

# NETAC networks

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

Winter 2002

Announcing...

## PEPNet 2002 conference, *Diverse Voices: One Goal*

Mark your calendars for April 10-13, 2002, when the Postsecondary Education Programs Network (PEPNet) presents its biennial conference, *Diverse Voices: One Goal*, at the Westin Crown Center, Kansas City, Missouri. The conference will provide ample opportunities for professionals to interact with colleagues and learn more about best practices and effective strategies for meeting the needs of students at the postsecondary level who are deaf and hard of hearing.

Educators have seen significant changes during recent years regarding provision of services to students who are deaf and hard of hearing. Disability support service centers have been affected by changes within the student population, the institution itself, state systems and the federal government. Recent legislation such as IDEA, the ADA, and the upcoming reauthorization of the Rehabilitation Act have further emphasized the need to develop good working relationships among groups of service providers.

Participants will learn to identify and implement theories and practices of managing and delivering effective support services to students and clients. Sessions will cover an array of topics that may be of interest to disability support services staff, administrators, counselors, interpreters, tutors and faculty members from developmental studies as well as college-level



courses. Secondary-level faculty and staff and adult service providers from rehabilitation agencies and centers for independent living are also encouraged to participate, as well as students in related professional areas such as rehabilitation counseling, interpreting, deaf education, student personnel services, social work, counseling or psychology.

Topics may include such areas as best practices of providing services, use of networking, shifting roles of professional staff, technology and its many uses, changing demographics, legislative changes and impacts, creative funding approaches, support services, career planning and job placement issues. For more information about the conference, see <http://www.pepnet.org/confer.asp>.

### Tentative conference schedule

#### Wednesday, April 10

8 a.m.-5 p.m.	Registration open
8:30 a.m.-noon	Pre-conference sessions
1-4:30 p.m.	Pre-conference sessions
7-8:30 p.m.	Plenary session
8:30-10 p.m.	Reception

#### Thursday, April 11

8 a.m.-5 p.m.	Registration open
8:30-10 a.m.	Breakout sessions
10:15-11:45 a.m.	Plenary session
11:45-1:15 p.m.	Lunch break
1:15-4:30 p.m.	Breakout sessions
7-9 p.m.	Evening activities

#### Friday, April 12

8 a.m.-5 p.m.	Registration open
8:30-10 a.m.	Breakout sessions
10:15-11:45 a.m.	Plenary session
11:45-1:15 a.m.	Lunch break
1:15-2:45 a.m.	Breakout sessions
3:15-4:45	Breakout sessions
7-9 p.m.	Evening activities

#### Saturday, April 13

8-11 a.m.	Registration open
8:30-10 a.m.	Breakout sessions
10:15-11:45 a.m.	Breakout sessions
Noon-2 p.m.	Plenary session and luncheon

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# The Director's Column

by Dianne Brooks

As the new year gets underway, the work of NETAC continues with many exciting and significant activities and projects!

In October the site coordinators met in New Hampshire for the first joint meeting of the new grant cycle. And in November the PEPNet Directors and key staff met for a full week in Alexandria, Virginia. This was an opportunity not only to discuss commitments for the new grant cycle, but also to re-cap and share accomplishments from the first five-year grant cycle.

Our regional centers have made significant strides and have achieved much success in reaching out to our target audiences. However, we all still face significant challenges with respect to the continuing need to identify and address gaps in existing delivery systems within and across programs. NETAC clearly has accomplished much in this direction, but the challenge remains one that we will need to address in creative and aggressive ways in the near future.

Other PEPNet-related issues discussed during the PEPNet meeting included the development of a more standardized, uniform, and user-friendly system/database to report outcomes to the Department of Education; the establishment of a comprehensive PEPNet marketing plan with which to enhance our national image; and a review of the PEPNet Strategic Plan.

While this has been a transitional year for NETAC with respect to closing out the previous grant cycle, start-up of the new project, and a change in the central office leadership, the NETAC team has continued to move "full steam ahead" in implementing program initiatives. As you read through this issue of *NETAC Networks*, you will see that many activities and events are underway and many more are planned for this year.



