

# NETAC networks

Providing technical assistance to professionals working with students who are deaf and hard of hearing in postsecondary settings  
Fall 2002

## Update on C-Print®

by Pamela Francis, C-Print Training Coordinator

New and exciting things are happening with C-Print, and we're very pleased to be sharing them with you! We have developed a new software program called C-Print Pro that's specifically designed to work with the C-Print abbreviation system, *plus* it has an assortment of other great features including chat (two-way communication), student notetaking capabilities, and, coming in early 2003, automatic speech recognition (ASR).

For several years the C-Print team has felt the need to develop software that expressly addresses the needs of its users—both service providers and students. Several months ago we received a grant from the U.S. Department of Education to develop software based on feedback from a variety of sources, including evaluations, interviews, focus groups, and informal conversations with users of C-Print. People wanted a product that was user friendly, reliable, and designed to work specifically for providing speech-to-text services. The software needed to be a tool that would help C-Print captionists to provide services expeditiously in real time. In addition, many users inquired about possibilities for using the technology to enhance the educational experience for students who are deaf and hard of hearing.

Let's take a closer look at some of the changes we've made. In the past we relied on a combination of external software applications to accomplish our training and service provision needs. Although that approach worked, there was some uncertainty because we were never sure how changes in technology would affect the operation of the system. Now, C-Print Pro helps meet software needs for providing speech-to-text services during class, communicating between laptops (networking) and with each other (chat), and creating student notes either during or after class. In addition, we can implement changes and upgrades in the future based on user feedback.

There are two editions of C-Print Pro: the Standard Edition, which is ready for release, and a second edition that will include ASR, which is scheduled for release in early 2003. The Standard Edition accepts keyboard input, including the C-Print abbreviation system. We've tried to keep much of the development focus on real-time use, as that's a critical area where the system must function reliably. Time is of the essence in real-time service provision, so we've tried to add a variety of shortcuts and tools for the C-Print captionists. For example, captionists will be able to add abbreviations quickly and easily, on the fly. That'll be helpful if there is any new vocabulary during a class period or captioning session.

To address the need of connecting two or more laptops or providing access to the real-time text over a local area network (LAN), the software was designed as a server/client program. This allows the transfer of text over the LAN between the captionist and one student or multiple students. We've tried to make connecting laptops as easy as possible, because many times captionists don't have extra time during setup to juggle connection problems.

However, please note that the hardware setup for connecting laptops is still very important, and for that we continue to recommend that users have technical support providers for assistance with setting up and maintaining the network hardware.

Since C-Print Pro is designed as a server/client program, each user has the option of selecting individual preferences. This means captionists and students are able to select how they want certain features of the program to work, including the font color, type, and size that appear on the computer screen. This can be especially helpful for students who have special visual needs.

Another feature of C-Print Pro is notetaking capabilities in the client (student) application. Student users have the option of creating their own notes in several different ways: highlighting text in the real-time display, copying and pasting from the real-time text display into a separate window, or typing their own notes in a separate window that can be inserted into the real-time text after class. This may not be an option that all students utilize, but we believe with some training and encouragement, it can enhance the educational experience for many individuals.

Last, but certainly not least, many people are anticipating the incorporation of ASR into the C-Print technology. That edition is currently in beta testing and projected for release in early 2003. We are committed to ensuring that this is a premier product that can be utilized efficiently and successfully with a minimum of training. Expect to hear more about this edition in the next few months.

There are a number of options available right now for providing speech-to-text services to individuals who are deaf and

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# The Director's Column

by Dianne Brooks

The NETAC central office staff and site coordinators throughout the region have geared up for another year of activity.

The National Needs Assessment, which NETAC is coordinating, will soon be completed. The data is being collated, and a final report is expected to be completed by December. This year an online questionnaire was developed and disseminated in an effort to reach more of our target audience and to facilitate the rate of return. The Needs Assessment relies on feedback from service providers throughout the country and is instrumental in assisting NETAC in the preparation and focus of future regional outreach activities and strategies. I would like to thank all our NETAC constituents who participated in the survey.

