

NETAC networks

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

October 1999

NETAC hosts PEPNet trainers' meeting

There's nothing like fall in upstate New York to lure more than 60 professionals from around the country to Rochester for a three-day PEPNet trainers' meeting hosted by NETAC in late September. In between choosing from dozens of "tasty" workshops and poster sessions, participants also enjoyed delicious treats from RIT's annual Apple Fest, which coincided with the meeting.



Photo by Mark Benjamin, NTID/RIT

Debra Wilcox-Hsu (left), MCPO, quizzes the audience with a sample question from the new "Orientation to Deafness" training program. To her right is interpreter Gayle Macias.

On the meeting's opening night, MCPO's Debra Wilcox-Hsu wowed the crowd, jet lag notwithstanding, by demonstrating highlights of PEPNet's exciting new online training program, "Orientation to Deafness."

The following day, participants chose from four outstanding workshop topics, including the new NETAC/SHHH training package, "Access," described by NETAC's Pat Billies and Marcia Dugan from SHHH, Inc.; an overview of testing accommodations by MCPO's Dave Buchkoski; PEC's Carol Kelly sharing the workshop "Essentials of College Living"; and WROCC's always humorous Gary Sanderson discussing issues surrounding effective tools needed for campus security departments on campuses that have students who are hard of hearing or deaf.

The second series of morning workshops included NTID's Center on Employment staff members offering a presentation on the "Working Together: Deaf and Hearing People" training package; an informative and very "hands on" presentation on assistive listening devices by Cheryl Davis of WROCC; and a teaching video on "Make a difference: Tips for teaching students who are deaf or hard of hearing" by Sharon Downs of PEC.

The poster sessions on both days offered opportunities for in-depth conversation with the creators of an assortment of products and publications, including NTID's C-Print system and LSU's Project DESK (Developing Education Skills and Knowledge Program), discussed by Jennie Bourgeois. Steve Sligar and Diane Jones, sans hats, induced people to stop by their table by offering a challenging quiz about community-based rehabilitation programs. (Those who scored well received a memorable monetary "reward.")

On the meeting's final day, participants chose from another trio of interesting morning workshops, covering topics such as WROCC's "Pah! I'm in College...Now What?"/PEC's "College? Now What?"; two WROCC videotapes about notetaking and interpreting, and PEC's Marcia Kolvitz and MCPO's Dave Buchkoski discussing how to use a peer review model for program assessment. Finally, the afternoon's poster sessions included Desiree Duda, NETAC's new downstate New York site coordinator, and her hot-off-the-press publication describing "A Multicultural Model for Serving Students who are Deaf and Hard of Hearing," a collaborative publishing effort between LaGuardia Community College and NETAC.

The meeting ended with Jennifer Olson and Tony Ivankovic of the PEPNet Resource Center sharing information about the PRC, its procedures for submitting PEPNet products for dissemination, and an update on the PRC data base.

The purpose of this three-day workshop was to share models and best practices in working with students who are deaf or hard of hearing. This was a bountiful basket of goodies. Postsecondary programs across the country will now reap the benefits of this information sharing.



Photo by Mark Benjamin, NTID/RIT

Sylvia Walker (left), NETAC DC site coordinator, and interpreter Kate Rizzolo view "Look Out World—Here I Come!", a new videotape about an African-American deaf student's experiences at Howard University.

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NETAC Networks

is produced three times a year. Articles should be submitted to

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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



PEPNet's new and improved web site

Have you visited the PEPNet web site lately? If not, you are missing out on some exciting new developments and an enhanced level of interactivity for visitors.eb

