happens if the copy of a student's audiogram received by Disability Services is of poor quality?). A good way to be prepared and alert students to this is by exploring different paths with your students.
Building Residence Hall – Organizing Important Papers

1. Obtain the updated audiogram from the student’s filing system.
2. Drag and drop the audiogram into backpack.
3. Stop at the vending machine for snacks and check the balance on student’s ID card.

Teaching Tips and Lesson Plan Extensions

Stopping at the vending machines: In day one, students began using their ATM Card and student ID. Include this activity in Day Two activities to help the student learn how to budget. Find out, for example, how many “snack pit-stops” the student can afford in one day.

<table>
<thead>
<tr>
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</tr>
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<tr>
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<tr>
<td>Keller Library</td>
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<tr>
<td>Humanities Building: Campus Theater</td>
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</tr>
<tr>
<td>Old Main: TTYs on Campus</td>
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<tr>
<td>Forbes Residence Hall</td>
<td>6 points</td>
</tr>
<tr>
<td>Campus Commons Tug of War</td>
<td>-3 points</td>
</tr>
</tbody>
</table>
Finch Hall – Building an Accommodations Profile

1. Students must answer questions and fill out the Disability Documentation forms. What documentation forms did the student bring in (or will need to bring)?

2. Fill out the student’s Accommodations Profile.

3. Obtain a copy of the Student Disability Support Services book. Drag and drop it in their backpack for later referencing.

4. Click Return To Map to continue to the next target.

Keller Library – Researching the Disability Support Services Guide

1. Pull out the DS Quick Guide from the Backpack.

2. Select the hyperlink “The Law” (in the blue shaded box on the bottom left corner of the screen).
3. Read through each of the hyperlinks in the test booklet – Section 504, ADA, IDEA, Responsibility, and Advocacy.

### Section 504
Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. Service providers must follow these regulations when providing accommodations for all college students and for some high school students.

### ADA
“ADA” is the abbreviation for the Americans with Disabilities Act which was passed by the United States Congress in 1990. The ADA states that students cannot be excluded from services, programs, or activities based only on their disability. Service providers must follow ADA regulations when providing accommodations for college students. However, students MUST ASK for these services themselves. Other people cannot request services for college students.

### IDEA
“IDEA” is the abbreviation for the Individuals with Disabilities Education Act of 1990. Services for high school students are regulated by the IDEA. Parents or teachers can ask for these services on behalf of the student.

### Responsibility
In college, students must request the services they need. When a student makes a timely request, the college must provide qualified accommodations, such as an interpreter, who can both sign for the professor and voice accurately for the student. The college, however, is not required to provide a specific service provider, or the interpreter you prefer, even if you request the person by name. Colleges are only required to provide qualified service providers.

### Advocacy
The word “advocacy” means asking for something. In high school, parents, teachers and counselors advocate for students by asking for (requesting) the services (accommodations) that students need. Services can include interpreters, notetakers, captioning devices or other accommodations that allow students to communicate and participate fully in their education.

4. Complete the Law Quiz at the back of the DS Guide.

5. Click **Return To Map** to go to the next target.

---

**Humanities Building: Campus Theatre Interpreter Request**

1. Read through the scenario on requesting an interpreter for a campus play.
2. Read the insert at the bottom left-hand corner on Campus Events and Activities. What does the law require students to provide?
3. Answer the question about ALDs by clicking on the “Yes” or “No” button.
4. Click **Return To Map** to go to the next target.
Old Main: Assistive Technology on Campus

1. Read through the information on the screen about TTYs and assistive communication technology.

**Teacher’s note:** Use websites such as www.deafpager.com, www.harriscomm.com, or www.sorensonvrs.com to research and provide students with more updated resources.

2. Answer the question re: TTYs by clicking on the “Yes” or “No” button.

3. Select **Return To Map** to complete Day Two’s activities.

Forbes Residence Hall: Credit Card Mishap

1. Read the information re: the scenario described under Credit Card Cautions.

2. Read the additional information under the map about the pitfalls of using credit cards.

3. Select **Return To Map** to complete Day Two’s activities.
Day Two – Making Real Life Applications

As we mentioned in the teacher’s instructional guide for Day One, there are many potential lesson plan extensions possible for each of the activities and targets that students will experience in the Quest. Below is a listing of some suggested activities and lesson plans for each of the targets for Day Two. These serve as additional resources as you begin leading students further into their Virtual College Orientation experience.

Lesson Plan #1: Preparing Documentation for College

Assignment
Research what kind of documentation their college will require. Have students prepare for Days Three and Four by having them bring in copies of their documentation forms. These forms should be available in their current IEP folders. Students will use the information on these documentation forms to help build their own accommodation profile as they complete the Quest.

Lesson Plan #2: Walking Through the Accommodations Profile

The Accommodations Profile will vary from one college to the next, but is used to best fit the accommodation services with the students’ individual communication styles. Explain to students that this is a facsimile of what they will see when they enter the Disability Support Services office on a college campus. Walk through each question with students, and answer together. Each part of the Accommodations profile will broach questions and discussion for students as they consider how their accommodation needs compare with their classmates.

Create a panel
Invite a panel of deaf and hard-of-hearing students from your local college to share their experiences using different accommodation services. Let students ask questions to self-discover some of the differences when utilizing these services in a college atmosphere.

Classroom settings
Create mock college classroom settings or tour a college campus. Consider the variety in the size of the audience (500 students in an auditorium vs. 15 students in a small circular classroom setting). Consider class size, seating arrangements, challenges with the use of visuals (movies with no closed captioning, PowerPoint slides that require students to split their focus between instructor, service provider and slides), and lab environment vs. classroom environment. Discuss challenges students will see in each of these environments. Let students advocate for different solutions to these challenges.
**Learning about accommodations**

Familiarize students with the Accommodations options that are available in their college. State College in the Quest offers the following accommodations: Speech-to-Text Services (CART, C-Print® and Typewell), Sign Language Interpreting, Peer Mentors, Speech Therapy, and Audiology services. These services fall into either direct instruction accommodation services or classroom support services. Your students’ chosen colleges may offer similar accommodations or they may have limited and unique services available depending on the service providers available.

**Guest speaker from a local college**

Invite a DS services specialist to the class - Let the DS service specialist explain which accommodations options they provide at that college and what services students might be eligible for when they arrive on campus. Have students prepare a list of questions beforehand.

