

# NETAC networks

Providing technical assistance to professionals working with students who are deaf or hard of hearing in postsecondary settings  
May 2000

## Innovation in Education: PEPNet 2000 may be history, but the effects of the biennial conference will be felt for a long time to come!

Colleagues in the fields of deafness, disability services, rehabilitation, interpreting, and other related areas gathered in Denver, Colorado from April 5-8 to share and network with each other.

Four hundred fifty participants exchanged ideas and best practices in more than 55 concurrent sessions, seven pre-conference workshops, four plenary presentations, and seven roundtable discussions. Enthusiasm permeated the poster sessions as additional program models fostered interaction between all in attendance. Presentation topics included interagency agreements, literacy, testing accommodations, distance learning, interpreting, real-time captioning, technology, teaching techniques, assistive listening devices, transition, and many others. Attendees praised "the variety of information offered and the opportunity to meet with other people who are experiencing similar situations." They stressed that "greater access to people and their ideas has opened the door for dialogue."

CART reporters and C-Print captionists provided access at every session, an accommodation added this year for the first time. Interpreters were outstanding! Infrared systems made all conference

rooms accessible to hard-of-hearing participants. Often heard was, "This is the most accessible conference I have ever attended!"

Thought-provoking plenary addresses were presented by the PEPNet directors, Ramon Rodriguez, Richard Johnson, Annette Reichman, Ernest Hairston, Jo Anne Simon, Harry Lang and Bonnie Meath-Lang, and Sue Kroeger.

The conference is sponsored by the four Regional Centers on Postsecondary Education for Individuals who are Deaf and Hard of Hearing, funded by the U.S. Department of Education Office of Special Education and Rehabilitative Services. The four centers are the Midwest Center for Postsecondary Outreach (MCPO), Northeast Technical Assistance Center (NETAC), Postsecondary Education Consortium (PEC), and Western Region Outreach Center and Consortia (WROCC).



The success of PEPNet 2000 is best expressed in the words of one participant, "I have learned that this conference re-charges me and helps me feel less isolated. Once again, it was professional development money well spent!"

## Upcoming June NETAC conference, "Focus on SUCCESS"

On June 7-9, NETAC will sponsor a regional conference, "Focus on SUCCESS: Enhancing Persistence of Postsecondary Students who are Deaf or Hard of Hearing." The event will occur at the National Technical Institute for the Deaf, a college of Rochester Institute of Technology, Rochester, New York. Plenary speakers are Dr. Gerry Buckley, NTID associate dean, Student Affairs, and Robert Sidansky, NTID alumnus and administrator of student services, National Center on Deafness at California State University, Northridge.

Conference organizers Ellie Rosenfield, NTID First-Year Experiences coordinator and chairperson, Career Exploration Studies, and Pat Billies, NETAC project coordinator, support the philosophy that one person can directly influence a student's decision to persevere in school.

This conference will feature professionals actively working in retention areas who will discuss such topics as:



- retention of students from diverse cultures
  - issues of women who are deaf and hard of hearing
  - students with multiple disabilities
  - the sign language interpreter in your classroom
  - impact of student activities on retention
  - assistive listening devices
  - first year experience activities that make a difference
- Lively discussion groups will draw on the experiences and best practices of participants. A student panel will provide their critical perspectives as well.

"Focus on SUCCESS" promises to be an exciting and informative conference. A copy of the agenda can be found at <http://netac.rit.edu/retentionconf.html>. If you are a disability support service provider or a professional working with students in postsecondary settings and are interested in attending, please contact your NETAC state site coordinator for more information.

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### *NETAC Networks*

is produced three times a year. Articles should be submitted to Sherlea Dony, editor, NETAC, 52 Lomb Memorial Drive, Rochester, NY 14623-5604, through email to SADDHD@rit.edu, or by fax to 716-475-7660. All articles are subject to editing. Comments and suggestions are always welcome!

## The Director's column

by Karen Hopkins



As the academic year winds down, things are winding up for another busy summer at NETAC central office. We are preparing for the Conference on SUCCESS that will take place in June (see details on the front page of this newsletter.)