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Upcoming events by state*

Connecticut

- C-Print training, January 2000 and May 2000, exact dates and locations TBA. For more information, contact Lucie Hobart, C-Print Captionist/Trainer at 860-738-6373 (voice/TTY) or via email at NW_HOBART@commnet.edu.
- “Voyage to Your Future,” a career awareness program for students who are deaf or hard of hearing and their parents, Spring 2000 semester, location and exact dates TBA. For more information, contact Elaine Taylor at 860-738-6380 (voice/TTY) or via email at NW_NETAC@commnet.edu.
- 2nd Annual Deaf Expo, Spring 2000 semester. Back by popular demand, this day long event will offer workshops focused on effective communication among deaf, hard-of-hearing and hearing people, assistive technologies, effective educational support services, and an exhibit hall where participants can talk with representatives of various service agencies, rehabilitation services, and vendors of assistive devices. Location and date TBA. For more information, contact Elaine Taylor.
- The Connecticut NETAC Site Coordinator will be making onsite visits at postsecondary institutions, including proprietary schools. For a site visit to your program to hear how we may be of service to you, please contact Elaine Taylor.
- To have your name added to the “CT NETAC News” mailing list, contact Elaine Taylor.

Maryland

- C-Print Training workshop November 15-19, Community College of Baltimore County-Catonsville (CCBC-Catonsville). For more information, contact Florence Cooney at 410-455-4369 (voice), 410-455-4553 (TTY), or via email at fcooney@ccbc.cc.md.us.
- “English Language Teaching Outreach Project (ELTOP)”, a 1-1/2 day workshop for teachers of deaf and hard-of-hearing students in English, reading, and developmental classes, hosted by NETAC/Maryland at CCBC-Catonsville and presented by ELTOP at the National Technical Institute for the Deaf, January 2000. For more information, contact Florence Cooney.
- “Voyage to Your Future,” a career awareness program for students who are deaf or hard of hearing and their parents, Spring 2000, location TBA. Co-sponsored by NETAC/Maryland and the Maryland State Steering Committee for Deaf and Hard of Hearing Students. For more information, contact Florence Cooney.
- 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.
- The NETAC/Maryland Site Coordinator will be happy to visit your school to discuss the ways in which NETAC can work with you to benefit your program. To schedule a site visit, contact Florence Cooney.

Massachusetts

For more information on any of the programs listed in this state, please contact the Massachusetts site for NETAC at 978-556-3341 (voice/TTY) or via email at netac@necc.mass.edu.

- “Access: How to Best Serve Postsecondary Students who are Hard of Hearing,” a presentation by Brenda Battat, Acting Executive Director of Self Help for Hard of Hearing People (SHHH), October 22, 9 a.m.-noon, Northeastern University.
- Second Annual Deaf Services/Technology Expo, November 5, 10 a.m.-4 p.m.
- “Deaf Culture and the Arts,” including Brenda Schertz, a national Deaf art exhibit organizer; Laurie Shaffer, Coordinator of Interpreting Services at Boston University; and a panel of deaf and hard-of-hearing students enrolled in professional art programs at the Massachusetts College of Art, November 18, noon-2 p.m. Lunch is included. Registration required and limited to the first 100 registrants.

New York

- New York State Consortium Meeting, November 19, Albany. For more information, contact Desiree Duda at 203-854-5371 (voice/TTY) or via email at NYCnetac@aol.com, or Charley L. Tiggs at 716-475-7675 (TTY) or via email at CLTNOD@rit.edu.
- The NY NETAC Site Coordinators will be making onsite visits at postsecondary institutions, including proprietary schools. For a site visit to your program to learn more about what NETAC can offer you, contact Desiree Duda or Charley L. Tiggs.
- 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.

Pennsylvania

- PA/NETAC consortium meeting, November 2, 10:00 a.m.-2:00 p.m., Central Instructional Support Center, Harrisburg, PA. For more information, contact Lori Hutchison at 814-255-8275 (voice), 814-255-5873 (TTY), 814-255-8283 (fax), or via email at LHutchison@dli.state.pa.us.
- C-print display at the “AT Expo,” sponsored annually by the Instructional Support System of Pennsylvania. This Expo travels through the state and will be held four times: Tuesday, November 30, King of Prussia; Wednesday, December 1, State College; Thursday, December 2, West Middlesex; and Friday, December 3, Monroeville, all from 10 a.m.-4:30 p.m. There is no fee to attend the Expo. Registration is encouraged, but not necessary. To register on line, go to www.cisc.k12.pa.us.
- C-print captionist training, Hiram G. Andrews Center, Johnstown, week of April 24, 2000. For more information, contact Lori Hutchison.