**Lesson Plan #3: Laws in the Postsecondary Environment**

Use the pre-made chart attached in the Appendix of this guide to review with students the differences between ADA, Section 504, and IDEA. Go through sample questions with the students when reviewing the website questions.

**Lesson Plan #4: Planning Ahead and Requesting Services**

Discuss the importance of details when requesting accommodations for campus events. Who do students ask for services? How can students know what’s available? What is the policy for extracurricular accommodations? How much advance notice is needed for the college to honor a request? The answers will vary from college to college, but all of them follow very basic, similar principles of which students should be aware.

**Assignment 1**

Identify and reference a comparison between IDEA and Section 504. The most significant difference between high school and college is that students must be responsible and accountable for requesting their own service. Does the college legally have to honor a student’s request? Are there circumstances when the college can deny a request or provide an alternate accommodation different than what the student requested?

**Assignment 2**

Students need to know what services are available and what they want. Does the college provide FM system at plays? Closed Captioning? Interpreter services? The play itself may be accessible without requests, or a student may need to fill out a request for accommodations.
Lesson Plan #5: Modernizing Communications for Today's College Campus

Assignment 1

Have students create a list of telecommunication devices (pagers, cell phones, etc.) that they will use to communicate. Where can these devices be found? How much will each one cost? Are there programs that help deaf and hard of hearing people obtain free devices? Can students use videophones and VRS (Video Relay Service) instead of traditional relay services? What about online computer relay services?

Assignment 2

Most campuses with Disability Support Services will have and be willing to loan or provide communication devices and resources for students to utilize in their dorm rooms and for personal use. Have students research what types of devices are available. What will their school provide for them? What will they need to bring? Oftentimes, students can receive free or reduced-price communication devices with the help of community-based resources such as the Lions or Kiwanis Clubs or state-sponsored telecommunications programs. Having the right communication resources available before arriving on campus is crucial to meeting students' communication needs.

Assignment 3

What things can students do to make communication accessible in their dorm room and around campus? Perhaps they want to ask Disability Support Services to provide a TTY.

Lesson Plan #6: Continuing the Economics Lesson from Day One Assignment

Have each student research and consider the following questions:

- What is a credit card?
- Why is the FYCS College penalizing me for purchasing credit cards?
- What are interest rates?

Discuss a plan of action for managing a credit card. Include the use of a credit card in a student's budget or a class budget on a spreadsheet. Create a mock scenario: Have students borrow $500 from the class fund or from the “teacher” with 15% interest rates weekly. Have students calculate how much extra they pay in interest alone. Discuss strategies for successful and practical credit card use to avoid debt.
Day Three

Objectives:

- Students will label and identify the common components of a college-level course.
- Students will be able to identify expectations toward their performance in a college academic environment.
- Students will be able to describe the steps and requirements needed to create an accommodations profile and to request accommodation services.

What Happens in Day Three?

At the end of this activity, students will be able to:

- Make an appointment to meet with a Disability Support Services advisor
- Request accommodations and learn about Disability Support Services policies
- Practice sending and receiving e-mails using the Quest e-mail system
- Purchase supplies at the bookstore
- Review course requirements and pre-requisite courses
- Troubleshoot mishaps.
Walking Through Day Three of the Virtual Quest

To complete Day Three of the Quest, students must visit eight required yellow targets. Their path may be varied, but should follow a realistic first-year college experience. A suggested path for students to take is outlined below.

Be prepared for students to encounter roadblocks and barriers during each day’s session. Because this is a realistic experience, some of the yellow targets that students must enter will require them to complete prerequisites before they will be able to do them. Students may have questions when this occurs and you may want to explore what happens if students vary from the suggested path. (For example, what happens if a student does not completely fill out a request form for accommodations?) A good way to be prepared and alert students to this is by exploring different paths with your students.
### Building Point Values

<table>
<thead>
<tr>
<th>Building</th>
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</tr>
<tr>
<td>Berg Hall</td>
<td>-2 points</td>
</tr>
</tbody>
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**Campus Commons – Introduction from Josh**

Orientation Leader Josh advises students about the day's tasks:

1. Set up a meeting with your Academic Advisor.
2. Fill out the Service Request form to receive accommodation services for the meeting with your Academic Advisor.
3. Save your Academic Advisor's name and contact information in your backpack.
Finch Hall Target 1 – Building an Accommodations Profile

1. Meet with your Disability Support Coordinator, Mika Nelson.

2. Review Mika’s discussion regarding requesting services and finding the best match for you.

3. Read the Disability Services (DS) policy statement. Match the appropriate answers with the policies by dragging and dropping them into the box.

**Teaching Tips**

Have students review the terminology. What does each word mean? How do the students apply this terminology to their day-by-day responsibilities and in their everyday lives as college students?

Have students predict what could happen if they are not accountable for their responsibilities using services.

Finch Hall Target 2 – DS Accommodations Interview

1. Read statement from Mika Nelson, Disability Support Coordinator, on the policy for requesting accommodations (e-mail, in phone, in person, or web-based).

2. Select yellow icon 1 to see what information is required to request accommodations for a campus event or class. Read the pop-up suggestion tip. Click on the button “Back to Form” to return to each of the 5 steps of this form. (See form, top next page)

3. Select yellow icons 2, 3, 4, and 5 to follow the same steps and pull up instructions on how to fill out the service request form. This information will include students’ contact information, the type of event they are requesting accommodation services for, the type of service they are requesting for this event, and times and special instructions to be provided to the service provider.

4. Select the “Open this Form” hyperlink to view a full-sized version of this Accommodations request form.

5. Read Mika’s response to your request. Can the request be filled? What will happen next? (Wait for approval, or feedback on, if changes need to be made to provide this service.)
1. Read slide information on required courses – what are some example courses that might be challenging for your students? (Foreign Language Course?) Suggested tips include a) requesting alternate assignments, b) requesting a substitute course requirement, or c) discussing alternatives and concerns with your academic advisor.

2. Answer “YES” or “NO” to the question re: Alternate Assignment form.
1. Read the information on the screen.
2. Click on ? on the Backpack Dial.
3. Select the “Advisor Card” hyperlink in the bottom left-hand corner – A pop-up window with the advisor's name and e-mail address will appear.
4. Click on the Laptop icon on the Backpack Dial.
5. Click the e-mail icon on the laptop's screen to open e-mail.
6. Select the new E-mail icon to open and write a new e-mail.
7. Students add professor's e-mail address in the To: field.

