The Seattle Community College New Program for Deaf People'

Jerry M. Brookey
Jerry M. Brookey is Director of Federal Affairs and Special Grants, Seattle Community College, Seattle, Washington.

Follow this and additional works at: https://repository.wcsu.edu/jadara

Part of the Social and Behavioral Sciences Commons

Recommended Citation
THE SEATTLE COMMUNITY COLLEGE
NEW PROGRAM FOR DEAF PEOPLE

JERRY M. BROOKEY

Most of you at this conference are professionals, specialists in the area of deafness and deaf education. As such you possess an awareness and sensitivity towards deafness that most people do not have.

For many years our major concern seems to have been directly related to the discovery and education of those persons whose obvious potential, talent and ability could contribute to the development of our ever increasing and complex society. Recently, however, we have discovered what many of you have been working towards and devoting your life to— that these efforts alone, no matter how well conceived, are not enough for the development of our nation. We must more than ever recognize that each member of our society has a definite contribution to make towards this process, and only then, as we enable and assist him to discover and make this contribution, can we realize our full potential.

With respect to the handicapped we must revise, and are beginning to revise, our concepts of ability and role. We need to look to society’s primary learning vehicle, our public school system. We need to look not just at special education departments or schools, but how, through our public school system, can we bring the handicapped into full participating membership in all of our educational programs. This need is well illustrated by Grant Venn in his article, “A Lifetime Concern”,

JERRY M. BROOKEY is Director of Federal Affairs and Special Grants, Seattle Community College, Seattle, Washington.
which appeared in the November 1966 issue of *The American Vocational Journal*.

"Since the strength of our society depends on the full development of every individual, we must gear our educational system to the concept of continuing education in its broadest sense. . . . but our educational system in its present form is not well geared to this broader concept of continued learning. It emphasizes full-time education, given over a fixed period of time, offering a prescribed program of courses, and ending at a set termination date."

Although Dr. Venn was directing attention towards the need to evaluate traditional education experiences provided for the vast majority of our youth and the applicability of these programs to many of today's youth and today's needs, he clearly sets forth concepts directly applicable to learning experiences for deaf persons.

It is difficult to draw a composite picture of an average young deaf person. Each is an individual with his own aspirations, interests, talents, and desires. But still common to all and setting them outside of our mainstream of life is a deafness handicap and, in most areas of our nation, a limitation of opportunity to develop to their full potential. This, then, is our concern.

In recognition of these problems and responsibilities and in searching for a method to develop an articulated program with the special education activities of the common schools and state agencies, Seattle Community College made application to the Social and Rehabilitation Services of the Vocational Rehabilitation Administration to participate in a research and demonstration project for deaf persons.

This special cooperative research and demonstration project proposed a program of vocational, technical and academic services for post-secondary level deaf persons to establish a regional educational program for the deaf in the Northwest. It further proposed to incorporate this project into the ongoing vocational, technical and academic educational program.
at Seattle Community College. It is designed to demonstrate that deaf students have the capacity to function in an educational environment designed for hearing classmates. Through the use of interpreter/tutor and with major emphasis on the use of specially-developed visual media, it is hoped that those deaf persons who might otherwise have difficulty finding purposeful employment may, through integrated vocational and academic training, realize their potential to become skilled, productive members of a working society. In developing the project, the College proposes to establish a set of comprehensive guidelines which can be adopted by other schools. A systematic program of constant research and evaluation was included in order to ascertain the effectiveness of currently used methods and media and to modify or enlarge instructional tools and techniques as needs are determined.

To further develop this proposal the College applied to and received from the Office of Social and Rehabilitation Services a $25,000 planning grant in February of this year. The College has since reviewed its present educational program evaluated available data relative to other educational programs for deaf persons and, in cooperation with specialists in the field, developed and submitted a final project application. Although this application is too lengthy and detailed to present at this time, a review of some of its aspects may prove interesting to you.