Rhode Island

- “Voyage to the Future,” a career awareness program specifically designed for high school students who are deaf or hard of hearing, their parents, and educators, sponsored by NETAC-RI and the National Technical Institute for the Deaf, a college of Rochester Institute of Technology, October 22-23. Details TBA. For more information, contact Brenda McGill at 401-455-6064 (voice/TTY) or via email at brmcgill@ccri.cc.ri.us.

* Updated information will be posted on the NETAC web site as it becomes available (www.netac.rit.edu).

Meaningful access, appropriate accommodations ... and OVERKILL!

by Jane Jarrow

Since the 1977 implementation of Section 504 of the Rehabilitation Act of 1973, colleges and universities have been required to provide equal access to educational opportunities to individuals with disabilities.

For students who are deaf and hard of hearing (D/HOH), this has traditionally meant the provision of sign language interpreters, notetakers, the use of amplification systems, and other accommodations designed to assure equal access to the exchange of information in educational settings. Throughout the 20-year compliance history of Section 504, the courts and the Office for Civil Rights have demanded that the method of accommodation provide “meaningful access,” but they have not required institutions to provide the accommodation of choice.

The implementation of the Americans with Disabilities Act brought a new twist to a perennial problem of determining appropriate accommodation. Title II of the ADA, which governs the actions of all public postsecondary institutions, requires that “...In determining what type of auxiliary aid and service is necessary (to ensure that communications are equally effective), a public entity shall give primary consideration to the requests of the individual with disabilities” (28 CFR § 35.160).

The Department of Justice has clarified this obligation by stating that a public institution “shall honor the choice unless it can demonstrate that another effective means of communication exists or that the use of the means chosen would not be required...” because it posed an undue financial or administrative burden. While this same regulatory language does not appear in Title III of the ADA, which governs the actions of private postsecondary institutions, recent compliance history suggests that the federal agencies charged with compliance are not likely to allow private institutions to ignore the legislative intent.

The availability of realtime captioning, coupled with the federal focus on the preference of the user, poses some unique problems and concerns for the postsecondary community. If a D/HOH student requests realtime captioning as an accommodation, the institution presumably is obligated to honor that request unless it can demonstrate that some other accommodation is equally effective. However, neither consumers nor service providers have anything but anecdotal reports to assess how effective realtime captioning is, or who it is effective for, or what kinds of variables influence the appropriateness of its use. The limited research available suggests that realtime captioning provides “meaningful access” in direct proportion to the reading level of the user—information that we often don’t have and don’t use in assigning accommodations. Moreover, realtime is most useful in classes in which the faculty member speaks slowly, at an even pace, with pauses interspersed. It helps if the instructor has few, if any, false starts and other agrammatic qualities. Sounds like all the instructors on your campus, right?! (ahem) But regardless of (my personal views of) the utility of realtime captioning for a broad range of D/HOH students, I know one version of accommodations that seems clearly INAPPROPRIATE!

Lately I have heard or read of a number of instances in which a deaf student was requesting both a sign language interpreter and realtime captioning for classes. That makes no sense. **Both**

accommodations require that the individual who is deaf/hard of hearing be watching—either the interpreter or the captionist—in order for the accommodation to provide meaningful access. You cannot watch two places at once. Make that three... one of the reasons we work hard to establish line-of-sight arrangements (with the interpreter AND the instructor visible at the same time) is so that students can gather as much information as possible by looking in a single direction! It seems to me, though, that using an interpreter and using realtime captioning are mutually exclusive.