**Teacher Tip**
Have students use paper and pencil to write down Professor J. Gage's e-mail address.

**Teacher’s Note – IMPORTANT!**
An Error Screen will show up if the advisor's name is mistyped. Students will often lose their e-mail if they send it without the correct e-mail address on it.

8. Students will send an e-mail to Professor Gage that: a) introduces themselves b) asks for an appointment, and c) sets up an appointment time for Friday during office hours.
9. Select the SEND icon at the top of the screen to send the e-mail.
Have the students:

1. Click on the “Laptop” icon on the Backpack Dial.

2. Select the “E-mail” icon on the laptop screen, and click on the “Inbox” icon to check e-mail...

3. Read the e-mail response from your professor. It contains important information about the time and place of the meeting.

4. Select the Return To Map button to continue to the next target.
Finch Hall – Requesting Accommodations for Advisor Meeting

1. Click on the gray Services Request Forms rack to pull out a Services Request Form.

2. Manually fill out each field on the request accommodations form. Students should use the e-mail account they received at the beginning of Day One. Some fields, such as cell phone numbers, are optional. Select Next to go to the Types of Services requested.

3. Fill in one service request accommodation box. Students may be allowed at their college of choice to select two service request accommodation boxes. When completed, click on the Next button to submit request.

4. Click on the Return To Map button to continue to the next target.

Canton Science Center – Required Yellow Target

1. Read through the mock scenario. Can Jerred have his cousin interpret his courses? Answer “Yes” or “No.”

? Is it Jerred’s responsibility to promise his cousin that the college will hire him as an interpreter for all of Jerred’s classes?

☐ YES ☐ NO
1. Shopping at the student bookstore. So many choices!
2. Read over the suggestions for what might be necessary to purchase.
3. Review your ID Card account balance. Do you have enough money to purchase what you need and/or want?
Lesson Plan #1: Interview with the Disability Services Office – Finch Hall Target 1

Review each policy statement as discussed in Ms. Mika's office. Disability Services (DS) policies at colleges may be very different from policies that students knew in high school. The best way to notify and contact the service providers also will be different. This Quest refers to this as “Joint Responsibility.” This Quest has five DS policy categories:

1. Informing DS Office
2. Deadlines
3. Confidentiality
4. Problems
5. Attendance

Review the case scenarios with your students and create a list of mock scenarios that might occur. Which category does each situation fit under? Would students need to inform their DS Coordinator for each of the categories?

Sample Case Scenarios

Ask the students if they need to contact their Disability Services Coordinator if:

- Class is cancelled. (Yes)
- Class is postponed. (Yes)
- Class is moved to a different location. (Yes)
- They are sick and will miss 2-3 classes in a row. (Yes)
- They overslept and will arrive late to class. (Yes)
- They find out with less than 24 hours notice that changes are being made to a class. Perhaps the professor leaves a note on the door and doesn't inform the class before cancelling. (Yes) (Service Provider would likely learn about the change at or near the same time as the student.)
- The Service Provider is qualified and can relay class information well, but the student feels uncomfortable or feels that there is not a good match between them. The student may not like or may have a personality conflict with the provider. Is the student automatically entitled to a new Service Provider?
- The student is struggling to keep up with the interpreter while also taking her own notes. What should the student do? Request additional services? Make a change to the existing services?
The student is meeting with his professor to discuss midterm grades and learns that the professor has an immediate opening tomorrow (Informing DS in advance is the issue here.) In this Quest, DS requires a student to give 48 hours notice for “one-time” meetings. What should the student do? (Inform DS anyway so that they can attempt to provide services. It is not guaranteed that a student will receive services within this notification window.)

A student is worried and has questions about personal information shared in class or with a professor and wants to ensure that the Service Provider does not talk about this outside of class. (This pertains to DS Confidentiality Policy which states that interpreters cannot share their class schedule, who they are interpreting for, or any personal information that might compromise a student’s privacy. This policy will be the same on any college campus. Students should feel safe when using their accommodation services.)

For each case scenario, discuss the appropriate policy discussed in this Quest. Remind students that the policy may differ at other colleges. What do students think the outcome for each scenario should be? This is a good opportunity to review and expand on the differences between IDEA, Section 504, and ADA laws.

Lesson Plan #2: Continuing the DS Interview – Finch Hall Target 2

Download and print the Quest’s State College Services Request Form. Have students fill these out as a class or in groups. Assign each group a different type of event for which to request services. Have students select and pick the service that best matches their needs and the event.

Many students may be comfortable with the same accommodation service (For example, they may all pick Notetaker and Captionist, or Notetaker and SEE Interpreter) or they may select unique services for different venues. Students should be able to list and identify challenges that they would face as learners using this service in the environment for which they are requesting it.

- What are the disadvantages of having an interpreter for a school play? (Lighting, visibility).
- What are the disadvantages of having a captionist for a tutoring appointment?
- What are some ways to resolve these challenges?
- Would a college offer the accommodation service requested for this event?

Some colleges may restrict accommodation services for activities such as study groups or organization meetings. If the specific accommodation service a student wants is not available, list some alternative strategies to communicate in this environment.
Lesson Plan #3: Old Main – Alternative Assignments and Course Substitutions

Have students find out what the requirements are for their areas of study. Some assignments or courses may offer specific challenges that may put deaf and hard-of-hearing students at a significant disadvantage (a foreign language course is one example).

✶ Have students go through a college course catalog and find a course in their area of study that might fit such a challenge.

✶ List strategies and resources that could be used to be successful in these courses. Ideas might include receiving handouts and materials ahead of time and meeting with a Service Provider to review materials before a course starts. A student could suggest ways that a Service Provider can help make materials more accessible. (For example, during a complex chemistry course, a student may meet with her interpreter to go over signs to be used for vocabulary during the upcoming lecture.) A C-print® Captionist would appreciate having an opportunity to add the important keywords and vocabulary to her C-print® dictionary before class starts to help students maintain focus with the rest of the class. Similar strategies could be used and discussed for courses that present similar challenges.

Lesson Plan #4: Larson Memorial Garden – Meeting with an Advisor

✶ Review the hours and days that the student's Academic Advisor is available to meet. Have students practice the “click on” feature by clicking on the ? icon on the Backpack Dial and then clicking on the hyperlink for Course Registration. Have the students compare their Course Registration and the Advisor’s hours. Are there times that the student could meet with the Advisor? This Quest sets up one required appointment during the four-day Quest. Discuss as a class the times when a student might need to consult academic advising resources proactively. Are there times during a college semester where students might best benefit from meeting with their Advisors?