As our name becomes more well known and our informational pieces reach a wider audience, we find ourselves continually challenged to produce additional publications to meet the growing needs of the NETAC region.

One publication recently finished is the "Resource Directory of Proprietary School Programs in the Northeastern United States," which lists more than a dozen certification programs available to students who are deaf or hard of hearing. It is an important resource for those interested in alternatives to traditional postsecondary education. This project has been "in the works" for nearly two years; it is our hope that many programs we are not aware of or that were reluctant to respond to our requests for information will see the finished product and want to be included in the "next round." If you know of programs that should be included, please contact us.

NETAC's "Connections" workshop, available for postsecondary educators and vocational rehabilitation counselors through central office (currently) or the

PEPNet Resource Center (in June or July), is a free half-day workshop that explains the important relationship between postsecondary education staff members, VR personnel, and college students who are deaf or hard of hearing. See the "'Connections package' is here!" article in this issue.

And of course we have more Tipsheets available! The newest topics to roll off the central office assembly line include distance learning, cochlear implants, vocational rehabilitation, job preparation, retention, and transitioning to college. Several more will follow later this summer.

A "National Task Force Report on Institutional Commitment" was distributed in early May; reports on telecommunication and signaling devices and career development/placement will be completed by year's end.

Keep in mind that the summer months will go by quickly—in our office, we find that there really is no "down time" any more during June, July, and August. Please keep our name and contact numbers handy as you begin planning for next fall's students. If students who are deaf or hard of hearing are among that group, you will find NETAC an invaluable resource. And that's what we're here for!

## NETAC student leadership conference a big hit!

NETAC's Charley L. Tiggs, project field specialist and Downstate New York site coordinator, was the driving force behind the April 14-15 student leadership conference held at the National Technical Institute for the Deaf, Rochester, NY.

An enthusiastic group of students from Connecticut, Maine, Maryland, Massachusetts, New York, Rhode Island, and Vermont participated in the two-day conference, which included group activities, thought-provoking discussions, and a presentation by Kip Opperman, an ADA/504 consultant from Ithaca, NY.

"The conference was successful beyond my expectations," Tiggs explained. "The students left the conference with a different view of the meaning of leadership and problem solving. I learned a lot from them too."

"I feel better able to educate others at my university about the deaf and our accommodations," one student commented. Another student planned to "use the experience to make myself well aware [of the issues] and more prepared."

Over the next year, these students have an online support system, providing a forum for ongoing contact as they continue to provide encouragement and ideas to each other on how to handle various situations.

For more information, contact Tiggs at 716-475-7675 (TTY) or via email at CLTNOD@rit.edu.

## Upcoming events by state\*

### Connecticut

- C-Print training, May 22-26, Northwestern Connecticut Community College (NCCC), Winsted. For more information or to arrange a screening, contact Lucie Hobart, C-Print Trainer, at 860-738-6373 (voice/TTY).
- Career Exploration Camp, June 24-30, NCCC. Deaf and hard-of-hearing high school students ages 14-18 will work with deaf and hard-of-hearing camp staff, visit deaf and hard-of-hearing professionals at their work site, improve personal and teamwork skills, challenge themselves on the low and high ropes course, and make new friends from throughout the Northeast. Space is limited! For more information, contact Mark Myers at 860-738-6382 (TTY) or via email at NW\_MYERS@commnet.edu.
- “Postsecondary Interpreting: Roles, Responsibilities, and Readiness,” national live teleconference, September 28, 2-4 p.m., location TBA.
- The CT NETAC site coordinator will be making onsite visits at postsecondary institutions, including proprietary schools. For a site visit to your program, contact Elaine Taylor at the CT NETAC office.
- To have your name added to the “CT NETAC News” mailing list, please contact Elaine Taylor or Cherri Calverley at NW\_NETAC@commnet.edu or 860-738-6373 (voice/TTY).

### Maine

For more information, contact the Maine site for NETAC at 207-781-6209 (voice/TTY) or via email at keefe@fc.baxter.pvt.k12.me.us.

- The Maine NETAC site coordinator is making site visits at postsecondary institutions, including proprietary schools. To coordinate a site visit for your program, please contact Barbara Keefe at the number above.
- Contact Barbara Keefe or Lisa Sorenson at the number above to receive additional information, brochures, newsletters, and upcoming statewide events.