To better understand the impact that this program can have on the educational opportunities available in the northwest region, a description of the Seattle Community College program is needed. The college was established by the Washington State Legislature in 1966, absorbing a nationally famous vocational-technical school and an established adult education and community services program. The College is an accredited institution and is a member of the Washington State Association of Community Colleges and the American Association of Junior Colleges. With more than 14,000 full- and part-time students, Seattle Community College is already the largest community college in the state and among the largest of its type in the nation. Its growth is expected to continue as additional facilities become available. By 1975, enrollment...
estimates indicate that more than 45,000 full- and part-time students will occupy the school's three branch campuses. The College has been authorized to grant Associate of Arts (AA) and Associate of Applied Science (AAS) degrees and also offers a wide variety of approved certificate and diploma programs in three major curriculum divisions.

1. **Occupational Curriculums.** Seattle Community College provides education for immediate employment opportunities, as well as for the future. It offers one of the most extensive occupational education programs on the West Coast including training in over 75 preparatory vocational-technical areas: (1) Two-year Associate in Applied Science degree programs in engineering-related technology and semi-professional careers; (2) Diploma and certificate programs in business, industrial and service occupations; (3) Occupational extension courses; and (4) Related instruction for over 2000 indentured apprentices.

2. **College Parallel.** Designed to offer the first two years of a Baccalaureate Program for students intending to transfer to four-year degree-granting colleges and universities. Courses offered are equivalent to those generally offered in the freshman and sophomore years at four-year institutions.

3. **Community Service Curriculums.** Organized as an educational task force to help fill the otherwise unmet educational needs of the community, as they are identified or anticipated. It provides opportunities for an adult, no matter what his educational background, to develop to maximum potential in order to enrich his life to the fullest and allow him to contribute fully to society. The general areas of endeavor include: (1) Adult Basic Education; (2) Adult High School; (3) Classes for the foreign-born including Americanization and Naturalization and English as a Second Language; and (4) Special non-credit courses that encompass all areas including general interest and hobby.

In addition, the College provides a special development-exploratory program to assist students in a transitional frame-
work to prepare for enrollment in regular programs. This program includes heavy emphasis on guidance and counseling, orientation and pre-vocational experiences, and remedial classroom experiences in communication skills, mathematics and social sciences.

We feel that within this framework a new dimension in post-secondary educational opportunities for deaf persons will have definite opportunity for success.

THE PROJECT

The program will be conducted on a regional basis. It is anticipated that the majority of enrollments will come from the western states.

An advisory committee composed of members of the deaf community, parent groups, business and industry, and related rehabilitation agencies will be established to give assistance and guidance.

It is contemplated that an admissions committee will be organized whose duties will be to develop standards for admission that are in harmony with the purpose of the project, and to carefully consider all applicants to determine if they can profitably benefit from the program. Admission will not be determined purely on test scores but will involve a total evaluation of the applicants' potentials.

It is intended that Seattle Community College will work closely and correlate related admissions activities with the University of Pittsburgh in the implementation and conduct of their role as the research component for this cooperative project.

The University of Pittsburgh will provide appropriate standardized application and student data forms. In addition achievement and other standardized tests will be provided by the research component for use in this project.

Prospective students will be referred to the College after their eligibility has been established by their respective state agencies.
After the admissions committee has determined the acceptance of the student into the College program, the project director will refer all pertinent information to the D.V.R. counselor, advising him of the action of the committee. The D.V.R. counselor will then prepare a rehabilitation plan in keeping with the planning activities proposed by the admissions committee, including the student's reporting date and services which are to be scheduled while the student is in the program at the College.

Upon arrival at Seattle Community College, the first phase of the student's program will be the assignment of an advisor and the development of a preliminary program. For students who lack prerequisites, or whose prediction tests indicate a need for further preparation before they can successfully pursue a program, the College offers carefully designed precollege courses. Precollege provides developmental clinics and classes in reading, writing, speaking and mathematics. An integral part of the program is expert and intensive counseling of the student to provide orientation and guidance to help him discover and develop his abilities and interests and to aid him in setting realistic educational goals. It is anticipated that persons specifically prepared to work with deaf students will be needed to serve as advisors, counselors, instructors, and interpreter-tutors within this area. Special emphasis will be placed on the coordinated use of interpreter/tutors. Previous experience has indicated that interpreters and special media may well be the heart of this project.