✶ Create a checklist with students for what should be included in their written e-mail to their Advisor. What is their agenda for meeting with their Academic Advisor? What hours can they meet with their advisors? Should students inform their Advisor ahead of time that they will have an Interpreter or Captionist attending the meeting?

Lesson Plan #5: Finch Hall – Filling Out a DS Accommodation Request Form

✶ Review the accommodation request form that students practiced filling out during Day Three of the Quest. What accommodations would students prefer for a one-on-one session with their Academic Advisor? Is the Advisor familiar with working with Captionists and/or Interpreters? What are some strategies that students can use to self-advocate and prepare for this meeting?
Lesson Plan #6: Student Center Bookstore – Budgeting and Economics

- Continue budget and economics activity from Days One and Two of the Quest. Are all of these items really needed? Will DVR (Vocational Rehabilitation) or financial aid help purchase classroom supplies?
- Review the consequences of withdrawing more money from the ATM. Where is the money from? Grants? Loans? Job? Parents? Which of these will need to be paid back?
- Most college courses will e-mail or publish a list of required course books and suggested readings for each course. Some will also require specific classroom supplies to be purchased. Have students research to find out what is required for some of the classes in their area of study.

Lesson Plan #7: Canton Science Center – Who is Responsible for Accommodations?

Review the ADA and Section 504 laws discussed in Day Two. Below are some questions to consider reviewing with students:

- Who has responsibility for determining what accommodations services a student will receive?
- Are students entitled to have the interpreter of their choice?
- Can a student request the same interpreter for more than one class? (DS often attempts to match a student’s preferences with the scheduling of interpreters available. Matching the student’s preferences will help ensure that students have a good, qualified accommodations service that fits their communication needs. DS will never guarantee that a student’s first or second preference will be granted, but often will attempt to provide this match).

Lesson Plan #8: Berg Residence Hall – The Importance of Details

Have students practice filling out a Service Request form for accommodations at an event within the school. Having students practice requesting and self-advocating using a Service Request form will help them be more familiar with what is expected of them when they arrive at college.
Day Four

Objectives:

- Confirm accommodations and meet service providers.
- Meet with academic advisors.
- Discuss significant academic issues such as grades/GPA, declaring a major, honor codes, and using a syllabus.
- Tour university library.
- Visit the bookstore – purchase your required textbooks.
- Troubleshoot “misfortunes” – job commitment interfering with time management, concentration test.

At the end of this activity, students will be able to:

- Identify and list the types of services and accommodations available on the State College Campus in this Quest.
- Identify a personal postsecondary communications profile and share their communication preferences with the service provider.
- Identify and complete the sequence of steps necessary to ensure they arrange for accommodations.
- Explain the importance of meeting with an academic advisor by describing what occurs at the advisor’s meeting.
- Identify and learn the demands of college courses – textbooks, syllabi, grading, study tips, time management.
- Build a budget by using the ID card and ATM machine to make necessary purchases for Day Four.
Walking Through Day Four of the Virtual Quest

Day Four will have seven required and three optional yellow targets students should visit to complete their Quest. This path can be varied, but should follow a realistic first-year college experience. A suggested path for students to take is outlined below.

Be prepared for students to encounter roadblocks and barriers during each day’s session. Some of the yellow targets that students must enter will require prerequisites to be completed before they will be able to do them. This is a realistic college experience and the program will not allow students to complete these activities until they complete the pre-required assignments. Students may have questions when this occurs and you may want to explore what happens if students vary from the suggested path. A good way to be prepared and alert students to this is by exploring different paths with your students.
Senior Student Josh Advises on Day Four’s Events

1. Remember your academic advising appointment!
2. Check e-mail inbox for response from DS on accommodations from Day Three.
3. Tour Keller Library to help prepare you for writing research papers.
4. Pick up course syllabi to help know what required reading to get at the bookstore and to prepare for the course requirements.
5. Have fun!

### Building Point Values

<table>
<thead>
<tr>
<th>Building</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Commons</td>
<td>3 points</td>
</tr>
<tr>
<td>Murphy Hall – Yellow Target 1</td>
<td>3 points</td>
</tr>
<tr>
<td>Murphy Hall – Yellow Target 2</td>
<td>4 points</td>
</tr>
<tr>
<td>Morton Hall – Grade Point Average</td>
<td>2 points</td>
</tr>
<tr>
<td>Humanities Building</td>
<td>4 points</td>
</tr>
<tr>
<td>Student Center Bookstore</td>
<td>2 points</td>
</tr>
<tr>
<td>ATM Visit</td>
<td>0 points</td>
</tr>
<tr>
<td>Keller Library</td>
<td>2 points</td>
</tr>
<tr>
<td>Old Main</td>
<td>-4 points</td>
</tr>
<tr>
<td>Berg Hall</td>
<td>-2 points</td>
</tr>
</tbody>
</table>

---

**Campus Commons**

Day FOUR Campus Quest

Good Morning!
This is Day FOUR of your Campus Quest. DS tells me that you all completed your interviews yesterday. That’s great! And, I understand that you made appointments to meet with your academic advisors today. That’s an important appointment. Be sure not to miss it!
1. Click on the Laptop on the Backpack Dial to open the Laptop so that you can check and see if you have received an e-mail response from DS services to ensure that you have the accommodation service requested (Interpreter/Captionist).

2. Click on the E-mail icon and then select the INBOX icon on the next screen.

3. Check the response received. Note the name of the Service Provider and ensure that the times and location that Disability Services has are correct.

4. Select Return To Map to go to the next target.
1. Type in the response that you would like to share with your service provider (Captionist, Interpreter, etc.) to help them best meet your communication needs as a learner.

**Teacher’s Note**

This response can vary for each student. Some may choose simply to introduce themselves; others may prefer to be more vocal and let the service provider know specifically what they would like. Practicing this will give them a chance to self-advocate.

2. Select **Return To Map** to go to the next target.

---

1. Read the “self-introduction” from your academic advisor. Your advisor will explain his role in helping you put the pieces together to build your college career.
2. Drag and drop each puzzle piece one at a time, and then read the advice balloon that pops up. The puzzle contains 9 pieces broken up into 3 sections.

**The first 3 pieces discuss:**
- Required coursework as a new student
- Advice about declaring a major and what's involved in this decision-making process
- In-college opportunities (internships, work study programs, and on campus job) to plan for a student’s career.