I have heard two justifications offered for asking for both services; both hinge on faulty premises. The first is that realtime transcripts, turned into notes, SHOULD be considered an appropriate accompaniment to use of an interpreter. After all, the logic goes, one cannot take notes and watch the interpreter at the same time, and the student is entitled to notes. The sentence is true, but the mechanism is not. In my mind, “meaningful access” means that the D/HOH student gets to fully follow and participate in the classroom and leaves the classroom with a set of notes summarizing that discussion that is comparable to the notes others take away with them. A word-for-word transcript of a 50-minute class is NOT the same as a handful of pages of notes highlighting the key points of the discussion. An interpreter *and* a notetaker seem wholly appropriate. But realtime captioning was never meant to be used as a sophisticated form of notetaking.

I have also heard the double accommodation being requested for students who are not fluent users of sign language as a training mechanism. The suggestion is that these students will rely on the realtime captioning, but having the interpreter present gives them exposure to the signs so that they will eventually become more fluent sign language users. Even if that were possible (back to the watching-two-places-at once with the added possibility of different language bases!), helping someone adjust to their disability and providing training in this way is a useful activity and a laudable goal, but it is **not** part of the accommodation process. Let’s keep our focus—on equal access—always before us.

I have been in this business long enough to know that one should never say “never.” There may be some isolated instance in which, because of truly unique circumstances of the way the student, the faculty member, the course content, and the delivery mode interact, it DOES make sense to use both realtime and an interpreter in the same classroom as accommodations for a single D/HOH student. But I would encourage long and thoughtful review of those circumstances before agreeing to such duplication of service on your campus. We need to assure that students’ needs are appropriately met, but we must also protect the resource utilization and the integrity of the accommodation process.

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.

Postsecondary education: serving multicultural students who are deaf and hard of hearing

by Desiree Duda

Early in the 20th century, the United States experienced a unique period of massive immigration to its shores. In these early years of influx, the great expansion westward and economic industrialization were the engines that drove the assimilation of different cultures. Techniques and philosophies from all corners of the globe were blended, built upon, and synthesized to create and make our nation strong. Since that time, our country has become a true amalgam of cultures, each contributing to America's greatness.



Tragically, early multiculturalism neglected native minorities, who were not often enough integrated into the burgeoning society. Fortunately, this has changed. And, led by the academic communities, successful approaches to multiculturalism are providing not only new benefits to disadvantaged minority groups, but even greater benefits to society at large.

At LaGuardia Community College, there has been a consistent multicultural emphasis in all phases of the educational process. Significantly, addressing the particular needs of minority cultures has resulted in enriching the entire student body. New techniques and tools have been developed that are in general use, and ideas and cultural idioms are constantly being incorporated into the mainstream.

LaGuardia Community College, which consists of a gifted multicultural population that includes students from more than 125 nations, is a bright image of the American future. Students who are deaf and hard of hearing form an integral part of its approach to multiculturalism and are a valuable element of this pluralistic institution as it educates, enables, and enriches the community, the city, and ultimately the nation.

The City University of New York's LaGuardia Community College and its Division of Adult and Continuing Education have developed approaches to educating multicultural students who are deaf and hard of hearing in a city that is the epitome of diversity. It is the college's goal to stimulate new ideas for recruitment, teaching, and staffing, in addition to designing programs that create a welcoming environment to an ethnically diverse student population.

The Program for Deaf Adults (PDA) is a model, urban, postsecondary program primarily serving minority students who are deaf and hard of hearing. It offers a comprehensive education through an extensive variety of both degree and continuing-education courses, serves an average of more than 1,000 students annually, and is among the largest of such programs in the United States.

Through the Division of Adult and Continuing Education, PDA offers an extensive college-preparation course; a preparatory program for deaf foreigners; Adult Basic Education, Regents Competency Test Preparation, General Education Diploma (GED) preparation, and tests; pre-vocational skills; computer skills training; and support. In the academic division, PDA offers basic skills courses in the academic division, and provides services such as interpreting, tutoring, supplemental instruction, and notetaking.