### Maryland

Unless otherwise indicated, the contact person for the following events is Florence Cooney, Catonsville Campus of the Community College of Baltimore County (CCBC Catonsville), 410-455-4369 (voice), 410-455-4553 (TTY), or via email at fcooney@ccbc.cc.md.us.

- “Access: How Best to Serve Postsecondary Students who are Hard of Hearing,” a collaborative training program developed by Self Help for Hard of Hearing People, Inc. (SHHH) and NETAC, featuring Brenda Battat, May 25.
- “Postsecondary Interpreting: Roles, Responsibilities, and Readiness,” national live telecast, September 28, 2-4 p.m., CCBC Catonsville. Other locations TBA.
- C-Print Captionist Training at CCBC Catonsville, Fall 2000.
- The NETAC/Maryland Site Coordinator will be happy to visit your campus to discuss the ways in which NETAC can work with you to benefit your program. Contact Florence Cooney to schedule a visit or to be added to our mailing list for NETAC publications and events.
- CCBC C-Print Referral Service provides C-Print services off site for businesses and organizations.
- NETAC/Maryland is sponsoring monthly professional development opportunities for interpreters who work with deaf and hard-of-hearing students in postsecondary settings. These workshops will be held in Montgomery County and are coordinated through the DSS Office at Montgomery College. For more information, contact Janet Merrick at 301-279-6061.

### Massachusetts

For more information regarding the event listed below, contact the Massachusetts site for NETAC at 978-556-3341 (voice/TTY) or via email at netac@necc.mass.edu.

- C-Print demonstration, May, Western Massachusetts, time and location TBA.
- “Postsecondary Interpreting: Roles, Responsibilities, and Readiness,” national live telecast, September 28, 2-4 p.m. Locations include North Shore Community College, Northern Essex Community College, and the University of Massachusetts, Amherst campus. Additional locations TBA.
- Third Annual Deaf Services/Technology Fair, including exhibitors, presentations, and a performance, Friday, October 27, 10 a.m.-4 p.m., Holy Cross College, Worcester.
- Appointments with individual institutions (less than two year, two year, four year, public, and private) are being scheduled for May-August. Please contact us for an appointment.

### New Jersey

- “How Best to Serve Postsecondary Students who are Hard of Hearing,” a hands-on demonstration of assistive listening devices (ALDs) and NJ resources by the Adaptive Technology Center for NJ Colleges, presented by Marcia Finisdore, president, Self Help for Hard of Hearing People, Inc. (SHHH), and Carol Granaldi, past president of New Jersey SHHH, June 1, 10 a.m.-3 p.m., Middlesex County College, Edison. For more information, contact Josie Durkow at 856-227-7200, ext. 4506 (voice), 856-228-1897 (TTY), or via email at jdurkow@camdencce.edu.

### New York

- “Voyage to the Future,” a career awareness program for students who are deaf or hard of hearing, presented by Robb Adams from the National Technical Institute for the Deaf, spring 2000, exact date TBA, LaGuardia Community College, Long Island City. For more information, contact Desiree Duda at 203-854-5371 (voice/TTY) or via email at NYCnetac@aol.com.
- “A Multicultural Postsecondary Model for Serving Deaf and Hard of Hearing Students: Strategies for Retention,” by Desiree Duda and Kimberly Lucas at the conference *Focus on SUCCESS: Enhancing Persistence of Postsecondary Students who are Deaf and Hard of Hearing*, sponsored by NETAC, June 7-9, National Technical Institute for the Deaf, Rochester.
- The NY NETAC site coordinators will be making onsite visits at postsecondary institutions, including proprietary schools. For a site visit to your program, please contact Desiree Duda at the above address, or Charley L. Tiggs at 716-475-7675 (TTY) or via email at CLTNOD@rit.edu.
- Upcoming training workshops will include technical assistance on topics such as C-Print demonstrations and accommodating deaf and hard-of-hearing students. Exact dates and locations TBA. For more information, contact Desiree Duda or Charley L. Tiggs.
- The Multicultural Manual, which reflects guidelines at the City University of New York-LaGuardia Community College’s Program for Deaf Adults, is now available through the PEPNet Resource Center. For more information, contact Desiree Duda.