The NETAC central office staff is heavily involved in preparations for the upcoming PEPNet Conference set for April 10-13 in Kansas City, Missouri. This is the first of three such conferences that will take place during this new grant cycle. The others will be in FY2004 and FY2006. I am looking forward to the opportunity to host the 2004 conference in our NETAC region.

Coming up on March 14 from 2-4 p.m. is a satellite broadcast, *Serving Consumers who are Deaf or Hard of Hearing in Community-based Rehabilitation Agencies* (see article on page 8 for more information).

And, NETAC is again taking the lead in the development and implementation of the PEPNet National Needs Assessment.

The NETAC central office has recently added two new staff members. Rita Mulcahy is our new Staff Assistant. She brings excellent skills to her position and is a graduate of the interpreter training program at the National Technical Institute for the Deaf (NTID). And Beth Pessin has joined the staff as Senior Communications Specialist and Editor of our newsletter, *NETAC Networks*. Beth will replace Kathleen Sullivan-Smith, who has left to pursue other opportunities. Beth worked for NTID Marketing Communications and will be a wonderful addition to our team.

Site coordinators have submitted their scope of work plans for the new grant cycle, and as I have mentioned, there are many exciting and innovative activities taking place throughout the NETAC region. I am confident that NETAC will continue to accomplish its goals and to have significant impact on improving opportunities for deaf and hard-of-hearing students.

Best Wishes for the New Year!

## NETAC central office now has permanent location

During the first five-year cycle of the NETAC grant, the central office location moved several times on campus—but we've finally found a permanent home. In August, we moved to a beautifully remodeled suite, which we share with the Postsecondary Education Network International (PEN-International).

The Nippon Foundation of Japan has partnered with the National Technical Institute for the Deaf (NTID) and Japan's Tsukuba College of Technology (TCT) to establish this worldwide university network (PEN-International). This is a first-of-its-kind effort to significantly improve education and career opportunities for the world's six million deaf and hard-of-hearing people. For more information about this project, visit their Web site at <http://www.pen.ntid.rit.edu>.

NETAC and PEN-International share similar goals and visions, and we look forward to a successful collaborative effort during the next five years. If you're ever in our neighborhood, please stop by and visit—we'd love to show you around!

## Rochester's area code changes

In addition to moving the central office location, our area code has changed (unrelated to the move). As of Nov. 15, 2001, the Rochester, New York area, and hence NETAC central office, has a new area code, it is now **585**. If you take a minute to update your contact information for us now, you won't have to deal with dialing hassles later!

*NETAC Networks* is produced quarterly.

Articles should be submitted to

Beth Pessin, editor, NETAC,

52 Lomb Memorial Drive, Rochester, NY 14623-5604,

through E-mail to some new address,

or by fax to 585-475-7660.

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

# Upcoming events by state\*

## Maine

- An Access Task Force coordinated by NETAC/ Maine staff met in February to review standards of “accessibility” for Maine’s distance learning network. Insuring accessibility to the network for all Maine citizens was its primary mission.
- Plans are underway for a NETAC/C-Print™ training in March at the University of Maine in Orono. This will be the first time Maine has offered training in-state. Lisa Sorenson, a NETAC-trained trainer, will present the workshop.
- Representatives of the University of Maine and Vocational Rehabilitation are meeting to plan the “Connections” workshop, Spring 2002. Vocational Rehabilitation and University College will co-sponsor the workshop in conjunction with Maine CITE, Maine’s Assistive Technology Grant.
- *Welcome to the World of JPEG, MPEG 2, ISDN and Video Conferencing* is a workshop scheduled for licensed interpreters in May 2002.



- NETAC New York State Consortium (NETAC NYS) annual meeting takes place in March 2002 in Albany. For more information, Desiree Duda or Sherlea Dony (see above).
- National Technical Institute for the Deaf Outreach Program staff members will present a Transition Workshop, Spring 2002, JHS 47 School for the Deaf, 225 East 23rd Street, New York. For more information, contact Desiree Duda (see above).
- A presentation titled *Serving Students who are Deaf and Hard of Hearing in Postsecondary* takes place at the NASPA conference, June 2002 in Buffalo. For more information, contact Sherlea Dony (see above).
- NY NETAC site coordinators will be making on-site visits at postsecondary institutions, including proprietary schools. For a site visit to your program, please contact Desiree Duda or Sherlea Dony (see above).