The PDA Community

PDA's student population consists of ethnically diverse recent high school graduates plus older students returning to school, many of whom work full or part time.

The largest ethnic group, Hispanic, includes students from Colombia, Dominican Republic, Puerto Rico, Mexico, and others. The second largest group includes students from Russia, Romania, Poland, and Greece. The third largest group is Black, consisting of native African-Americans and others from Jamaica, Trinidad, Haiti,

Guyana, and England. The student body also is represented by pupils from India, China, Hong Kong, the Philippines, and Vietnam.

PDA provides these individuals with the special education and skills they need to succeed in a mainstream environment. It offers students an education in an atmosphere with few communication barriers and significant numbers of deaf and hard-of-hearing peers from different cultures with whom to socialize and share experiences.

PDA's teachers and staff are ethnically diverse and fluent in both ASL and English. PDA strives to recruit interpreters who meet the communication needs of students and who match the cultural diversity of this population. PDA reaches out to established minority organizations in the New York City area to encourage members of these groups to enter the interpreting profession and to join the interpreter education program at LaGuardia.

Teaching Practices

The particular needs of students are met by creating learning environments where students are not afraid to take risks and where diverse ways of thinking and learning are valued and respected.

Pluralism pervades the curriculum and pedagogy. Students read and write about works drawn from a wide array of genres by authors who represent a full range of ethnicity and national backgrounds. The goal is to motivate students to question their preconceived ideas about race, ethnicity, sexual preference, and gender by drawing them into an exploration of the backgrounds of the diverse characters they encounter.

Extracurricular Activities

The Deaf Multicultural Club (DMCC) caters to students who are deaf, hard of hearing, and deaf-blind in both the academic and continuing-education divisions. Its main mission is to increase awareness of deaf culture within the college community and promote integration among students who are deaf, hard of hearing, and hearing. Its activities include weekly meetings facilitated by a deaf, minority-group faculty advisor.

Summary

Through its Program for Deaf Adults, LaGuardia Community College continues to be a successful pioneer in meeting the challenges and special needs of a unique multicultural student population segment. Significantly, the student success rate (graduation with degree) of its program parallels mainstream institutions.

For more information regarding PDA services, the programs PDA has designed and developed to train professionals in the field, or to request a copy of the PDA multicultural manual, contact Desiree Duda at 203-854-5371 (voice/TTY), 718-482-5199 (fax), or through email at NYCnetac@aol.com.

Desiree Duda is NETAC site coordinator for downstate New York.

Exciting distance learning success at NCCC!

by Elaine Taylor

The cutting edge is a fun, though nerve-wracking place to be, and Northwestern Connecticut Community-Technical College (NCCC) was once again in this position with the presentation of the first distance learning course using Picture Tel technology to simultaneously offer a course at two distinct community-technical college campuses. Our first venture with this technology was to offer "Orientation to Deafness" at both the NCCC campus and the Capital Community-Technical College (CCC) campus approximately 30 miles away for the fall 1999 semester. Thanks to the many folks who have helped launch this exciting project, we have welcomed 27 students to the course!

Approximately 20 of the students attend the course at NCCC, while the other seven students find the Hartford campus of CCC much more convenient. Through the multiple rehearsals, and even into the "opening night," we have learned to identify with the commonly heard phrase from the 1950's and 1960's television world,



"We temporarily pause this program due to technical difficulties!"

As of the writing of this article, three weeks after opening night, I am happy to announce that the course is working wonderfully well. Technicians, interpreters, and instructor have worked closely together to modify equipment, teaching style, and interpreting speeds to provide the students with a clear, interesting, and technically smooth educational opportunity. My personal and professional thanks to Mark Myers, instructor; Tom Dore and Bruce Miller, technicians; and Stephanie Deja and Karen Tuozzolo, interpreters, for many hours of hard and sometimes tedious, frustrating work, to make this a success.