**The second 3 pieces discuss:**
- The code of ethics that college students must follow.
- Advice and tools for keeping up a good grade point average.
- Potential ways that a student can receive academic tutoring to succeed in her courses.

**The final 3 pieces discuss:**
- Getting involved in extracurricular activities – what’s out there and why get involved?
- Choosing a minor – Should students choose one? What are some of the benefits of making this decision?
- Developing good study habits – How much time will students need to study? What are some tools and resources to ensure that students can reach their study goals?

3. Read through the advisor’s feedback on career ideas and the differences between grading in college vs. grading in high school.

4. Read through the advisor’s suggestions for getting a course syllabus. Why should a student get this? What does it have to offer?

5. Select **Return To Map** to continue to the next activity.

**Teacher Tip:**
Use the questions at the end of this unit as a lesson plan extension for meeting with an academic advisor.
Morton Hall – Figuring Student’s College GPA (Grade Point Average)

1. Read through the demonstration example of how G.P.A. is figured out in college.
2. Answer the question “Yes” or “No” on the bottom of the screen. Click the Done button.

Humanities Building – Picking Up the English Class Syllabus

1. Read the registration information at the bottom of the screen.
2. Drag and drop a course syllabus from the matching course into your backpack.
3. Select the Open this Form button to see what a typical college syllabus looks like. Select Back to Form to go through what each of the items on the syllabus means.
4. Review each of the 5 yellow icons that explain what a college course syllabus looks like with your students. Click on each of the yellow icons. Yellow icon 1 shows the course meeting time and location, and important professor contact information. Select the Back to Form button to return and complete icons 2, 3, 4 and 5 on the syllabus.
IMPORTANT WARNING!
Do not click on the Next button until all 5 icons have been finished and reviewed.

5. Repeat the same process for yellow icons 2-5. The yellow icon 2 provides a short course description and required textbooks and reading materials that will be needed for the course. Select the Back to Form button to return and read items 3-5 on the course syllabus. Yellow icon 3 discusses grading policy. How much is class attendance a factor? What percentage is the final grade made up of from attendance? Yellow icon 4 discusses the study hour time commitment necessary to be successful in this class. How many hours a week outside of class should a student plan to spend studying? Yellow icon 5 lists the weekly reading assignments for the course.

6. Select Return To Map to go to the next activity.

Student Center Bookstore – Buying Books

1. Select the books on the list that the student will purchase from the college bookstore. Students can select either new or used.

2. Select Next to view the balance on the Student’s Campus I.D. Card. How much money does the student have left? Did he have enough to purchase all of his books?
1. Go through and deposit money into your student account by following the directions on the screen.

**Teacher Tip:**
This activity can be completed before or after students go to the bookstore, to reinforce lessons on college economics.

**Keller Library – Taking a Tour of the College Library**

Have the students:

1. Read the introduction from Keller Library on intra-library loans and online book requests.
2. Read the Library Resources side note for ideas on what their college of choice library might look like.
3. Answer the question asked about online database search.
4. Select **Return To Map** to move on to the next target.
Berg Hall – Building Concentration Skills

1. Read the scenario together as a class. Why was she unable to finish a practice concentration session? What were some of the intrusions? Questions to consider – would these same questions occur on the student’s college campus?

2. Read the sidebar on improving concentration.

3. Select Return To Map to complete Day Four.

Old Main – Students Overextending Themselves

1. Read the work scenario together as a class.

2. Read the insert on “Working Wisely.”

3. Select Return To Map to go to the last target.
Day Four – Making Real Life Applications

Lesson Plan #1: Using Campus E-mail

- Review and discuss the differences between communicating important announcements in high school with communication needs in college. Have students make a comparison chart. What will change when they go to college?

- College students use their e-mail with greater frequency and higher priority to receive course announcements from professors, announcements from advisors, campus announcements, and advertisements. When should students check their e-mail? How often should they check for updates? Who should have access to their campus e-mail? Review and discuss strategies for keeping their e-mail safe.

- Students will be using e-mail for more than just talking to friends and family; they also will use it for communication on campus. Discuss the importance of coming up with appropriate e-mail names.

Lesson Plan #2: Meeting with a Service Provider

Objective:

Students will explain and express through written or intrapersonal communication, their accommodation needs with their service provider by writing a draft letter, conducting a mock role play, or through an alternative means, to help prepare them for this encounter.

Assignment 1

Have the students discuss with their service provider what their communication preferences are. If a student is using a Sign Language Interpreter, create a list of what signs the student prefers. For example, does the student want the interpreter to voice answers while the student signs, or does the student want to voice for himself? Does the student want the interpreter to sign each word exactly as the professor speaks, or does the student want her to conceptualize what is said? Does the student depend on speechreading to support his understanding of signing? What would the student like to see from a service provider to best fit the student’s needs? Have students create a list of questions that they have and a “profile” to share with their service provider. Getting to know your service provider prior to beginning classes can help create a feeling of ease as the semester begins.

Assignment 2

Create an interactive role play simulation where students will meet their service provider. Allow a student to act in the role of service provider and another student to act in the role of a student. What subject will this class be? How big is the classroom? How many students? Where would the student prefer the service provider sits? Would the student like the service provider to introduce himself/herself to the professor? What other questions would the student like to ask the service provider? Facilitate this role play and let the class list questions and thoughts that they think are important to best work with this service provider.
Lesson Plan #3: Meeting Academic Advisor

Objective:
At the end of this activity students will be able to identify and answer basic questions that include calculating grade point average (GPA), identifying and following the code of ethics, and understanding pre-requisite courses necessary for their major and minor studies of choice.

Assignment 1
Have students identify and describe the following vocabulary concepts:
- Prerequisite courses
- Becoming involved on campus
- Gaining employment and professional skills
- Developing good study habits
- Taking advantage of tutoring
- Keeping up your GPA - GPA requirements for academics, rank, participation in sports, VR, financial aid, etc.
- Declaring your major – making sure you take appropriate classes
- Choosing a minor
- Code of Ethics – student conduct, plagiarism policy, cheating on exams, respecting others

Assignment 2
Review the concept of courses vs. classes. Pass out a copy of the grading policy for your course. Have students take a marker and cross off various portions of their grade (i.e., homework assignment and attendance are removed). Have students recalculate their grade based on what’s remaining. Will student grades improve or decrease? Students should recognize that in college courses, each assignment is given more weight, and there are fewer opportunities, compared with high school, to pull up their grades.