## Maryland

- C-Print™ training is scheduled for May 13-17 at Catonsville Campus of the Community College of Baltimore County (CCBC Catonsville). For more information, contact Gemma Wilson, C-Print captionist/trainer, 410-869-1104.
- *Connections: Vocational Rehabilitation and Higher Education Jointly Serving Consumers who are Deaf and Hard of Hearing* takes place March 14 at Towson University. The “Connections” program will be in the morning, followed by the teleconference titled *Serving Consumers who are Deaf and Hard of Hearing in Community Based Rehabilitation Agencies*. For more information, contact Florence Cooney, NETAC MD coordinator, CCBC, 410-455-4369 (voice), 410-455-4553 (TTY), E-mail fcooney@ccbc.cc.md.us.



## Pennsylvania

For more information regarding either event, contact Lori Hutchison, Pennsylvania site coordinator for NETAC, 814-255-8275 (voice), 814-255-5873 (TTY), E-mail lhutchison@state.pa.us.



- C-Print™ training, week of April 29 at Bucks County Community College.
- The Sixth Annual PA/NETAC Statewide Conference takes place in October at Penn State Conference Center.

## Rhode Island

For more information regarding these events, please contact the Rhode Island site for NETAC at 401-825-2238 (voice/TTY) or via E-mail at brmcgill@ccri.cc.ri.us.

- *Connections: Vocational Rehabilitation and Higher Education Jointly Serving Consumers who are Deaf and Hard of Hearing*, date and location TBA. This workshop with Rhode Island’s Office of Rehabilitative Services will assist postsecondary education staff in understanding VR’s philosophy, mandates and process, and, in conjunction, will assist VR counselors in understanding postsecondary education’s philosophy, mandates and student issues.
- RI NETAC site coordinator will be making on-site visits to postsecondary, proprietary and adult education institutions. Contact Brenda McGill at the number above to schedule a visit or to be added to the NETAC-RI mailing list.



## New York

- On March 14, from 2-4 p.m., a teleconference titled *Serving Consumers who are Deaf and Hard of Hearing in Community Based Rehabilitation Agencies* takes place at various locations throughout the state. For more information, contact Desiree Duda, 203-854-5371 (voice/TTY) or E-mail NYCnetac@aol.com or Sherlea Dony at 585-475-6433 (voice/TTY) or E-mail saddhd@rit.edu.
- An Online Transition demonstration for secondary professionals takes place March 15, 2002, in Buffalo. For more information, contact Sherlea Dony (see above).



\* Updated information will be posted on the NETAC Web site as it becomes available <http://netac.rit.edu>



# Automatic Speech Recognition: An Access Advantage?

by Pamela Francis, Training Specialist

There's a lot of anticipation regarding applications for automatic speech recognition (ASR). As a member of a team at the National Technical Institute for the Deaf (NTID) that is conducting research on using ASR as a classroom access alternative, I am very mindful of that anticipation. The prospect of having spoken words or phrases automatically converted into text is extremely exciting! Accessibility, which for many has been a challenge, could be much more attainable. ASR could provide more options to schools that are struggling to find adequate accommodations for their students.

But before we put all of our eggs in one basket, it's important to learn more about this emerging technology. This article highlights some basic information about ASR technology, including a definition, how it works and some logistical information. It also addresses some advantages and drawbacks of using ASR for communication access. I am a proponent of using ASR for access and hope this introduction will help you weigh the pros and cons, and how you can best utilize this technology.

## The Basics

I struggled to find a generic, lucid definition of ASR that was suitable for every technical level. Much of the published information assumes that the reader has some level of technical knowledge, which is not always the case. For now, let's define ASR as the technology involved in recognizing and converting spoken words into text via a computer.

How does ASR work? On the surface it seems relatively uncomplicated. Presuming you have a suitable computer (meaning the appropriate hardware specifications) and a high-quality microphone (a microphone comes with some ASR software programs), you would install the application, set up your microphone and create a voice model. Most promotional literature would have you believe it's that simple. However, we've found it to be a little more involved.

ASR systems are now able to handle continuous speech rather than discrete speech, allowing you to speak naturally. That's great news because you don't have to train yourself to speak in a different way, like – pausing – between – words. You can speak at a conversational pace, but you still need to speak clearly and evenly.