### Pennsylvania

- PA/NETAC Consortium meeting, June 13, Central Instructional Support Center, Harrisburg. For more information, contact Lori Hutchison at 814-255-8275 (voice), 814-255-5873 (TTY), or via email at LHutchison@dli.state.pa.us.

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### Communication access for students who are hard of hearing: the postsecondary institution's perspective

by Brenda Battat

This article was triggered by discussions with administrators and faculty members of large postsecondary schools who reel at the challenge of providing the necessary access for students who are hard of hearing or deaf. It is an attempt to look at their perspective as they strive to provide appropriate communication access cost effectively.

The number one concern for postsecondary institutions is the cost to provide access—direct costs for CART, interpreters, and assistive listening devices. We all know there are direct costs associated with providing these services and that cost is often the barrier the student has to fight to get the access he or she needs. One school related that they had received requests from six entering undergraduate students who were hard of hearing for CART services. It was estimated that the school's cost for the services over the four-year period would be in excess of \$600,000.

But there are hidden costs that concern the institutions as much or even more than fees and equipment costs. These hidden costs include staff time to handle the logistics of setting up the communication access. The time investment to get access in place can be substantial. Large state schools report that responding to each student's request entails gathering relevant information about particular needs that can be an involved process. Once the needs assessment has been completed, someone has to locate and secure assistive devices, contact available CART reporters or interpreters, make financial arrangements, and notify the student of the outcome. Additional time is involved when the CART reporter or interpreter cancels or has a conflict. Not all schools have disability services offices that would normally take care of these arrangements. The same cost and time factors are true for requests for access to major events and student affairs such as graduation ceremonies, valedictory exercises, and alumni reunions.

To minimize the cost/time factor, schools without disability services offices are looking at hiring CART reporters/interpreters onto the payroll. They see this as a way to cut the cost associated with time investment involving other staff, cut out costs for travel expenses that have to be reimbursed, cut down on paper work, and keep the quality level consistent. An added benefit would be that CART reporters/interpreters could undertake responsibilities such as needs assessment, faculty members/staff sensitivity training, and scheduling.

In addition to advantages for the school, there would be advantages for the student as well, such as ease of communication, continuity of services, the building of rapport, development of a working relationship, and no surprises with CART reporters failing to show up or arriving without all the necessary equipment or the know-how to set it up, to name a few.

Another concern relates to needs assessment. Disability services personnel and counselors report that when interviewing hard-of-hearing students requesting CART or other services, they appear to hear well and it is hard to envision what accommodations they might need, if any.

It is critical that decisions not be based on a one-to-one interview in a quiet environment at close range. In that situation, the student who is hard of hearing may function with little or no difficulty. However, when in a reverberant classroom, group situation, or a



noisy/poor acoustical environment, performance will go way down, even for hearing aid users.

So how can disability services personnel and counselors get a handle on what a hard-of-hearing student really needs? One way is to ask very specific questions. The following are examples of questions about listening situations and use of assistive technology in everyday life that can help shed light on the level of functioning.

- How often do you have difficulty hearing on the telephone?
- Have you ever used the relay service?
- How often do you have to ask for repeats in one day?
- Can you hear if someone speaks to you from another room? From behind? When covering his/her mouth?
- Can you hear passengers in the front/back seat of a car when you are driving?
- What accommodations did you use in high school?
- Do you use assistive technology in public places? Give examples.
- How do you hold a conversation at a noisy party?
- How do you follow a conversation in a group meeting of more than four people?
- How do you get the information given out over public address systems?
- Do you use a regular alarm clock to wake you up?
- How do you communicate with your friends in the cafeteria at lunchtime?
- How many hours a day do you wear your hearing aid?
- Do you usually hear what the supermarket check-out person says the first time?
- Can you hear your dentist when he or she is wearing a mask?
- Can you hear questions from other students in your class?

This is not a scientific survey. Rather, it is a list of questions that can help someone understand a student who speaks well and appears to have no difficulty hearing, but who is asking for accommodations for his/her hearing loss in the classroom.