Should you have any questions regarding this project or wish to pursue similar a project, contact the CT NETAC Site Coordinator's office at 860-738-6380 voice/TTY or through e-mail at NW_NETAC@commnet.edu. We would be delighted to assist you!

Elaine Taylor is the NETAC site coordinator for the state of Connecticut.

Postsecondary Education Programs Network PEPNet

Providing outreach and technical assistance to postsecondary institutions serving individuals who are deaf and hard of hearing

Contact the center in your region for more information:

Midwest Center for Postsecondary Outreach (MCPO)

St. Paul Technical College
235 Marshall
St. Paul, MN 55102
651-221-1327 V/T
651-221-1339 fax
Email: pbrill@stp.tec.mn.us

Northeast Technical Assistance Center (NETAC)

Rochester Institute of Technology
National Technical Institute for the Deaf
52 Lomb Memorial Drive
Rochester, NY 14623-5604
(716) 475-6433 V/T
(716) 475-7660 fax
Email: netac@rit.edu

Postsecondary Education Consortium (PEC)

University of Tennessee
2229 Dunford Hall
Knoxville, TN 37996-4020
423-974-0607 V/T
423-974-3522 fax
Email: pec@utk.edu

Western Region Outreach Center and Consortia (WROCC)

California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8267
888-684-4695 V/T (toll free)
818-677-4899 fax
Email: wrocc@csun.edu



<http://www.pepnet.org>

National Educational Interpreting Conference Update

by Cathy Cogen, Jane Nunes, and Kathy Vesey

For three years now, the National Educational Interpreting Conference (NEIC) has provided a forum for a much-needed dialogue on interpreting in K-12 and postsecondary education.

In the tradition of collaboration established by the first and second NEIC in 1997 and 1998, this third conference was organized and sponsored by the Gallaudet University Regional Center–Northeast, the Northeastern University Interpreter Education Project for New England (RSA Region 1), and PEPNet, through the Massachusetts NETAC Site. Held July 31-August 1, 1999 at Northeastern University, Boston, just prior to the RID Convention, the conference was full to capacity several weeks in advance. It drew 235 registrants from 36 states and territories, including Alaska and Guam, and from Ontario and Newfoundland—clear evidence of the serious and widespread concern about the education of deaf children and young adults.

Participant feedback points to the need for continuing to offer the NEIC on an annual basis. The conference theme, “Our Changing Classrooms: Diversity, Technology and Interpreters,” was devised to help interpreters prepare for the fast-advancing technology and anticipated demographic waves of the 21st century.

Lecture/discussion sessions and skill development workshops offered a look at information technology, the use of video and computer technology for delivery of sign language interpretation in the classroom, a pilot program offering distance learning options for educational interpreters, distance mentoring, the representation of graphic images in ASL, expression of math concepts in ASL, and the use of ASL classifiers to convey concepts in science and technology.

Sunday’s sessions were planned in cooperation with the Mano a Mano Assembly of Interpreters Working in Spanish Speaking Communities. Presentations were offered on interpreting foreign language courses, the multicultural Deaf college student, research findings on the cultural fluency of trilingual interpreters, and issues in working with African-American/Black students.

Still other sessions during the two-day conference focused on the transition from high school to postsecondary education, the ways in which ASL promotes the process of learning to read English, mental health and medical interpreting with children, the ever-changing roles and responsibilities of educational interpreters, how knowledge of the educational process can enhance the interpreter’s effectiveness as a member of the instructional team, and research findings that question the effectiveness of interpreted education in achieving its goal of enhancing academic achievement.

In a lunchtime presentation by RID officers Daniel Burch and Ben Hall, participants were pleased by a promise of more attention and commitment from RID to the concerns of educational interpreters. Malina Lindell, chair of EdiTOR, and members of the board welcomed participation in the activities of this RID Special Interest Group.