Some ASR software programs advertise speaking rates of up to 160 words per minute (wpm) with accuracy levels of 95 percent or above. That's quite impressive! Does that mean you can buy ASR software, install it, start dictating at a normal pace and get high accuracy? Not quite. The level of accuracy depends on how much training and dictionary building you do.

The software programs also maintain that 95 percent accuracy can be achieved with 15 minutes of training or less. That may be true in situations where ASR is being used for personal dictation or PC navigation. There are a number of testimonials to corroborate these claims. However, if you're reading this article, I'm making the assumption that you're interested in ASR for communication access. In which case our research indicates that 15 minutes of training is at best, passable. The reason is the high variability in classroom discourse.

This is just a small piece of what you'll need to address when considering ASR for classroom access. What about logistical considerations like multiple speakers or technical failure? ASR systems are still largely speaker dependent, which means that all

speakers need to train the computer to recognize their voice. This is not too much of an issue unless there are multiple speakers in one session. Only one voice file can run at a time. As far as technical failure, if your voice file is on one computer and it crashes, odds are you'll have to retrain a new voice file. Or, if your voice is altered in any way (i.e., you have a cold) your recognition rate decreases and you could corrupt your good voice file.

## About Access

Having heard many stories about classroom access problems from students, parents and service providers, I understand how eager people are to see ASR become an alternative for access. As with any support service option in an educational environment, there are appropriate situations for ASR use. Remember that it's best to tailor communication access to the individual student's needs.

With that in mind, let's look at some of the advantages of using ASR for access for students who are deaf and hard of hearing. Similar to some speech-to-text systems (e.g., C-Print™), students can benefit from the real-time display and extensive notes after class. ASR requires no special skills such as typing or signing, and a person can use it for a longer period of time.

Different approaches are being taken regarding the application of ASR in the classroom. The two most familiar are having the instructor wear a microphone, or using an intermediary to shadow the spoken information. There are distinct advantages and drawbacks to both. You'll need to determine which approach is appropriate for your situation.

Having the instructor wear a microphone for direct input into the ASR system would seem to be most desirable. It's definitely an advantage to be able to provide a verbatim text display of what is being said without having to employ an additional person. There are no "distractions" and you don't have to pay additional wages.

But some drawbacks may prevent it from being a viable option in lecture situations. ASR systems currently do not automatically insert punctuation (i.e., periods, commas) and paragraph breaks. Some systems insert a line break when the speaker pauses, however, for the most part, the text runs without any visual indicators of where a thought starts and stops. This would tend to require considerable effort by the student to decipher the meaning of the text.

As I mentioned previously, ASR systems are still speaker dependent, which would make it necessary for each speaker to train a voice file. And what about group discussions or comments from students? One way to handle comments is to have the instructor repeat them.

NTID's research study is evaluating ASR use with an intermediary shadowing the spoken information. When using shadowing, there's the option to provide summary or verbatim text. Summarizing requires more cognitive effort, but may be easier for some students to follow. It also reduces length of notes. The intermediary can include all classroom discourse and identify multiple speakers as necessary.

We've found that a significant advantage to using an intermediary is the addition of punctuation and paragraph breaks. This is essential to the readability of the real-time text display. In

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# Accommodations Abroad and Civil Rights

by Jane Jarrow

In December 2001, the Office for Civil Rights ruled that Arizona State University does not have to provide a deaf student who wanted to participate in a Study Abroad program the same interpreter services that would be required if the student were attending classes on campus in the United States. The decision sent disability service providers (especially those working with students who are deaf or hard of hearing) into a panic regarding the rights, and the opportunities, for the students they serve.

The confusion stems from the presumed contradiction between this case and a much earlier (1990) case that has been cited as precedent for more than a decade.

In a settlement agreement with the Region V Office for Civil Rights in 1990, The College of St. Scholastica in Minnesota agreed to send an interpreter with a deaf student for her three-month study abroad program (3 NDLR 196; Complaint No. 05-92-2095). This was the ONLY case I know of that has tested this issue through OCR or the courts to a final decision stage until this December 2001 finding, so it is the one that always gets quoted.