Another issue frequently raised is the lack of awareness on the part of faculty members of the stressful classroom situations encountered by students who are hard of hearing. If faculty members better understood the difficult listening situations these students face, and how it affects their ability to fully participate in the classroom, they would be more supportive of any changes or modifications they are asked to make in their teaching style.

Faculty members need to be approached ahead of time, either by university staff or the student—preferably both—to counsel them about teaching students who are hard of hearing. Many faculty members have complained that they have been simply handed an FM system microphone and transmitter moments before the lecture was to begin. They had not been given any information ahead of time, so were not prepared to use it correctly, and the timing was inappropriate for them to start learning. In addition to not understanding how the device worked, the faculty member, especially if female, may not have worn clothing suitable to hold the transmitter, such as a belt or coat with pocket, and felt awkward holding or carrying the equipment for the entire lecture.

*(continued on page 6)*

## Interagency Agreements...it's deja vu all over again!

by Jane Jarrow

When I was growing up in Chicago, there was a 10:15 p.m. curfew on school nights for youngsters under the age of 16. At 10:15 p.m. every night, the local news broadcasts would be interrupted by a public service announcement that said: "It's 10:15 p.m. Do you know where your children are?" Well, I am writing today to offer the 21st Century version of that question: "It's half past April... do you know where your Interagency Agreement is at?"

There has been much discussion over the last two years of the redrafting of the Rehabilitation Act of 1973 (finalized in August 1998) and the changes in language that brought about the demand for the establishment of Interagency Agreements between state Vocational Rehabilitation (VR) agencies and the higher education community. After a flurry of activity/arguments surrounding the passage of this new language, things were largely quiet until the middle of last summer. At that time another flurry of activity in various states prompted the American Council on Education to take a stand on the issue and to suggest specific draft language to be incorporated into Interagency Agreements in order to protect the delivery of services to students with disabilities in higher education, as well as to protect the postsecondary community against inappropriate interference by another state agency. (The draft language can now be found at <http://www.janejarrow.com/vr-ia/teachin.html>.) And then things got very quiet again.

That worries me. It worries me particularly since there have been staggered reports of successful negotiations, stalled negotiations, abortive negotiations, and failure to negotiate dribbling in from across the country. If you don't know the status of the negotiations in your state, it should worry you, too. If you are not actively tracking the progress of these important discussions, you may find yourself unpleasantly surprised by the results.

Actually, even if you ARE involved in the process, you may find yourself unpleasantly surprised—and that is what prompts me to write this column. Within the last two weeks, disability service providers in a Midwestern state, who have been negotiating in good faith with their state VR agency for the last 18 months, were blindsided by the implementation of a wholly unacceptable agreement that sneaked in through the back door. When confronted with a rumor that VR had developed its own version of the agreement, the VR agency released a draft copy for review to the DSS providers. The draft ignored all of the cautionary language and provisions that had been recommended by the postsecondary sector and fulfilled all the worst nightmares of the service providers. After spending three days in furious activity trying to gather information to send up to their administrators to discredit the proposed agreement, they were informed that the final version of that "draft" had been presented to the college presidents at an administrative meeting the previous week and the presidents had been encouraged to sign it on the spot. Most of them had.

On the other hand, I have also recently seen the draft of an agreement about to be signed and implemented in a Northwestern state that is, by far, the best I have seen thus far. One of the participants in that negotiation process reported:

"...Wish you could have been a silent observer. Imagine a room with 27 folks in it—very few DSS people, several attorneys, several high level administrators from all colleges, and the high ranks of DVR—trying to put together the agreement! It was a hoot. What came out of it was beautiful—a better understanding of all about what each of us do, and DVR was open to change... ."

I know of service providers in one state who met with hard-line resistance from the state VR agency and some strong-arm tactics that left them with an agreement that is not the best, but is probably "live-able." I know of another state in which the negotiations were cordial and constructive and an agreement was readily reached that basically calls for "business as usual." And I know of another state that is currently struggling to get their VR agency to even sit down to discuss an agreement on a statewide level. It appears that the strategy is to try to pick off the colleges one at a time!