NETAC central office staff will again assume responsibility for coordinating the PEPNet marketing/exhibiting schedule. A final extensive schedule of local, regional, and national conferences has been developed with the goal of further expanding the visibility and awareness of NETAC and the three other regional centers. NETAC is also coordinating efforts to design a new look for the PEPNet exhibit display. And plans are well underway to locate a site in our region for the 2004 PEPNet conference, which NETAC will host.

Additionally, the first in the NETAC-produced videotape series on transition, *Achieving Goals*, has been completed and will be available for dissemination, as planned, this fall. The videos will be part of a package that includes printed workshop/presentation materials. A truly unique and impressive array of deaf and hard-of-hearing individuals are profiled in this series and on the accompanying Web site (<http://netac.rit.edu/goals/>).

The NETAC site coordinators' annual fall meeting is scheduled for November 13-15, and much of our focus will address plans for the upcoming Department of Education on-site review and evaluation which will take place in April 2003.

This year NETAC will undertake an exciting new initiative that is very much in keeping with our goals and mission relevant to expanding postsecondary educational opportunities for deaf and hard-of-hearing students. NETAC will be a participating partner in another grant initiative, "Promoting Access and Inclusion for Deaf and Hard of Hearing Students in Postsecondary Education."



There has been much documented progress over the last several years relevant to the delivery of access and accommodation services to deaf and hard-of-hearing students. Most efforts have focused primarily on service providers and have included the provision of such standard access services as sign language interpreting, tutoring, notetaking, assistive listening devices, and the like. However, many challenges and barriers remain to facilitating full inclusion for deaf and hard-of-hearing students in the teaching and learning environment.

This new initiative will incorporate principles of Universal Design and will be targeted to instructional faculty. The goal of the initiative aims to promote not only awareness but active engagement by faculty in utilizing "best practice" strategies that allow for full inclusion of deaf and hard-of-hearing students in the teaching and learning process.

Beginning this fall, NETAC will work to identify three partner sites within the region to assist in the development of materials, training, and field-testing activities. One of the significant outcomes of this partnership is expected to be the production of packaged, customized materials in portable formats that can be disseminated nationally.

And finally, I want to share my "vision" of the current year and beyond. As we are all aware, this is a time when the uncertain status of the economy poses many significant challenges. Those of us in the business of providing services often find ourselves faced with more demand for services but fewer resources.

In this time of budget austerity, I believe it is important that we take advantage of the opportunity to cross-utilize and pool our resources throughout the region. However, budget constraints need not be the only driving force toward moving to a model of activity that is more broadly regional based.

The opportunity to network more closely with colleagues throughout the NETAC region to share in the development and use of products, materials, training activities, and the like, will, in my opinion, not only contribute to sustaining the work of NETAC but will quite possibly allow us to reach more of our target audience in more effective and efficient ways. In the coming year, I would like to engage NETAC affiliates and service providers throughout the region to work together to develop creative and systematic ways that resources can be shared. NETAC is in an excellent position to facilitate this type of regional-based model. Toward this end, I view the current period of economic austerity as not so much a deterrent to our work but rather an opportunity for continued success.

*Dianne*

**Hold this date!**

**Thursday, February 20, 2003**

*Virtual Learning and On-Line Services for  
Postsecondary Students Who Are Deaf or  
Hard of Hearing,*

a satellite teleconference sponsored by PEPNet.

Stay tuned for details on the  
NETAC Web site and in a future issue of  
*NETAC Networks!*

NETAC Networks is produced three times a year.

Articles should be submitted to  
Sherlea Dony, editor, NETAC,  
through email to [saddhd@rit.edu](mailto:saddhd@rit.edu).

All articles are subject to editing. Comments and  
suggestions are always welcome!

# Upcoming events by state\*

## Connecticut

For more information on either of these events, call Monica O'Brien, 860-738-6383 (V/TTY) or [mobrien@nwcc.commnet.edu](mailto:mobrien@nwcc.commnet.edu).

Friday, December 6, 8:00 a.m.-noon, Capital Community College, a NETAC-sponsored "Connections" workshop facilitated by Pat Tomlinson. "Connections" is an interactive workshop that explains the important relationship between postsecondary education staff members, vocational rehabilitation (VR) personnel, and college students who are deaf and hard of hearing.