Assignment 3
Have students review the Student Handbook in this Quest, the syllabus, and the course policies. What similarities do they note from a typical high school class? What differences do they note? Make a graph and discuss together how the honor code/policy, course syllabus, and handbook is different in college compared with high school.
Lesson Plan #4: Learning to Calculate a Grade Point Average (GPA)

Assignment 1
This is a good Math exercise. Have students practice calculating GPAs with only one course. Then have them calculate GPAs with five courses. Students will begin to understand and apply how GPA is calculated by practicing sample GPA models. Students will realize the weight given to courses with 4 credits vs. courses with 1 or 2 credits. Is the calculation method the same or different than what is currently used in high school?

Assignment 2
Help students begin to understand the impact of GPA on their college career by listing and discussing ways that GPA will impact their futures. Why is a GPA important? (Some possible answers include: entrance into majors, keeping and earning new scholarships, impact on potential employers, references, and the potential to get into graduate school).

Lesson Plan #5: Reading the Syllabus
Go through the mock syllabus to help students become familiar with what to expect.

- Learn why the contact information for your professors and your teaching/graduate assistants is important.
- Find the required and recommended textbooks for your class.
- Do you have everything you need for this course?
- Review a basic course description and grading outline.
- Familiarize students with the grading policy, including opportunities for extra/make-up credit. Review the importance of attendance and attendance policy.
- Discuss class participation requirements – both in class and participation through online group discussion boards.
- Review time management suggestions/requirements for this course.
- Become familiar with assigned weekly readings and know what is required before attending class.
Lesson Plan #6: Buying Textbooks for Class

Learning the “ins and the outs” of a college bookstore. Create an FAQ sheet for students to answer:

- Why buy new vs. old? What are some of the advantages to purchasing new books (resale value, no previous marks/notes), vs. purchasing used textbooks?
- Finding books – How do students locate books for their class? Should they purchase suggested reading materials?
- Can students buy books online in advance? What are some of the advantages of this?
- Book buyback options – Does the student’s college of choice offer this? Will they always get their money back when returning books? How much can students expect and budget to get back? How is this return policy different from a high school textbook policy?
- What can students do when their books are not yet stocked in the bookstore? What happens if textbooks do not arrive before the start of classes?
- Paying for textbooks – What options are there? (Teacher Tip: let students see an example of a bookstore rejecting a purchase due to insufficient funds on ID Card)
- What is Vocational Rehabilitation’s (VR) role in purchasing books? Can students count on support from VR or financial aid to purchase course materials and textbooks?

Lesson Plan #7: Preparing and Practicing an Online Database Search

- Bring the Quest’s virtual tour to the students. Invite the high school librarian to demonstrate what a database search looks like.
- Invite a local community college resource librarian to discuss intra-library loans as well as finding database and e-journal resources.

Lesson Plan #8: Mishap with Work and Budgeting Time Wisely

- Have a time management discussion with your class. Discuss how balancing a class workload with a job workload is imperative. What’s reasonable? If a student is taking a 12-credit course load and is required to put in three hours of study for each credit, that’s equivalent to a full-time job (36 hours).
- Have students learn to budget their time by making or planning a schedule using a spreadsheet that includes course work, course study time, extra-curricular activities, and activities for work.

Lesson Plan #9: Mishap with Concentration Test

Go through a mock study session with your students. Have students try studying in a noisy environment, with many distractions and interruptions. Then have them “troubleshoot” and find ways to reduce distractions and increase their concentration to be successful.
Appendix

Day One

The following are some financial aid and scholarship resources:

- http://www.finaid.org/
- http://www.fafsa.ed.gov/
- http://www.fastweb.com/
- http://www.collegenet.com/about/index_html

Day Two

Accommodations Profile Questions

My Accommodations Profile

What is the functional impact of your hearing loss—how well do you hear with your hearing aid/cochlear implant? Check all that apply.

- Position is important to me. I have a hearing loss in only ONE ear.
- I usually don’t wear a hearing aid because it doesn’t help me.
- My hearing aid helps me a little, but I usually don’t wear it.
- I can usually hear loud sounds with my hearing aid/cochlear implant.
- With my aid/cochlear implant, I can understand speech when I lipread.
- With my aid/cochlear implant, I can understand with an interpreter.
- My aid/plant helps me one-to-one but not in a classroom.

What support services outside of the classroom do you think you will need? (think of all yu classes)

- Academic Tutoring
- Peer Mentors (older students who advise you)
- Peer Support Group
- Speech Therapy Services on campus
- Audiology Services on campus

My Accommodations Profile

Your accommodations may need to change depending on type of class situation you are in. What factors would influence the kind of accommodations you would need for an indoor 3-hour long biology lecture?

What FACTORS affect the services you need for lecture

- Number of people involved
- Length of the meeting/class
- Noise level of the location
- Formal lecture / informal
- Technical nature of content
- Listening and/or Participating
- Weather

Documentation

My Documentation

- Audiology Evaluation - within past 3 years
  - Audiology - Pure Tone and Speech Thresholds
  - Audiological Report - explanation of your hearing loss and what that means for speech recognition, ability to benefit from a hearing aid etc.

Professional Evaluation of Secondary Conditions

- Medical History Form signed by your doctor, or a Doctor's Statement
- Statement or letter signed by a psychologist or recognized professional
**Studying the Laws – Quiz Questions Presented in Day Two**

**Question 1**

What two laws control the way accommodations are provided for college students?

- IDEA and Section 504
- ADA and FFSA
- Section 504 and ADA
- IDEA and ADA

**Question 2**

Decide if these sentences are about the IDEA or ADA.

- Click the one circle that is correct for each sentence.

<table>
<thead>
<tr>
<th>Section 504</th>
<th>K-12 IDEA</th>
<th>College ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have to ask for services.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Teachers or parents can ask for services for me.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I should get a free and appropriate education.</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Question 3**

Legally, is the college required to provide these services to you?

Click the one circle that is correct for each sentence.

<table>
<thead>
<tr>
<th>Services to be provided</th>
<th>Yes college must provide</th>
<th>No college not required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified accommodations for my course</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The specific person I want to be my interpreter</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The service providers I prefer.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>An interpreter who can both sign for the professor and voice me accurately</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Question 4**

People use the terms “eligible” and “entitled” when they talk about benefits and opportunities. The words are not the same. Find the best definition for each word.

