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DIVISION OF STUDENT DEVELOPMENT

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The National Technical Institute for the Deaf has as one of its primary objectives, that of providing educational programs, and support services which facilitate and encourage deaf students to achieve a high degree of personal, social and cultural development. Furthermore, it is expected that deaf students will be prepared for full participation in community living. The Division of Student Development has as its primary function, that of providing educational programs and support services which contribute toward meeting these objectives.

The Division of Student Development is described by two primary functional areas; Career Development and Cocurricular Education. Career Development includes responsibilities associated with admissions, placement, vocational rehabilitation and student evaluation. Cocurricular Education includes personal development and social and cultural development.

Two operating principles have importance for the divisions activities. *Focusing on the student* implies that student needs are the basis for program development. Ongoing communication between students and NTID staff, insures that student needs are identified and considered in program development. *Flexibility* is a principle that implies change. As student needs are identified, existing programs are modified or new programs are developed.

A primary objective of the division is to select deaf students for admission based upon each student's potential for successfully completing a program of study offered by NTID, which will provide an employable skill.

Individuals apply to NTID with differing achievement levels, aptitudes, interests and motivations and come from a variety of educational settings. Under the NTID *Open Admissions* policy applicants are selected who demonstrate potential to benefit from a program of study which will provide an employable skill and who satisfy the following admissions criteria:

1. Prior special educational programming on the basis of deafness.
2. Hearing impairment that seriously restricts opportunities for success in regular post-secondary programs.
3. Educational backgrounds that indicate potential for success in study programs at NTID Educational attainment levels of deaf students selected for admission will range from those who are at the eighth grade level and above.
4. Personal and social maturity that suggests readiness for entry to the kinds of programs offered at NTID.
5. U.S. citizenship or resident of the U.S. on other than a temporary basis.
6. Applicants currently or previously enrolled in other post-secondary educational programs will be considered for admission only if one or both of the following conditions are met.
 - a. There is clear evidence that support services provided by NTID are required for success and that these services are or were not available in his educational institution.
 - b. Support services required are available in the current or postsecondary institution, but the student is changing educational objectives and the desired program is or was not offered.

NTID operates under a rolling admissions policy. Deaf students are admitted from October - June, as space is available. Typical entry points are September, January, March and July.

A second major objective of the Division of Student Development is to provide an efficient and effective student recruitment program by maintaining appropriate working relationships with public and private residential schools for the deaf; state departments of education or public instruction; regional, state and local vocational rehabilitation services, public and private day schools having classes and other services for deaf children; rehabilitation facilities offering services for the deaf; and other interested groups, organizations or other individuals likely to have contact with the deaf.

Because it is a national program, NTID must maintain appropriate working relationships with schools and agencies throughout the United States. The public must be provided with current information concerning NTID instructional programs, support services, admissions criteria and process, charges to students, sources of financial assistance and the like.

A large number of applications for admission are being initiated. Certain of this number will satisfy the admissions criteria. However, because of lack of space, many young deaf people will not be able to be accommodated. This condition will persist at least until completion of NTID construction. A waiting list will be set up for individuals who are qualified but for whom space is not available. As space becomes available individuals on the waiting list will be offered a place at NTID.

NTID is charged with developing and offering a nationwide job placement program which provides deaf students with every possible assistance in finding suitable employment by maintaining liaison with industry, employment agencies, organized labor, rehabilitation agencies and other private or voluntary organization.

The literature suggests that the employment condition for the young deaf adult is less than satisfactory. The data suggest that the young deaf adult is underemployed, receives lower wages and experiences unemployment to a greater extent than his or her hearing counterpart. In addition, the data indicate that this remains relatively constant even when professional and other advanced training is introduced. NTID can develop technical, personal and social competencies in students, but must insure that suitable employment outlets are available for graduates.

Kronenberg and Blake point out that the "...occupational status of the young deaf adult would have been greater if more widespread, intensive and determined placement services had been provided" and add that a placement program should concern itself with intensive follow-up services to provide assistance to either deaf employees or employers once placement has been made.

NTID has initiated efforts in cooperative job placement. To date, 17 deaf students have been placed throughout the United States in cooperative work assignments. While on co-op the student is evaluated in terms of application of technical skills and personal and social adjustment. Personal contact is maintained with employers and supervisors. Feedback from the co-op experience is used to plan the student's program upon return to NTID for the post-co-op experience.