Week of January 6-10, 2003, C-Print training, Northwestern Connecticut Community College (NCCC), Winsted.

## Maryland

For more information on the following events, contact Florence Cooney, NETAC/Maryland Site Coordinator, CCBC Catonsville, 410-455-4369 (V), 410-455-4553 (TTY), or [fcooney@ccbcmd.edu](mailto:fcooney@ccbcmd.edu).

Wednesday, November 6, "Financing Your Education: Options for Students Who are Deaf and Hard of Hearing," Maryland School for Deaf, Frederick.

Tuesday, December 3, NETAC/Maryland Consortium meeting, CCBC Catonsville.

Week of January 6-9, 2003, C-Print Training, Montgomery College, Rockville Campus.

Thursday, February 20, 2003, location TBA, PEPNet-sponsored teleconference, "Virtual Learning and On-Line Services for Postsecondary Students Who Are Deaf or Hard of Hearing."

Spring 2003, C-Print Training, McDaniel College.

## Massachusetts

Thursday, February 20, 2003, locations TBA, PEPNet-sponsored teleconference, "Virtual Learning and On-Line Services for Postsecondary Students Who Are Deaf or Hard of Hearing." For more information, contact Jane Nunes, 978-556-3341 (V/TTY), [netac@necc.mass.edu](mailto:netac@necc.mass.edu).

## New York

For more information on the following events, contact Sherlea Dony, NETAC Coordinator, Upstate NY, 585-475-7567 (V/TTY), [saddhd@rit.edu](mailto:saddhd@rit.edu), or Desiree Duda, NETAC Coordinator, Downstate NY, 203-854-5371 (V/TTY), [nycnetac@aol.com](mailto:nycnetac@aol.com).

Monday and Tuesday, October 21-22, Lighthouse International Conference Center, 111 East 59th Street, New York City, "Whatever Works," a symposium on creative practices to meet employment challenges for persons who are deaf, deaf-blind, hard of hearing, or late deafened. NETAC will provide a demonstration of C-Print, along with general NETAC materials and information.

Wednesday, October 30, LaGuardia Community College, presentation of the "Connections" package to the City University of New York Committee on Students with Disabilities (COSDI). This meeting is by invitation only and will initiate plans for a formal working day between COSDI and VESID to further strengthen their relationship.

Fall 2002, LaGuardia Community College, C-Print training hosted by NETAC's downstate NY office. Individual training will begin mid-October. A week-long group training session is scheduled for December 2-6.

Friday, November 1, Nassau Community College, conference: "Justice for All," featuring Jeanne Kincaid, Esq., a prominent attorney in the field of disability law and higher education. This conference will address students with disabilities and the campus community, and examine legal rights and responsibilities and reasonable campus accommodations. For more information, contact Mary Cay Ardise, 516-572-8061.

Thursday, February 20, 2003, PEPNet-sponsored teleconference, "Virtual Learning and On-Line Services for Postsecondary Students Who Are Deaf or Hard of Hearing," National Technical Institute for the Deaf, Rochester, LBJ building, rm 2590. Other locations TBA.

Friday and Saturday, March 14-15, 2003, Syracuse, career awareness program, co-sponsored by NETAC and the National Technical Institute for the Deaf.

## Pennsylvania

Tuesday, October 29, PA/NETAC Statewide Conference. For more information, contact Lori Hutchison, 814-255-8275 (V), 814-255-5873 (TTY), [lhutchison@state.pa.us](mailto:lhutchison@state.pa.us).

## Rhode Island

Friday, November 8, TechAccess "Access the Power," a conference on assistive technology issues and practices focusing on the opportunities that these technologies offer for the greater empowerment of persons with disabilities. For more information, contact Shelly Olausen, 401-333-7117 (V), 401-333-7346 (TTY), [solausen@ccri.cc.ri.us](mailto:solausen@ccri.cc.ri.us).

*\*Updated information will be posted on the NETAC Web site as it becomes available*

## Downstate New York NETAC update

by Desiree Duda\*



This new academic year brings many exciting opportunities to reach out to postsecondary institutions in the New York downstate region.