There you have it—the good, the bad, and the ugly! None of the examples listed above are from states within the NETAC region. I do know that there has been activity in some areas of the region; what worries me is what might be going on that we HAVEN'T heard about. You owe it to your institution not to let interest wane for an appropriate resolution to this issue; you can't afford to be complacent and you can't afford to let your administrators be complacent, either.

If you haven't done so recently, go back and check out the suggested draft language, including the explanation of why it is important to have those statements included. Compare it with whatever draft agreement is currently on the table in your state. And if you don't know what it's happening in your state, you would be well advised to find out. In this case, no news is NOT good news.

*Jane Jarrow, Ph.D., is president of Disability Access Information and Support (DAIS). An expert in disability services, she has been providing technical assistance and training to service providers on access and support services for persons with disabilities in higher education and has co-authored or authored numerous books and articles in the field of disabilities in higher education over the past 17 years.*

If you don't know the status of the negotiations in your state, it should worry you, too.

### A specific hint:

#### Definitions/language for your state Interagency Agreement

The VR system provides SERVICES to CLIENTS. In higher education, we provide ACCOMMODATIONS to STUDENTS. Define those four terms within the "definitions" section of the agreement and don't allow services/accommodations or clients/students to be used interchangeably.

## Upcoming events ... (continued from page 3)

- “Make the Grade,” a transition program for deaf and hard-of-hearing students, July 10-13, Ambler Campus of Temple University. For more information, contact Dr. Dorothy Cebula at 215-204-1280 (voice) or 215-204-1786 (TTY).
- Fourth Annual PA/NETAC Statewide Conference, September 19-20, Penn State Conference Center, State College. For more information, contact Lori Hutchison.
- *Updated information will be posted on the NETAC web site as it becomes available (<http://netac.rit.edu>).*

## Communication access for students who are hard of hearing: the postsecondary institution's perspective...

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Faculty members should not be surprised about the needs of a particular student just as a new semester is beginning. The student and university support staff should contact the faculty member prior to the first class and make him or her aware of the student's communication access needs, the technology he or she will be asked to use in the classroom and how it works, and if CART will be used—and be given a list of teaching tips. This should be done in a face-to-face meeting. A preliminary meeting such as this will open the communication channels and build a productive student/faculty relationship for the longer term that will benefit the student beyond the communication access aspects.

Students have a right by law to communication access in postsecondary institutions. Given the costs, both direct and hidden, of providing the access, and the increasing number of students who are hard of hearing and requesting services, all parties—school, faculty members, and students—must be willing to understand each other's situation and be creative about finding reasonable solutions to meet the mandate of the law.

*Brenda Battat is deputy executive director of Self Help for Hard of Hearing People, Inc. (SHHH), a national educational organization of and for people who are hard of hearing. The address is: SHHH, 7910 Woodmont Avenue, Suite 1200, Bethesda, MD 20814; 301-657-2248 voice; 301-657-2249 TTY; 301-913-9413 fax; Web <http://www.shhh.org>.*

## Recent publications from NETAC

- Task Force report, “Institutional Commitment and Faculty/Staff Development”
- Resource Directory of Proprietary School Programs in the Northeastern United States
- Teacher Tipsheets on distance learning, cochlear implants, vocational rehabilitation, job preparation, retention, and transitioning to college
- “Connections” package

## “Connections” package is ready!

“Connections,” a free interactive training workshop for postsecondary educators and vocational rehabilitation counselors, is available now through the NETAC central office. This workshop, updated from its original 1987 version, explains the important relationship between postsecondary education staff members, VR personnel, and college students who are deaf and hard of hearing. It has been developed specifically for those who already serve such students, and thus have some experience with issues related to communication and accommodation, and for those who would like to begin serving such students.

It discusses the VR process and requirements, ways that higher education and VR staff members work together, and how to provide maximum student inclusion and a positive educational experience for students.

“The original workshop was so well received that we felt the time was right to update and disseminate these materials more broadly than before,” says Karen Hopkins, NETAC's director. “Since the common goal of both VR and college administrators is to make sure that today's students succeed in their academic endeavors, we believe that ‘Connections’ will go a long way toward strengthening the relationship between the two groups.”