A student may be referred to a precollege developmental clinic while he is enrolled in regular courses, or he may be referred to the precollege program for full-time study. Significantly, the precollege coursework will function not only in an initial orientation and preparatory capacity to prepare the students for entry into the College program, but may also function uniquely as a supportive laboratory program providing reinforcement and tutorial services when necessary, concurrent with and parallel to the academic and vocational education programs and courses.

If appropriate, special developmental courses can be designed exclusively for deaf students. These would be highly
individualized courses utilizing as many training media as possible. Particular emphasis would be placed upon experiences outside the immediate classroom. Related class instruction will be conducted by vocationally certificated instructors.

It should be emphasized that this structure provides for extremely flexible student scheduling so as to meet the training needs of each individual most efficiently. Experience will produce guides for combinations and the extent of pre-vocational and orientation exposure needed by deaf students of varying characteristics.

The pre-vocational orientation experiences and activities will be cluster-based insofar as curriculum is concerned. This training will offer instruction in the actual use of shop tools and equipment and simultaneously provide effective introduction to shop terminology used in the regular occupation or subsequent vocational training. On-the-job safety training will be taught and emphasized as the student progresses. Special emphasis will be placed on occupational information covering the world of work, including job requirements, job applications, career objectives and advancement potentials, as well as field trips to various industries and businesses in the Greater Seattle Area.

It is anticipated that many of the deaf students will need to participate in Pre-vocational Orientation experiences and activities. While the Preparatory and Developmental Mathematics and Communication Skills courses may not necessarily be required of all students, special provision must be made to meet these needs. If, during the first quarter, while enrolled in the Developmental and Exploratory Program, a student does not require additional courses, he may then be enrolled in a more rigorous program. These more rigorous programs will be carefully planned in cooperation with guidance personnel and the student.

The training program in the College will be closely coordinated and the student's progress will be evaluated as he proceeds. A program of constant evaluation, applicability and upgrading of coursework in which deaf students are enrolled will be maintained.
After the student has completed any needed precollege coursework, he will enter into the on-going training programs. Once in the classroom, he will attend regular classes with hearing students and will receive instruction and take part in discussions through interpretation by a qualified interpreter. He will also have the advantage of prepared transcriptions and special work sheets developed and produced by the Instructional Resources Center and the instructor.

The College expects that the deaf student will mingle with and become a part of the regular student population. He will be encouraged to attend all functions, participate in all recreational and sports activities, serve on the Student Council and engage in all other student activities when he so desires. His major advisor and student committees will serve as the initial stimulus to help the deaf student enter these activities.

Since the deaf student will have the services of instructor/interpreters available, they will be encouraged to carry the same number of hours and be required to complete the same curriculum as hearing students. However, when it is found necessary for the deaf student to receive additional supportive tutoring, this service will be available. Based upon an observation of the student's performance in the precollege program, the counselors will assist in scheduling courses and academic loads which will be in harmony with individual student needs.

The program will depend heavily on the development of effective special support visual materials for all areas of the curriculums. An examination of available instructional materials shows that almost none exists for the purpose of training deaf students in vocational and technical skills. Many of the learning tools used with hearing students will need to be modified for effective use with the deaf. These services will include the production of single concept and loop films, transparencies, 33 mm slides and filmstrips, charts, posters, video tapes, illustrated desk sheets, notebooks and transcriptions of recorded classroom presentations. Built into the research component of the program will be a concentrated placement and follow-up program. In addition, these students will partici-
pate in the state’s regular follow-up program.

Basically then the program:

1. Is designed specifically for the deaf and severely hard of hearing
2. Is post-secondary in emphasis, but provides remedial assistance
3. Includes emphasis in academic, vocational and technical educational programs
4. Will be integrated within a standard community college educational program
5. Places special emphasis on the use of interpreter/tutors and the development of visual materials
6. Is regional in its service area.

It is hoped that through the success of this program other schools can be encouraged to participate in providing like educational services to the deaf.