Click the one circle that is correct for each sentence.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Eligible</th>
<th>Entitled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means that you have a disability. Everyone with a disability gets this benefit.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Means that you have a disability. Everyone with a disability gets this benefit.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Means that you meet the requirements. For example, you may be admitted to the college if you fulfill the entrance requirements.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Means that you meet the requirements. For example, you may be admitted to the college if you fulfill the entrance requirements.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Who is responsible for initiating service delivery?</td>
<td>Secondary Education</td>
<td>Postsecondary Education</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>What is the law?</strong></td>
<td>IDEA: Individuals with Disabilities Education Act 1990</td>
<td>504: Section 504 of the Rehabilitation Act of 1973, particular reference to Subpart E</td>
</tr>
<tr>
<td><strong>What is the intent of the law?</strong></td>
<td>IDEA: To provide a free, appropriate public education in the least restrictive environment to identified students with disabilities, including special education and related services.</td>
<td>504/ADA: To ensure that no other-wise qualified person with a disability is denied access to, benefits of, or is subject to discrimination solely on the basis of disability.</td>
</tr>
<tr>
<td></td>
<td>504/ADA: To ensure that no other-wise qualified person with a disability is denied access to, benefits of, or is subject to discrimination solely on the basis of disability.</td>
<td>ADA: Americans with Disabilities Act of 1990</td>
</tr>
<tr>
<td><strong>Who is covered under the law?</strong></td>
<td>IDEA: All infants, children and youth requiring special education services until age 21 or graduation from high school.</td>
<td>504/ADA: All qualified persons with disabilities who, with or without reasonable accommodations, meet the college's admissions requirements and the specific entry level criteria for the specific program and who can document the existence of a disability as defined by Section 504.</td>
</tr>
<tr>
<td><strong>What is a disability?</strong></td>
<td>IDEA: A list of 13 disability classification areas are defined in IDEA and include specific learning disabilities.</td>
<td>504/ADA: A person with a disability is defined as anyone who has:</td>
</tr>
<tr>
<td></td>
<td>504/ADA: have no such list. A person with a disability is defined as anyone who has:</td>
<td>1. any physical or mental impairment which substantially limits one or more major life functions</td>
</tr>
<tr>
<td></td>
<td>1. any physical or mental impairment which substantially limits one or more major life functions;</td>
<td>2. a history of such an impairment</td>
</tr>
<tr>
<td></td>
<td>2. a history of such an impairment</td>
<td>3. is regarded as having such an impairment.</td>
</tr>
<tr>
<td></td>
<td>3. or is regarded as having such an impairment.</td>
<td>ADA: also includes HIV status and contagious and non-contagious diseases.</td>
</tr>
<tr>
<td><strong>Who is responsible for identifying and documenting need?</strong></td>
<td>School districts are responsible for identifying and evaluating potential students with disabilities. When such a determination is made, the district plans educational services for classified students at no expense to the family.</td>
<td>Students are responsible for self-identification and for obtaining disability documentation from a professional who is qualified to assess their particular disability; cost of the evaluation must be assumed by the student, not the post-secondary institution.</td>
</tr>
<tr>
<td><strong>Who is responsible for initiating service delivery?</strong></td>
<td>School districts are responsible for identifying students with disabilities and providing special education programs and services, including related services, and transition services as delineated in an Individualized Education Program.</td>
<td>Students are responsible for notifying the Disability Support Services staff of their disability and of their need for reasonable accommodations. Accommodations (not special education) are provided on a case-by-case, as-needed basis in order for students with disabilities to have equal access to the institution's programs and activities.</td>
</tr>
<tr>
<td><strong>Who is responsible for enforcing the law?</strong></td>
<td>IDEA is an entitlement law, enforced by the Office of Special Education and Rehabilitation Services in the US Department of Education. Local enforcement is the responsibility of the NYS Department of Education Office of Vocational and Educational Services for Individuals with Disabilities (VESID).</td>
<td>504/ADA: are civil rights statutes overseen by the Office of Civil Rights (OCR), and the US Department of Justice in conjunction with the Equal Employment Opportunity Commission (EEOC).</td>
</tr>
<tr>
<td><strong>What about advocacy?</strong></td>
<td>The parent or guardian is the primary advocate. Students with disabilities from age 14 on must be invited to participate in the IEP process. If the student does not attend, the district must ensure that the student’s preferences and interests are considered.</td>
<td>Students must be able to self-identify and discuss their disability and needs in order to work with the Disability Support staff to implement reasonable accommodations. The Family Educational Rights Privacy Act (FERPA) guarantees student confidentiality. Conversations with parents regarding confidential information without written consent from the student are illegal.</td>
</tr>
</tbody>
</table>
**Individuals with Disabilities Education Act (IDEA)**

- This law applies to elementary and secondary education levels only.
- Assures that students with disabilities are entitled to a free and appropriate public education.
- Student, parent, or teacher can request accommodation service.
- Parent consent is generally required before any action can be taken with their child.
- Parent can file complaint if services are not met.
- U.S. Department of Education is responsible for oversight and enforcement.

**Section 504 of the Rehabilitation Act of 1973, As Amended (504)**

- Applies to both secondary (high school) and postsecondary (college) education.
- Students are only eligible for services if they have a qualifying disability.
- Notice is required before a significant change in services or placement. Student can be given this consent notice by themselves.
- Student or organization acting on behalf of student can file complaint if services are not met.
- U.S. Office for Civil Rights is responsible for oversight and enforcement.

**Americans with Disabilities Act of 1990 (ADA)**

- Applies to college.
- Students are only eligible for services if they have a qualifying disability.
- Student must request accommodation services.
- Students who are eligible for services cannot be denied.
- U.S. Office for Civil Rights is responsible for oversight and enforcement.
Day Three

Questions and Answers for the DS Policy Quiz

**Which Policy is this?**

DS cannot continually check your course schedule. If there is a change in your schedule, or a class is moved to another room, or a class is meeting in a special location, you MUST tell DS 24 hours (one full day) before your class begins. Then DS can send the new information to your interpreter, captionist, or notetaker.

**Inform DS**

**Which Policy is this?**

All accommodations must be requested in a reasonable amount of time before you need them. Here are the guidelines:

- **Course Accommodations**: Bring your course schedule to the DS Office as soon as you register or at least 3 weeks before the start of the semester.
- **Extended Activities**: Request accommodations at least 2 weeks ahead for activities that extend over several weeks of

**Deadlines**

**Which Policy is this?**

The DS Office and all staff follow a confidentiality policy. Confidentiality guarantees privacy. It means that your coordinator will not talk about your needs with other students. It also means that what happens in your class, between you, the professor, and the other students is YOUR experience. You can tell other people about your experience, but interpreters or captionists cannot talk to other people about your experiences.