The updated training package includes a two-part videotape describing the history of VR as well as interviews with current VR personnel and college students who are VR supported, handouts, transparencies, and a booklet that describes, step by step, how to conduct the workshop.

The three-hour workshop covers topics such as VR's history, philosophy, eligibility criteria, and services; how to make the right decisions regarding communication access; issues and problems that may arise in “dual service coordination” of VR-sponsored students; ways to improve working relationships between higher education and VR; coordinating paperwork between VR, financial aid staff members, and students; responsibilities of students; and confidentiality laws.

Those interested in having the workshop presented should contact the NETAC central office at 716-475-6433 (voice/TTY) to receive the name of the NETAC site coordinator in their state. Those wishing to obtain the training package themselves should contact the PEPNet Resource Center at 888-684-4695 (voice/TTY, not available in Puerto Rico), 818-677-2611 (voice/TTY), 818-677-4899 (fax), [pnc@csun.edu](mailto:pnc@csun.edu) (email), or <http://www.pepnet.org> (Web).

**Mark your calendars for the  
Thursday, September 28 teleconference**

**“Postsecondary Interpreting:  
Roles, Responsibilities, and Readiness”**

**2-4 p.m. EST**

**For more information, contact the  
Midwest Center for Postsecondary Outreach (MCPO)**

**651-221-1337 (voice/TTY)**

**or [pbrill@stp.tec.mn.us](mailto:pbrill@stp.tec.mn.us) (email)**

## C-Print™ training workshop schedule

| <u>Date</u>  | <u>Location</u>  |
|--|--|
| May 22-26, 2000<br><i>Registration closed.</i>                         | Northwestern CT Community College<br>Winsted, CT   |
| June 5-8, 2000<br><i>By invitation only.</i>                           | Train-the-Trainer Workshop<br>Rochester Institute of Technology<br>Rochester, NY         |
| June 19-23, 2000<br><i>Registration closed.</i>                        | Camden County College<br>Blackwood, NJ   |
| June 19-23, 2000<br><i>Registration closed.</i>                        | Midwest Center for<br>Postsecondary Outreach<br>St. Paul Technical College, St. Paul, MN |
| June 26-30, 2000<br><i>Registration closed.</i>                        | New River Community College<br>Dublin, VA  |
| July 17-21, 2000<br><i>Registration closes<br/>June 12, 2000.</i>      | Rochester Institute of Technology<br>Rochester, NY                                       |
| July 31-August 4, 2000<br><i>Registration closes<br/>May 29, 2000.</i> | Tulsa Community College<br>Tulsa, OK   |
| August 14-18, 2000<br><i>Registration closes<br/>June 19, 2000.</i>    | Clemson University<br>Clemson, SC  |



For more information about the workshops listed above, please contact the NETAC central office at 716-475-2809 (voice/TTY) or send email to [cprint@rit.edu](mailto:cprint@rit.edu). Future updates to the schedule will be posted to the NETAC Web site, <http://netac.rit.edu/c-print.html>.

## A C-Print success story

by Jill Angotta

Over the past four years, Sacred Heart University has attracted a growing number of students with hearing losses ranging from mild to profoundly deaf. Interestingly, four of our students are oral deaf, meaning they prefer to utilize FM systems and oral transliterators rather than sign language interpreters. As a result, it has become the university's challenge to provide accurate notes for someone who lipreads his/her lecture.

Enter C-Print, a captioning system that makes use of computer technology to bring lectures to real-time life and print out accurate notes. The response from the students who have utilized C-Print this academic year is enthusiastic. Now they can see the words that are this long (imagine stretching my arms apart so that my hands are as far away from each other as possible!), rather than be confused by new vocabulary on a transliterator's lips. It does help that C-Print captionists can load in new vocabulary from the textbooks (that my office has provided) beforehand, so those long words are a lot less intimidating than they used to be. It certainly helps that the students can read those long words in note form immediately after class (editing doesn't take long, an hour tops), especially since the captionists on our campus have access to printers.