Efforts are underway to place students graduating from NTID utilizing the existing contacts of vocational rehabilitation and RIT's Central Placement Service. A highly personalized on-going job placement system is being developed. The system emphasizes:

- Sensitivity to job markets and the technical, personal and social competencies of students.
- Providing program information to potential employers.
- Personal contacts with employers and supervisors.
- Availability of support services to both employees and employers.
- Feedback to NTID concerning technical, personal and social competencies in order that programs can be modified as appropriate.

NTID maintains liaison with local, state and regional vocational rehabilitation offices. Program information is forwarded to the above groups and updated as appropriate. A total of 316 students are currently being sponsored by 173 individual vocational rehabilitation counselors. Such counselors are provided with quarterly progress reports on their students to assist them in meeting their case service needs.

NTID offers deaf students a counseling, guidance, and evaluation program which aids each deaf student in developing a program of study. Deaf students arrive at NTID without a clear picture of what their achievement levels are, limited in perceptions of the world of work and uncertain as to what program they choose to pursue. Soon after arrival the students' achievements, aptitudes and interests are measured. In addition, students are afforded maximum exposure to NTID programs along with realistic information concerning job placement. Through academic and personal counseling students are assisted in integrating information concerning their achievements, aptitudes and interests and potential for C-D-A or advanced programs. Students are assisted in selecting a program tailored to meet their individual circumstances.

NTID offers each deaf student a continuing counseling and guidance program in all areas of adjustment. Students are assisted in achieving a high degree of personal development, a sense of social responsibility and cultural awareness.

Our experience indicates that NTID students need to develop an awareness of standard employment procedures, i.e. interviewing, completing forms, company benefits, tax deductions and the like, and to understand the concept of job protocol; including role of employment office, manager, etc.; who to notify when ill; and the like. A series of seminars are available for NTID students about to initiate the cooperative work experience or graduate from NTID.

NTID students must also develop an understanding of themselves in relation to socially acceptable behavior. Personal Development Seminars provide students with opportunities to discuss their concerns with their deaf and hearing peers. Individual and informal group counseling is also available to deaf students.

Support services are provided NTID students who present personal and or academic concerns. Staffings are held for such students and are intended to alleviate such concerns through program adjustment or other appropriate action.

The availability of counseling support services and the student utilization of the service has played a fundamental role in the successful adjustment of NTID students.

A major objective of NTID is to provide services which facilitate and encourage deaf students to achieve a high degree of personal and social competence. Such competence is necessary for future job satisfaction and mobility. In the NTID environment, deaf students are afforded a variety of alternatives that contribute to personal and social competence. In that deaf graduates will be working in a predominantly hearing world, alternatives provided include contact and association with hearing people.

Deaf students are active in intercollegiate and intramural athletics. C-D-A students are eligible to participate in intercollegiate athletics. Many deaf students have participated in intercollegiate athletics and are involved in intramural activities. Students interested in photography, art and creative writing participate in campus publications. Mental health needs are met through Personal Development and informal seminars. Deaf students live among hearing students; and several deaf students have hearing roommates. Several deaf males are fraternity members and deaf females are active in sororities. Captioned films are shown each weekend school is in session, and approximately 275 deaf and hearing students attend each showing. Leadership experiences are available to deaf students in student government and through serving as resident advisors to both hearing and deaf students. A deaf student was elected by predominantly hearing students to be a representative to Student Government and an NTID subcommittee serves in an advisory capacity to the president of the RIT Student Government. Two deaf students, one male and one female, have served as resident advisors.

The Division of Student Development provides programs that complement the educational program. In an attempt to break down the dichotomy between class and out-of-class life of students, programs are presented that reinforce concepts presented in the classroom in informal situations outside of class. Whenever possible NTID provides out-of-class lectures, seminars and workshops that reinforce classroom concepts.

In all division activities, the communication barrier is taken into account. If deaf students are to effectively participate in activities available to the larger hearing student body, account must

be taken of the communication barrier. NTID, through the Division of Research and Training, has trained hearing students who provide interpreting services in order that deaf students might avail themselves of programs and activities of the total RIT student body.

NTID exists to develop the technical, personal and social competencies of deaf students. Such a task requires the combined efforts of the NTID and RIT staff. It is important that communications be maintained to achieve NTID and division objectives.

Such communication includes interaction between personal counselor and academic advisor, discussing research and training needs with R and T staff, discussing evaluation of student adjustment to the cooperative work experience with C-D-A department heads and counseling specialists, and working with RIT Housing personnel in developing appropriate programs for deaf students and the like.