When you read the 1990 Letter of Finding, it is clear that OCR's objection was to the institution's categorical refusal to consider an interpreter on the basis of cost ("cost" alone has never been a good argument to use with OCR!). This is what the institution AGREED to do in "this particular case." OCR stopped short of telling them they HAD to do this. Instead, OCR settled the student's complaint on the basis of the institution's promise to provide the interpreter. Moreover, this agreement is from a time that pre-dates the ADA and our knowledge and practice with implementing the spirit and letter of the law(s) has been tested repeatedly in various areas in the intervening decade.

The bottom line (as confirmed by the more recent decision) is that institutions of higher education are not LEGALLY REQUIRED (under 504/ADA) to provide accommodations to students enrolled in Study Abroad programs. This is where the legal nitpicking comes in. This is largely a function of the principles of International Law. You cannot enforce YOUR laws in someone else's country. If a U.S. citizen commits a crime against another U.S. citizen in Iowa, he/she will be tried under U.S. law. If the same citizen committed the same crime against the same U.S. citizen while they were visiting Barcelona, he/she would get tried under Spain's law. In this case, it doesn't matter as much WHO is doing/not doing something as it does WHERE it is being done. The law of that land prevails. As such, there are no requirements under 504/ADA when you are on foreign soil... those laws don't exist outside our borders. (Now, keep in mind, that St. Scholastica WAS legally required to provide the interpreter in this instance because it was what they agreed to do in response to the complaint. It was what THEY agreed to in the negotiation, and thus it was required of them.)

Where does that leave us? In terms of the letter of the law, the institution is not required to provide accommodations for programs held on foreign soil. But in terms of the SPIRIT of the law, it seems quite clear to me that if this is an opportunity that other qualified students at a particular institution can take advantage of, then students with disabilities should have the

chance as well. And there are LOTS of ways of making that happen in many cases. I do not mean to suggest that I think every student should have the opportunity to participate in ANY activity, regardless of circumstances. That is neither realistic nor appropriate. But I continue to be amazed at some of the creative solutions that folks HAVE put in place.

I know of at least one institution that chose to find a way to send a sign language interpreter along with a deaf student. A group of students and faculty members were going to a foreign country on a study tour; the classes were to be presented by the institution's own faculty, so the classes were in English. Obviously, they weren't about to pay by the hour on a 24/7 basis for six weeks. But they DID find an interpreter who was free to travel and who agreed on a lump sum payment for her services, while the institution covered all of her expenses. At home, the interpreter would have been working in a team interpreting situation (20 minutes on, 20 minutes off). Here, if there were interpreting to be done, she was on her own. She knew that, and chose to take the assignment. Everybody wins.

I know of one institution within the NETAC region that had a Deaf student wanting to participate in their Study Abroad program (for a YEAR) in an English-speaking country abroad. They speak English there, but they don't use ASL (they have their own sign system). This student was ASL-dependent. There was no feasible way that to provide adequate interpreter services for the student abroad. However, the institution (and the student) was willing to explore other possibilities that might exist. The institution also had a number of exchange programs with other institutions in the United States, and some internship programs provided opportunities for students to live elsewhere WITHIN the United States, providing new experiences to sample a culture and a lifestyle that may be very different than what the student had known, all within U.S. borders and all with the possibility of being able to arrange for interpreter services that would make it work. Was it the same experience that this deaf student's peers enjoyed in their study abroad? No, it wasn't. But it was an exciting opportunity to reach many of the same goals through a different means, and the student took it!

Always remember, 504/ADA were never intended to suggest a limit of what COULD be done for a student with a disability—only to delineate the absolute minimum of what MUST be done. DON'T let money, alone, be your guide, DO think creatively and explore all the options, and DON'T feel badly if you have honestly tried to work out a solution and it can't be made to happen. I used to have a sign over my desk that read, "The best you can do is the best you can do." Just make sure you have done your best!

*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 18 years.*

# NETAC hosts first site coordinators' meeting of new grant cycle

Portsmouth, New Hampshire, was the site of the first NETAC site coordinators' meeting (Oct.10-12) of the new funding cycle. As in the past, the meeting brimmed with new information, training package demonstrations, resource sharing and in-depth discussions.

Pat Billies, project coordinator for central office, presented *Financing Your Education: Options for Students who are Deaf and Hard of Hearing*, a resource she developed over the last five months.