The Division of Adult and Continuing Education at LaGuardia Community College held its annual Open House September 18. NETAC took the opportunity to host a C-Print demonstration and recruit for its fall 2002 C-Print training. More than a dozen individuals attended the Open House, and we hope to see some of them in the training in addition to those from other states in the Northeast.

The LaGuardia-based office continues its work with postsecondary institutions in the New York downstate region. Site visits and establishing relationships with universities that serve students who are deaf and hard of hearing remain top priorities.

Over the past few months, new partnerships with the New York downstate office have been created with many postsecondary institutions including PACE University (Westchester and Manhattan campuses), CUNY School of Law, Manhattan College, and The New York School of Visual Arts.

Contact me at [nycnetac@aol.com](mailto:nycnetac@aol.com) for further up-to-date information on events and items of interest.

*\* Desiree Duda is the NETAC site coordinator for downstate New York.*

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# NETAC's *Financing Your Education* workshop popular in Pennsylvania

by Lori Hutchison\*

On Tuesday, April 23, I presented the *Financing Your Education* workshop at the Western Pennsylvania School for the Deaf (WPSD). Approximately 10 juniors and seniors were in the audience, along with their parents and the staff of WPSD, to learn how to maximize options for financing their college education. Local Office of Vocational Rehabilitation counselors for the deaf were also in the audience to customize the VR component of the presentation to their office policies and procedures.



The workshop was also broadcast as a teleconference to WPSD's outreach office in Camp Hill, PA. In Camp Hill were the local OVR counselors for the deaf for that area and several family

members. The interaction with students, their families, and the VR counselor is crucial for the transition from high school to college.

WPSD staff felt this workshop was very comprehensive and the best financial aid information they have seen—thanks to NETAC's Pat Billies, who designed the program! On December 4 the workshop will be presented to mainstream students and their families in the eastern part of the state. And WPSD has requested another workshop—this one on December 5 for WPSD and the Outreach Site.

*\*Lori Hutchison is the NETAC site coordinator for the state of Pennsylvania.*



## Assisting students who are planning their postsecondary education?

### Check out PEPNet's online transition training, *Gates to Adventure*

If you work with secondary students who are deaf and hard of hearing, PEPNet's online transition training may be a helpful and fun tool.

*Gates to Adventure* is designed for students ages 14-adult. The goal of the training is to enhance students' understanding of skills needed for successful transition from secondary to postsecondary education.

Training objectives for *Gates to Adventure* are to:

- Identify reasons for becoming involved in making future educational/training plans
- Understand the importance and components of postsecondary options via personal self-assessment
- Understand the major career categories

- Understand the range of postsecondary education options available
- Understand that the requirements for entry into postsecondary options vary and require advance planning in order to be met
- Describe services that are available for postsecondary students who are deaf and hard of hearing.

*Gates to Adventure* is available at <http://www.pepnet.org/> under the heading *Online Training*.



## Update on C-Print®

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hard of hearing. It's important to remember that these services are not appropriate for all consumers—the individual's communication preference is a primary consideration. Also, the need for accuracy of information provided by these systems has been expressed by a number of consumers. Our training and development efforts have and will continue to respond to that need.

We plan to continue to provide quality technology, programs, and materials for speech-to-text services to disability support service providers, students, and other consumers for many years to come.

If you would like more information, please contact us. For C-Print Pro information, contact [cpprintpro@rit.edu](mailto:cpprintpro@rit.edu) or 585-475-7557 (V); for C-Print training information, contact [cprint@rit.edu](mailto:cprint@rit.edu) or 585-475-2809 (V/TTY).

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# Access Issues and Answers

## A rose is a rose is a rose...? One size does NOT fit all!

by Jane Jarrow

In the late 1970's, when Section 504 was first implemented, institutional personnel assigned to provide support to students with disabilities came from a huge range of backgrounds. There were folks who had a background in student personnel services, those from Voc Rehab or Special Education backgrounds, those who came from other disciplines within the institution but were themselves persons with disabilities ("You made it through college. You have a disability. You must know what to do!"), and even those who had no past experience in anything remotely related but had time on their contract listed as "other duties as assigned" and suddenly found themselves with responsibility for students with disabilities. If the school had a large number of students who were deaf or hard of hearing, it often looked to recruit someone with that background into the position. In most cases, the job required a "generalist" in disability, and specific expert knowledge in deafness/hard of hearing was a happy coincidence.