Currently, Sacred Heart University is considering hiring two full-time C-Print captionists for the 2000-2001 academic year. This means less outsourcing and more connecting between students and captionists. It also means my students are staying here, for the long haul, through science classes and all. There finally is a system that lets them be a part of a class, rather than getting the details later. It means full participation. What a joy!

*Jill Angotta is director of Special Services at Sacred Heart University, Fairfield, CT. She wears two hearing aids and wishes C-Print had been around when she was in college and graduate school.*

## PEPNet Resource Center

Postsecondary Education Programs Network

*Providing Information and Materials to Postsecondary Institutions Serving Individuals who are Deaf and Hard of Hearing*

**Visit the PRC Website & PEPNet Products Page for a complete listing of material**

**resources including books, handouts and videotapes:**

**<http://prc.csun.edu>**

**or <http://www.pepnet.org> and go to 'Resource Center'**



*Examples of items available through the PRC:*

- ADA: Responsibilities for Postsecondary Institutions Serving Deaf and Hard-of-Hearing Students
  - Telecast Videotapes: 1997 & 1998
  - Questions and Answers Handbook
- Focus on Faculty
  - Telecast Videotape
  - Questions and Answers Handbook

- "Make a Difference" Video for Faculty
- National Task Force Reports on Quality of Services in the Postsecondary Education of Deaf and Hard-of-Hearing Students
- Access Training Package: How Best to Serve Postsecondary Students Who are Hard of Hearing

**To order videos or for information on material resources, contact:**

PEPNet Resource Center – National Center on Deafness  
California State University, Northridge – 18111 Nordhoff Street  
Northridge, CA 91330-8267  
(888) 684-4695 (V/TTY) - toll free – (818) 677-4899 (fax) – email: [prc@csun.edu](mailto:prc@csun.edu)

- Purchase orders and checks are accepted.
- Checks must be payable to CSUN.
- Specify complete shipping information, including full name, address, phone number (V/TTY), fax and email.

## Rhode Island update

by Brenda McGill

Twenty participants registered for the March 16 "Access: How Best to Serve Postsecondary Students who are Hard of Hearing" presentation and teleconference, "Providing Real-Time Captioning, C-Print Speech-to-Print Transcription, Assistive Listening Devices and Other Technologies." This group included college preparation program staff, disability support service directors and staff members from six postsecondary institutions, teachers of the deaf, and one student. This two-part event was sponsored by NETAC-RI, located at the Community College of Rhode Island (CCRI), and hosted by the Rhode Island College Student Life Office Director, Antoinette Gomes.

Marcia Dugan, National Board of Trustees of Self Help for Hard of Hearing People, Inc. (SHHH) and author of "Keys to Living with Hearing Loss" (Barron's, 1997), presented the "Access" portion of the workshop. Participants responded to the sensitivity training activity and engaged in lively conversation regarding the ADA and the effects of communication access in the classroom. Tracy Karasinski, interim director, Access to Opportunity from CCRI, organized the assistive listening devices display and later facilitated the student's use of the neck loop during the teleconference. At 1:00 p.m. members participated in the teleconference, "Providing Real-Time Captioning, C-Print Speech-to-Print Transcription,



Assistive Listening Devices and Other Technologies."

Positive responses to the presentation and teleconference were shared, and meetings are in the planning stage to present parts of the "Access" package to individual institutions by NETAC-RI. Brown University's director of disability support service, Elyse Chaplin, held the first "Access" luncheon seminar on April 12.

Earlier this year, Marilyn Levin, Director of the Rhode Island Commission on the Deaf and Hard of Hearing, spoke about the Commission's history, mandates, strategic plans, current activities and resources during the winter Consortium meeting.

The NETAC-RI office provided Consortium members with three items for their resource library: "Focus on Faculty: Effective Pedagogy with Students who are Deaf and Hard of Hearing," "Self Advocacy for Students who are Deaf or Hard of Hearing," and "Working Together: Deaf & Hearing People."

For more information on events in Rhode Island, contact Brenda McGill at 401-455-6064 (voice/TTY) or via email at [Brmcgill@ccri.cc.ri.us](mailto:Brmcgill@ccri.cc.ri.us).

*Brenda McGill is NETAC site coordinator for the state of Rhode Island.*



# R·I·T

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