**Confidentiality**

**Which Policy is this?**

DS makes every effort to provide quality services. However, problems may occur. If a service does not meet your needs, report this to your DS coordinator. The DS Office may evaluate the person as he/she works in your class. If a service provider is not qualified, another person will be found. If no qualified person can be found, DS must provide other accommodations that will work for you.

**Problems**

**Which Policy is this?**

- **Arrival time**: Please show up to class on time. Interpreters & captionists will only wait 15 minutes for you to arrive. Then they will leave.
- **Sickness**: If you are sick, call the DS Office before 8:00 am on the day you are sick to report your absence. Also E-mail your instructor or professor.
- **Missed Classes**: If you miss /skip a class more than 3 times in a row (consecutively) DS will assume that you have dropped the course and

**Attendance**

The next page shows a full length version of the Accommodation Request Form used by State College's DS office.
Disability Services Office
180 Finch Hall 554-3900 (TTY/voice)

Service Request Form

Instructions: Complete this form and return it to the DS Office in Finch Hall. Please print clearly and provide any additional information that will be helpful.

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Today’s Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-mail:</td>
<td></td>
</tr>
<tr>
<td>Campus Phone:</td>
<td>Pager:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Event</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Offices (Business, Financial Aid; Housing)</td>
<td>Residence Hall/Floor Mtg</td>
</tr>
<tr>
<td>Health Services</td>
<td>Counseling</td>
</tr>
<tr>
<td>Job Placement/Related</td>
<td>Student Government</td>
</tr>
<tr>
<td>Business Phone Call</td>
<td>Play - Theater</td>
</tr>
<tr>
<td>Tutoring</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Services Requested</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Notetaker</td>
<td>Interpreter</td>
</tr>
<tr>
<td>Captionist</td>
<td>Oral</td>
</tr>
<tr>
<td>Transliterator</td>
<td>CASE</td>
</tr>
<tr>
<td>English</td>
<td>Contact/PSE</td>
</tr>
<tr>
<td>Cued Speech</td>
<td>Tactile</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Needed:</th>
<th>Begin Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Address or Building:</td>
</tr>
<tr>
<td>Room Number:</td>
<td></td>
</tr>
<tr>
<td>Where you will Meet Provider</td>
<td></td>
</tr>
<tr>
<td>Special Instructions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For DS Use:</th>
<th>Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative</td>
<td></td>
</tr>
<tr>
<td>Entered In Database</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Day Four

The Advisor’s puzzle

Below are all the pieces of the puzzle and descriptions used in the Murphy Hall activity.

Put the puzzle together by dragging each piece to the gray box. When you find the right position, the piece will snap into place.
## Course Syllabus:

<table>
<thead>
<tr>
<th>COURSE SEMESTER</th>
<th>ENG 134: Early 20th Century American Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schedule</strong></td>
<td>Monday, Wednesday, Friday 9:00 – 9:50 am</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>Humanities Building -- Classroom #225</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Professor Contact Information</strong></th>
<th>Office: Humanities Building # 306</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professor</strong></td>
<td>Campus Phone: 226-4560</td>
</tr>
<tr>
<td><strong>Office Hours</strong>: M &amp; Th 1-4:00 pm</td>
<td>e-mail: <a href="mailto:emaxwell@state.edu">emaxwell@state.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Required Textbooks</strong></th>
<th><strong>By</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Great Gatsby</em></td>
<td>F. Scott Fitzgerald</td>
</tr>
<tr>
<td><em>North of Boston</em></td>
<td>Robert Frost</td>
</tr>
<tr>
<td><em>The Sun Also Rises</em></td>
<td>Ernest Hemingway</td>
</tr>
<tr>
<td><em>The Professor’s House</em></td>
<td>Willa Cather</td>
</tr>
<tr>
<td><em>The Long Valley</em></td>
<td>John Steinbeck</td>
</tr>
</tbody>
</table>

**Recommended**

| **Good college-level dictionary** |

**Course Description**

ENG 134 is intended to be an introduction to the rich literary history of Twentieth Century America. By choosing just a few of the many significant works of the first half of the century, we attempt to see and understand American life through the eyes of the characters and the authors. In addition, we explore the literary techniques used to bring these stories to life.

<table>
<thead>
<tr>
<th><strong>Graded Coursework</strong></th>
<th><strong>10%</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Participation</strong></td>
<td>Be prepared – Be part of discussions!</td>
</tr>
<tr>
<td><strong>Critical Essay #1</strong>: A Comparison</td>
<td>DUE: WEEK 6</td>
</tr>
<tr>
<td><strong>Critical Essay #2</strong>: Culture Vision</td>
<td>DUE WEEK 10</td>
</tr>
<tr>
<td><strong>Mid-term Exam</strong></td>
<td></td>
</tr>
<tr>
<td><strong>30%</strong></td>
<td>Final Exam</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Policy**

<table>
<thead>
<tr>
<th><strong>Grading Policy</strong></th>
<th><strong>A</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>121-150 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>91-120 points</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>61-90 points</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>31-60 points</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>0-30 points</td>
</tr>
</tbody>
</table>

**NOTE**

Assignments are due ON the DATE ASSIGNED. Two (2) points will be deducted for each day the assignment is late. If an assignment is not handed in, it will earn zero (0) points.

**Attendance Policy**

Attendance is very important for your success in this course. Your attendance is expected. If you are absent more than 4 times, you cannot pass the course.

**Weekly Study Time Commitment and Online Bulletin Board**

You will spend 3 hours of time in class each week. Expect your study time to take 6-9 hours each week for this course. Also expect to get an email each week stating a discussion question. You are required to post a 1-2 paragraph response to the online bulletin board at: [www.state.edu/eng134/bbrd/sem1.htm](http://www.state.edu/eng134/bbrd/sem1.htm)

**Week 1: Mon**

<table>
<thead>
<tr>
<th><strong>Novel</strong></th>
<th>The Great Gatsby: Chapters 1-4</th>
</tr>
</thead>
</table>

**Week 1: Wed**

<table>
<thead>
<tr>
<th><strong>Novel</strong></th>
<th>The Great Gatsby: Chapters 5-8</th>
</tr>
</thead>
</table>

**Week 1: Fri**

| **Discussion** | Themes in The Great Gatsby |