Today, the largest number of students with disabilities currently enrolled in higher education and being identified as having a disability are students with learning disabilities. Not only are the numbers much larger than anything we could have imagined in the late 70's, but these students have their difficulties most specifically in the academic setting. Understanding the documentation they present requires unique knowledge/experience in order to be prescriptive in assigning accommodations. As a result, higher education institutions have made significant efforts to identify or recruit institutional personnel with extensive background in this area to provide expertise in looking after the needs of this burgeoning population. The focus is on learning disabilities, but the job description often still reads "generalist." It is expected that the folks assigned to such positions will provide service/support to all students with disabilities. Once again, finding someone who is knowledgeable about the needs of students who are deaf or hard of hearing is considered a lucky "extra" rather than a critical need.

This myopic focus on LD can play out in one of three ways:

1) Sometimes, service providers with NO background in deafness simply assume that the needs of deaf/hard-of-hearing students will largely take care of themselves. The student will come in, tell you what he/she wants, you get an audiogram confirming the degree of hearing loss, and you assign accommodations as recommended by the audiologist. After all, the needs are pretty straightforward. Sign language interpreters, assistive listening devices, CART, some form of notetaking, and a reminder to the prof not to turn away from the class when speaking—that should do it, right? Because these service providers don't understand the impact of deafness/hearing loss on language development (much less on written skills), they don't see a need to delve into the information "behind" the audiogram (age of onset, choice of sign system, limits of amplification, educational experience,

and so on) and probably wouldn't know how to evaluate the information if they DID have it.

2) Sometimes, these well-meaning service providers, who know nothing of hearing loss or its impact on educational issues, seek to impose the knowledge they DO have on a new subject. It seems to make sense on the surface. They were hired for their expertise in disability. They are responsible for providing service/support to all students with disabilities. It seems apropos to apply that disability expertise to all that they do. Besides, there are lots of students with language-based learning disabilities. The service providers learned all about that in school. Isn't it logical, then, to apply that knowledge to the language problems of deaf/hard-of-hearing students?

No, it isn't logical. The language-based issues for deaf/hard-of-hearing students are the result of an entirely different kind of disruption in the typical language acquisition process. Their language difficulties can't be assessed using the same tests that provide information about students with learning disabilities, and their need for academic support bears little relation to the needs identified for most LD students. This is doubly confusing for service providers because we have a limited arsenal of accommodations available to assign in support of equal access to educational opportunities, and often the accommodations assigned seem comparable (including extended time, notetakers, and some "forgiveness" when it comes to spelling errors). But the reasons for using these accommodations are VERY different, and service providers shouldn't be allowed to forget that!

3) Still other service providers fall into the trap of thinking that the language-learning difficulties of deaf students are comparable to those of ESL students and should be addressed in much the same way. While there may be some benefit to using approaches to language instruction for deaf students identified in conjunction with second language learning, to suggest that the underlying reason for their language difficulties is comparable is a gross injustice. Students for whom English is a second language have difficulties because of different educational experiences. Students who are deaf have difficulties because of their disability. To suggest that the root cause doesn't matter is to suggest that deafness doesn't—or shouldn't—matter in the development of language and, by extension, that deaf students with language disabilities simply have different (assumed to be poorer) educational backgrounds!

