

# You Don't Know What You Don't Know...

**Dr. Thomastine A. Sarchet-Maher**  
**Assistant Dean & Director**  
**Center for International Educational Outreach**

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# Agenda

- **Overview of RIT/NTID**
- **Accommodations and Support Services**
- **Notetaking Workshop**
- **Q & A**
- **Closing**

# Overview of RIT/NTID

# RIT/NTID

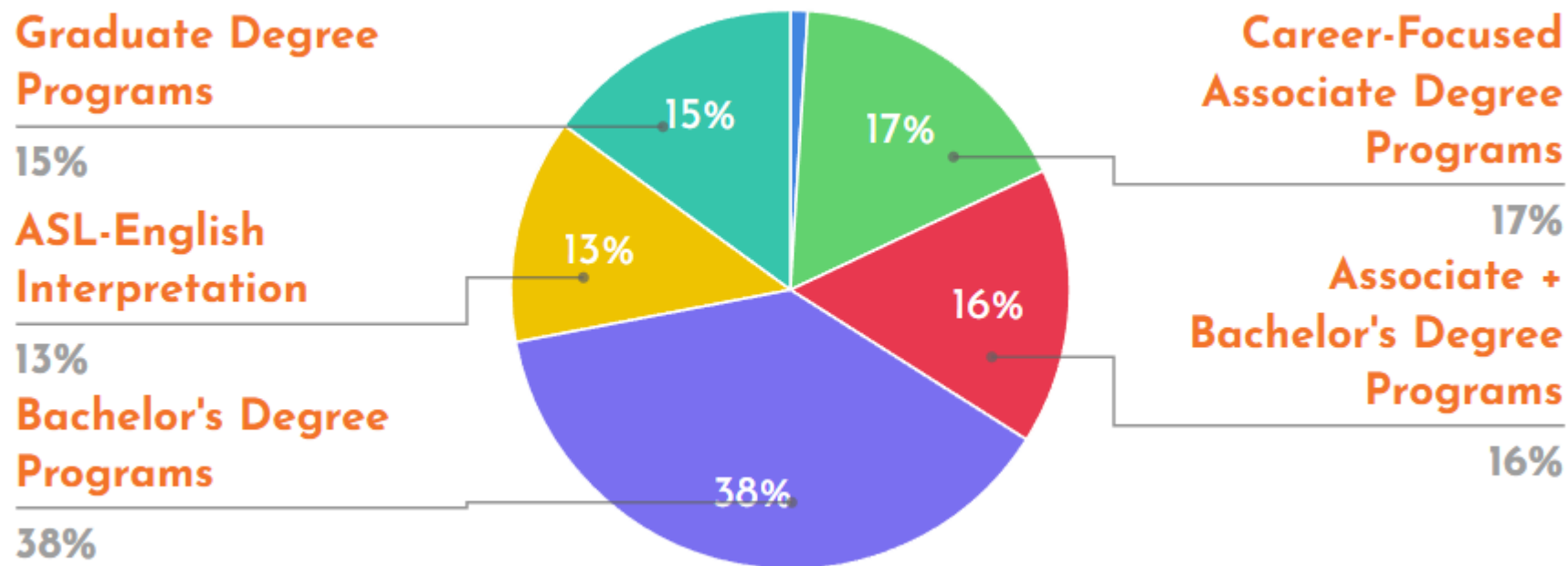
- Over 18K Students
  - Supports 1,300+ DHH students
- STEM Career-Focused Degrees
- Job Placement 96%
- Mainstream Service Model
- Direct Service Model
  - Teaching in Sign Language
  - Teach students directly



## **RIT/NTID Students**

- **From all 50 States and more than 10 countries**
- **Access Technology and Support Service vary greatly**
- **Individualized Education Plans (IEPs)**
  - Primary and secondary education
- **Section 504 Plans**
  - Primary, secondary, and tertiary education

# Students:



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**141** FACULTY

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STUDENT/FACULTY RATIO

**8:1**



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**440** STAFF

· INCLUDING ·

 **132** INTERPRETERS

 **57** CAPTIONISTS

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# **Accommodations & Support Services**



## Accommodations and Accessibility

- Presentation: how students receive information
- Responding: how students show what they know
- Setting: how the environment is made accessible for instruction and assessment
- Scheduling: how time demands and schedules may be adjusted

# ACCESS AND SUPPORT SERVICES

- Disability Services
- Interpreting
- Notetaking
- Real-time captioning
- Audiology and Speech Services
- Tutoring
- Academic Advising
- Counseling/Mental Health



# *Real Time Captioning*

# You don't know...what you haven't experienced:

- Availability of resources
- Quality of resources
- Changes in technology
- Lack of policies or poor implementation
- Changes in academic and social environment
- University is more challenging
- Identity development
- Career goals and aspirations



## **Tips for Faculty Working with DHH Students:**

- **Etiquette – “I” and “you” statements**
- **Communication and Preparation**
  - Sharing Materials
- **Materials Design -**
  - Amount of information
  - How information is presented

## **A Word on Universal Design for Learning (UDL)**

- **The concept of designing materials to be inclusive of everyone regardless of their abilities and backgrounds...BUT...**
- **Each situation is different, and each learner is unique.**

## **Tips for Faculty Working with DHH Students:**

- **Course Delivery – recordings and videos**
- **Collaboration: Get feedback from colleagues and students**
- **1:1 Meetings**
  - With students
  - With support service providers
- **Slow Down – Wait time benefits everyone!**

## Additional Resources:

- **RIT Teach to Connect -**  
<https://www.rit.edu/ntid/teach2connect#welcome>
- **National Deaf Center – Principles of Universal Design for Learning (UDL)**  
<https://nationaldeafcenter.org/resource-items/universal-design/>



# Notetaking Workshop