For the technology portion of the meeting, Jim Mallory, faculty member at NTID's Applied Computer Technology program, presented *Using Multimedia Tools and Implementing Video Streamed Instruction for Deaf and Hard of Hearing Online Learners*, and Shelley Popson of the Resource Materials and Technology Center for the Deaf and Hard of Hearing at the Florida School for the Deaf and Blind presented *Innovative Technologies Applied for an Enhanced Educational Experience*.

NETAC NJ Site Coordinator Josie Durkow and Pat Tomlinson, NETAC's vocational rehabilitation consultant, presented the *Connections: Vocational Rehabilitation and Higher Education Jointly Serving Consumers Who Are Deaf and Hard of Hearing* resource package.

The topic of transition (from secondary to postsecondary and secondary to work) was discussed and will have a larger focus in the second funding cycle. Also discussed was a "Best Practices" compilation highlighting some of the presentations made at the June 2001 Technology Symposium, in Rochester, New York. The National Technical Institute for the Deaf, NETAC, Rochester School for the Deaf, and American School for the Deaf co-sponsored the highly successful conference. A second Technology Symposium is being planned for June 2003.

This voluminous and crucial information exchange throughout the meeting left site coordinators feeling energized and ready to continue and enhance NETAC's mission during the next five years!

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## New "Financing Your Education" resource available

Students who are deaf and hard of hearing have many options to secure financial assistance for postsecondary education: SSI, SSDI, vocational rehabilitation, federal and state grants, tax credits, student and parent loans, and scholarships.

NETAC proudly offers a resource to enable professionals and families to easily access current financial aid information.

Visit the NETAC Web site, <http://netac.rit.edu>, and click on "Financing Your Education." From there you can download a comprehensive PowerPoint presentation to learn about financial support options. The site also contains links to access valuable information mentioned in the presentation.

### These links include:

- Searchable database of scholarships
- Web sites for financial aid searches
- Web sites for scholarship searches
- State and local Vocational Rehabilitation offices
- Local office locator for the Social Security Administration
- Federal and state agencies for grants
- FAFSA information and forms
- "The Student Guide," published by the U.S. Department of Education
- "Funding Your Education," published by the U.S. Department of Education
- New developments in financial aid

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## Automatic Speech Recognition: An Access Advantage?

(continued from page 4)

addition, because the instructor is focused on the presentation of information and classroom maintenance, it's easier for the intermediary to focus on the text display, and therefore provide greater accuracy.

Again, there are drawbacks to this approach. There is the issue of having another person in the classroom and securing funds to pay that person. The intermediary would need to use a special microphone to muffle the sound of her/his voice. These microphones are called dictation masks, and it's recommended to have one mask per person for hygiene.

Regardless of whether you use ASR with or without an intermediary, training and dictionary building is key. Most ASR programs now have a large basic vocabulary, but that does not handle all of the subject-specific vocabulary that crops up in the classroom. The initial voice model training is only the beginning of the preparation and maintenance necessary for a high level of accuracy.

A research group evaluating ASR use with a microphone on the instructor recently reported a 90 percent accuracy rate. While 90 percent accuracy may sound good, it still represents one error in every 20 words. Would 10 percent be an acceptable error rate? Would this article be as readable if the editor allowed for a 10 percent error rate?

### Conclusion

As you can see, there are a number of issues to address if you are considering using ASR for communication access. There's a lot of information available about the technology, especially on the Web. You'll need to sort through it to determine what pertains to you. ASR is no longer a remote possibility for access, but a real prospect. It will offer new alternatives for providing communication access in the future.

# June 2001 Technology Symposium a huge success!

The June 28-29, 2001 Technology Symposium: *Instructional Technology and Education of the Deaf* was a great success! Presenters from across the country as well as other nations attended the intensive two-day event. The Symposium Web site <http://www.rit.edu/~techsym> is now an archive of Symposium presentations and events and an important resource for professionals who work with students who are deaf and hard of hearing. If you missed the Symposium or weren't able to attend

every session of interest, this is the place to learn about the sessions you missed.

The Technology Symposium was such a success that professionals are clamoring for a second one. As a result, a second symposium has been scheduled for June 23-27, 2003. Additional information on the next conference will be added to the Web site noted in this article as it becomes available.