It is time that disability service providers realize that they have a responsibility to seek out the information they need to provide appropriate support to students who are deaf/hard of hearing, instead of trying to make such students somehow "fit" into the

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# Instructional Technology and Education of the Deaf



Sponsored by

**The National Technical Institute for the Deaf  
at Rochester Institute of Technology,  
The Nippon Foundation of Japan, PEN-International,  
The Northeast Technical Assistance Center**

## FACT SHEET

For more information, go to <http://www.rit.edu/~techsym>  
and click on

*Send Me Information*

### Date

June 23-27, 2003

(Pre-Conference Workshops June 23-24

Symposium June 25-27)

### Location

Campus of the National Technical Institute for the Deaf (NTID),  
Rochester Institute of Technology (RIT), Rochester, NY

### Number of Attendees

- 250-300 individuals

### Symposium Program

- Focus on the education of deaf students in K-12, special school, full inclusion environments and postsecondary environments using technology from around the world.
- Plenary presentations by national and international experts in Deafness and Instructional Technology.
- At least 70 Papers and 45 Poster Sessions, including faculty projects developed as part of PEN-International (<http://www.pen.ntid.rit.edu>). These will be solicited from practitioners and researchers throughout the country and around the world. Selection will be based upon a blind review process.
- Informal social gatherings to share ideas.
- Pre-conference workshops, providing training opportunities in various instructional technologies and educational applications. Possible topics include strategies for assessing the impact of technology on student learning, on-line learning strategies, and use of technologies within various subject matter specialties.
- Commercial exhibits and displays.

### Features of Symposium

- A working meeting to share ideas and plans.
- 4 topic strands based upon the Recommendations Report from the June 2001 Symposium.

- Extensive, full-access technology for all sessions.
- English is the language of the Symposium; professional sign language interpreting will be provided.
- Online technologies will be used to offer selected Symposium sessions in conjunction with 4 international sites and 4 USA sites for those individuals not able to travel to Rochester, but able to travel to a regional location.
- Extensive use of the WWW before, during, and after the symposium to share information. Conference registration, schedule and program, caption text files of all plenary sessions and proceedings will be posted on the WWW.
- Proceedings will be posted on the WWW after the symposium.
- Use of the entire NTID complex and RIT campus.

### Pre-Conference Workshops

- Full day, hands-on Technology "Teacher Studio" Workshops, taught by NTID faculty/staff or by partners from co-sponsoring schools and supported by NTID faculty and professional staff.
- Workshop topics to be determined by Symposium Steering Committee.
- Emphasis will be placed on how technology can make a difference in the teaching-learning process and strategies for assessing such differences.
- Each Workshop will have a maximum of 12 individuals and each participant will work on the latest equipment and software in NTID student and faculty labs.

### Tentative Calendar of Events

<i>Activity</i>	<i>Completion Date</i>
Call for Papers	September 5, 2002
Registration Materials Available	January 10, 2003
Deadline for Submitting Proposal	February 7, 2003
Announcement of Paper Acceptance	March 17, 2003
Program Finalized	April 15, 2003
Papers Submitted for Proceedings	May 16, 2003
Early Registration Deadline	May 16, 2003

### Registration & Housing

- Registration, \$250; Early \$200, Student \$125
- Full-Day Post-Conference Workshop, \$150 each
- Single occupancy at local hotel; Approximately \$85/day

### Contact

E. William Clymer, Symposium Coordinator  
Coordinator, PEN-International  
National Technical Institute for the Deaf  
Rochester Institute of Technology  
52 Lomb Memorial Drive  
Rochester, NY 14623-5604  
(585) 475-6894 (V/TTY) (585) 475-6544 (fax)  
Email: [ewcncp@rit.edu](mailto:ewcncp@rit.edu)

To add your name to the Symposium mailing list, go to the Symposium Web site  
<http://www.rit.edu/~techsym>

## Need ideas for professional development?

# Try PEPNet's free one-hour program: *Orientation to Serving College Students Who are Deaf or Hard of Hearing*

This online training is designed for education professionals who are serving deaf and hard-of-hearing students. Others who may benefit from completion of the training include prospective employers of students who are deaf and hard of hearing and beginning students preparing for careers in deaf education, audiology, communication disorders, rehabilitation, or sign language interpreting.

The instructional goal of the program is to provide a basic understanding of hearing loss and its implications for communication and learning in a secondary or postsecondary setting. The training is offered at no charge, and individuals who complete the training in one sitting (estimated training time is one hour) may download and print an official certificate of completion issued by PEPNet.