The conference planners gratefully acknowledge several organizations whose contributions helped to make the third annual NEIC possible: RID, Inc., EdiTOR, the RSA Regional Interpreter Education Projects at LaGuardia Community College, Gallaudet University, Waubensee Community College, Johnson County Community College, Front Range Community College, El Camino Community College, Western Oregon University, the RSA-funded National Multicultural Interpreters Project at El Paso Community College, and the GURC at Johnson County Community College.

Cathy Cogen is with the Northeastern University Interpreter Education Project, Jane Nunes is Massachusetts NETAC site coordinator, and Kathy Vesey is Director of the Gallaudet University Regional Center.

New video about an African American deaf student’s college experience in *Look Out World—Here I Come!*

by Kimberley Turner

Look Out World—Here I Come! is a 30-minute videotape featuring Carla Shird, a 1998 graduate of Howard University. Shird provides the viewing audience with a glimpse of her college life experience as an African-American deaf student attending a historically Black, hearing institution.

Shird talks about the challenges and rewards that a deaf or hard-of-hearing student can anticipate when considering attending a postsecondary hearing institution. Throughout the video, she offers advice to students, interpreters, professors, and persons who are responsible for providing accommodations.

Look Out World—Here I Come! can be utilized in two ways: (1) to provide sensitivity training to persons in postsecondary hearing institutions who provide accommodations for deaf and hard-of-hearing students, and (2) to recruit deaf and hard-of-hearing students to postsecondary institutions, including technical schools and two- and four-year institutions.

This video was produced by the DC NETAC project coordinators. For more information, contact Dr. Sylvia Walker, Howard University, Center for Disability and Socioeconomic Policy Studies, 2900 Van Ness Street, N.W., Holy Cross Hall, Suite 100, Washington, DC 20008, 202-244-7628 (TTY), 202-806-8086 (voice), or 202-806-8148 (fax).

Kimberley A. Turner is the former associate director of the Howard University Center for Disability and Socioeconomic Policy Studies and former NETAC co-site coordinator for the District of Columbia.

Photo Gallery



Participants engage in small group discussions at the Third Annual Pennsylvania/NETAC Statewide Conference, September 15, 1999.

Plan now to attend the *Innovation in Education: PEPNet 2000* conference April 5-8!

With the millenium close at hand, that means the *Innovation in Education: PEPNet 2000* biennial conference is also fast approaching! Come join us at Denver's Hyatt Regency Tech Center April 5-8.

As you may know, one of the major goals of PEPNet is to provide outreach and technical assistance for professionals who work with students at the postsecondary level who are deaf and hard of hearing. *Innovation in Education: PEPNet 2000* offers an opportunity to bring a variety of professionals together including administrators, counselors, interpreters, tutors, and faculty members from developmental studies as well as college-level courses. Interested secondary-level faculty and staff and adult service providers from rehabilitation agencies and centers for independent living are also invited to participate.

If you attended the PEPNet '98 conference, *Empowerment Through Partnerships*, you know how much relevant information you received to aid in serving these students. If you missed PEPNet '98, you won't want to miss the opportunities that PEPNet 2000 will provide for further professional development as well as networking with peers who provide similar services.

The conference will open on Wednesday evening, April 5, with a keynote presentation. In addition to a full conference schedule, several half-day pre-conference workshops may be scheduled that will provide a limited number of participants with the opportunity for more intense training on specific topics. More poster sessions have been added this year to provide the opportunity to interact with conference participants and to showcase best practices or program models.

Innovation in Education: PEPNet 2000 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 Northeast Technical Assistance Center (NETAC), Midwest Center for Postsecondary Outreach (MCPO), Postsecondary Education Consortium (PEC), and Western Region Outreach Center & Consortia (WROCC).

For more information, contact Marcia Kolvitz, Postsecondary Education Consortium, UT Center on Deafness, 2229 Dunford Hall, Knoxville, TN 37996-4020, 423-974-0607 (voice/TTY), 423-974-3522 (fax), mkolvitz@utk.edu (email).



R·I·T

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