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## New technologies can be useful for teaching students

If you're interested in learning more about how new technology can be useful in teaching students who are deaf and hard of hearing, then you may want to contact the NETAC central office and request an application for the Professional Internship Program. All sessions of the Technology Symposium held in June 2001 are listed at <http://www.rit.edu/~techsym/>. If you'd like to

meet with one of these presenters, the internship program can cover your travel, lodging, and meal expenses.

This is just one of many opportunities you can take advantage of through the NETAC Professional Internship Program. Contact Sherlea Dony at the central office, or visit our Web site and click on "Internships" in the menu.

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Check it out ...

## NETAC Web site has a new look

NETAC's industrious professionals have ambitious goals to produce many new materials and resources during the next five years. To accommodate the influx of the new materials and to make them more accessible, NETAC has revamped its Web site. All of the old URLs work; no paths have changed. However, new resources will be added in the coming months and we wanted to make sure there was room for them.



Publications are in one location and indexed to allow you to easily find what you are looking for. Items such as *Teacher Tipsheets*, the *NETAC Networks* newsletter, and the new *Financing Your Education* resource all are located here.

You can find current contact information for all staff members on our Web site as well. For more targeted and explicit help, look up the site coordinator for your area.

The site also features information about:

- internships: <http://netac.rit.edu/internship.html>
- links and issues of interest: <http://netac.rit.edu/interest.html>
- upcoming events: <http://netac.rit.edu/events.html>

Come check us out!

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## Current C-Print™ Training Workshop Schedule

- | <u>Date</u>   | <u>Location</u>   |   |  |
|---|---|---|--|
| • April 1-5, 2002<br><i>Registration closes</i>                   | Jacksonville State University<br>Jacksonville, AL               | • June 17-20, 2002<br><i>Registration closes</i><br>4/10/02 | St. Paul Technical College<br>St. Paul, MN |
| • April 22-26, 2002<br><i>Registration closes</i><br>3/15/2002    | Youngstown Hearing/Speech Center<br>Youngstown, OH              | • June 24-28, 2002<br><i>Registration closes</i><br>5/15/02 | Camden County College<br>Blackwood, NJ     |
| • April 29-May 3, 2002<br><i>Registration closes</i><br>3/22/2002 | Hiram G. Andrews Center<br>Johnstown, PA                        |   |  |
| • May 13-17, 2002<br><i>Registration closes</i><br>3/25/02        | Comm. Col. of Baltimore Cty.-<br>Catonsville<br>Catonsville, MD |   |  |

For more information about one of the workshops listed above, please contact the Northeast Technical Assistance Center (NETAC) at 585-475-2809 or send E-mail to [cprint@rit.edu](mailto:cprint@rit.edu).

**PEPNet satellite broadcast:**

## **Serving Deaf or Hard of Hearing Consumers in Community-based Rehabilitation Agencies**

*Serving Consumers who are Deaf or Hard of Hearing in Community-based Rehabilitation Agencies*, which takes place 2-4 p.m. Thursday, March 14, will address critical issues in serving consumers who are deaf or hard of hearing in community-based rehabilitation agencies and provide professional development opportunities for rehabilitation professionals.

Designed for administrators, program managers, counselors, case managers, vocational specialists, educators and other professionals who work within the vocational rehabilitation system, this program will cover some of the issues facing community-based rehabilitation agencies when designing and implementing specialized services for consumers who are deaf or hard of hearing.

Viewers will better understand how to provide and create access to community rehabilitation services leading to competitive and supportive employment for consumers who are deaf or hard of hearing.

Topics include:

- Current characteristics, clients, and resources used by community rehabilitation programs to address employment community participation needs that can be applied in both urban and rural community-based rehabilitation agencies
- Outcomes achieved by persons serviced through community-based rehabilitation programs
- Successful funding strategies for program development
- The role of the case manager working with consumers who are deaf and hard of hearing
- Assessing individual communication needs and preferences
- The ethical process for serving clients who are deaf and hard of hearing

For more information, contact Dave Buchkoski at the Midwest Center for Postsecondary Outreach (MCPO), david.buchkoski@sptc.mnscu.edu, 651-846-1437 (voice).



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**R·I·T**

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