Training objectives are to:

- Define basic terms and concepts related to deafness and hearing loss

- Explain how deafness and hearing loss influence people's life experiences
- Identify languages and communication strategies used by people who are deaf and hard of hearing
- Apply skills for communicating with students who are deaf and hard of hearing
- Describe the services available for students who are deaf and hard of hearing
- Adapt instruction to accommodate the needs of students who are deaf and hard of hearing.

*Orientation to Serving College Students Who are Deaf or Hard of Hearing* is available at <http://www.pepnet.org/> under the heading Online Training.

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## 2002-2003 C-Print® Training Workshop Schedule

Date	Host and Location
<b>Nov. 18-22, 2002</b> Registration closed	Midwest Center for Postsecondary Outreach Boardman, OH
<b>Dec. 2-6, 2002</b> Registration closed	Georgia Perimeter College Clarkston, GA
<b>Dec. 9-12, 2002</b> Registration closed 10/28/02	Special School District of St. Louis Town & Country, MO
<b>Jan. 6-10, 2003</b> Registration closed 11/6/02	Northwestern Connecticut CC Winsted, CT
<b>Jan. 6-9, 2003</b> Registration closed 11/8/02	Montgomery College Rockville, MD
<b>March 10-14, 2003</b> Registration closes 12/13/02	Midwest Center for Postsecondary Outreach St. Paul, MN
<b>July 28-August 1, 2003</b> Registration closes 5/2/2003	University of Wisconsin-Milwaukee Milwaukee, WI

\*Please note that above information is subject to change.

For more information about any of the workshops listed above, please contact NETAC at 585-475-2809 (V/TTY) or [cprint@rit.edu](mailto:cprint@rit.edu).

## A rose is a rose is a rose...? One size does NOT fit all!

by Jane Jarrow

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information and expertise already available to them. We have to stop trying to use psychoeducational testing to clarify the language issues of students who are deaf. Those tests are simply not valid for this population. We have got to stop thinking that the educational issues impacted by hearing loss are as straightforward as the numbers on the audiogram seem to suggest. It just isn't that easy. We have got to start using the resources available to us (like NETAC!) to assure that students who are deaf/hard of hearing are not denied access because of our limited expertise, understanding, time, or energy. They deserve better.

*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 20 years.*



# Here's why you should apply for a NETAC-sponsored internship!

Looking for a great professional development opportunity? The NETAC Professional Internship Program is the ticket! In most cases, the only cost to you is time. NETAC will pay your travel, lodging, and food.

As you know, NETAC and PEPNet are all about networking. It's a great way to find the resources you need to enhance your professional skills and provide the best possible services to students who are deaf and hard of hearing. Suppose, for example, you want to learn about the most current and innovative technology used in the classroom, or you want to find out more about how to establish a solid notetaker training program at your institution. Or, maybe you want to find out what methods other professionals use to teach English and writing. Whatever your needs, NETAC wants to assist!

Many applicants know where they want to go and with whom they want to meet. Others know what they want to learn more about but aren't sure where to go to get that information. NETAC can make the connection with the right people—all you have to do is let us know what you want to accomplish.

To be eligible, you must be located in the NETAC region. The goals of your internship must directly relate to NETAC's ultimate goal of positively affecting recruitment, retention, or graduation

rates of individuals who are deaf and hard of hearing in postsecondary education programs in the Northeast. (The NETAC region includes Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, the U.S. Virgin Islands, and Vermont.)



Applicants should already possess basic knowledge and training in a particular field of professional activity and be able to demonstrate the potential for practically applying what they learn during their internship at their home institution. In addition, they should possess a strong interest in applying their professional training to support students who are deaf and hard of hearing pursuing postsecondary education.

After completing an internship, the intern must furnish NETAC with a personal evaluation of the experience. Additionally, six months later, the intern will be asked to submit a follow-up/impact report. It's that simple!

Sound too good to be true? It's not! Contact Sherlea Dony, Coordinator of the Professional Internship Program, at the NETAC central office.

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## R·I·T

### **Rochester Institute of Technology**

National Technical Institute for the Deaf  
Northeast Technical Assistance Center  
52 Lomb Memorial Drive  
Rochester, NY 14623-5604

*Change Service Requested*

FIRST CLASS  
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