



PEPNet 2006  
**PROGRAM BOOK**

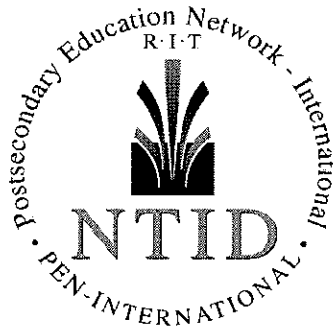
Hyatt Regency  
Louisville, Kentucky  
April 5 - 8, 2006

**Members of PEPNet:**  
**Postsecondary Education  
Consortium (PEC)**  
**Western Regional Outreach  
Center & Consortia (WROCC)**  
**Northeast Technical  
Assistance Center (NETAC)**  
**Midwest Center for  
Postsecondary Outreach (MCPO)**

# PEN-International

For Students Who are Deaf or Hard of Hearing

*<http://www.pen.ntid.rit.edu>*



PEN-International is pleased to partner with the  
Postsecondary Education Programs Network  
at the  
PEPNet 2006 Conference

**Please extend a warm welcome to the PEN-International sponsored  
PEPNet-Japan delegation attending the conference.**

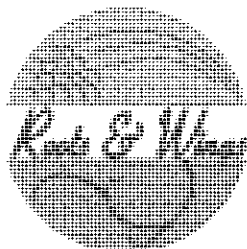
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*PEN-International is funded by grants from The Nippon Foundation of Japan to NTID.*

## PEPNet 2006 Program Book:



# Roots & Wings

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### **Heartfelt appreciation goes to our generous donors and co-sponsors.**

The PEPNet conference staff would like to recognize these donors and co-sponsors for their significant assistance and contributions to the program, services and amenities during PEPNet 2006: Roots & Wings. We thank them for joining with us to make this conference more diverse, more accessible, more informative and more enjoyable.



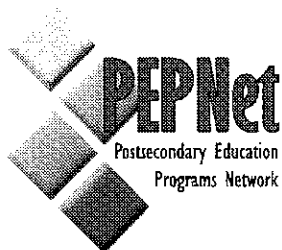
**PEN International: The Postsecondary Education Network International.**

## **KENTUCKY**

Commission on the  
Deaf and Hard of Hearing

**Kentucky Commission on the  
Deaf and Hard of Hearing.**

The four Regional Postsecondary Education Centers for Individuals who are Deaf and Hard of Hearing who comprise the **Postsecondary Education Programs Network (PEPNet)**:



**Postsecondary Education Consortium (PEC)**

**Western Region Outreach Center & Consortia (WROCC)**

**Midwest Center for Postsecondary Outreach (MCPO)**

**Northeast Technical Assistance Center (NETAC)**



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

April 5, 2006

Welcome to PEPNet 2006

Welcome to *Roots and Wings*, our fourth national conference on postsecondary education and people who are deaf and hard of hearing. The conference is sponsored by the Postsecondary Education Programs Network (PEPNet) that are comprised of four regional centers that provide technical assistance and outreach services to postsecondary education institutions and other post-school programs. The Centers are authorized and funded through the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) in the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education.

PEPNet includes the Postsecondary Education Consortium (PEC) at the University of Tennessee; the Western Regional Outreach Center and Consortia (WROCC) at California State University-Northridge; the Northeast Technical Assistance Center (NETAC) at the National Institute for the Deaf, a college of the Rochester Institute of Technology; and the Midwest Center for Postsecondary Outreach (MCPO) at Saint Paul College and Technical Institute.

There are more than 30,000 deaf and hard of hearing students in over 2,500 postsecondary institutions across the country. Thanks to the collaborative efforts of the regional centers and the commitment and effort of many of you have put forth. There are now improved educational opportunities and increased access to support services for these students. In addition, the Centers have provided significant technical assistance and outreach to less than two-year programs in the areas of transition and training for employment, and in working with vocational rehabilitation agencies and community based programs.

*Roots and Wings*, provides a unique opportunity for professionals to interact with their colleagues to learn more about best practices and effective strategies for meeting the needs of students at the postsecondary level who are deaf or hard of hearing. The conference offers participants the opportunity to identify and implement theories and research-based practices of managing and delivering effective support services. One of the goals of the conference will be to more firmly establish collaborative efforts among professionals who share a common goal: ensuring provision of the most effective educational programs for students who are deaf or hard of hearing. Instead of operation in isolation, we can create additional opportunities to share knowledge and experiences that will have a positive impact on our students in postsecondary education settings.

We hope that the conference program will be beneficial to you and that you can share your experiences through dynamic discussion groups and informal contacts with others. By networking, you can expect to gain additional information and skills that will help enhance postsecondary education services around the country for students.

Sincerely,

Ramon F. Rodriguez  
PEPNet Project Officer

600 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202

*Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.*

# Conference Accessibility

## Alternate Formats

All presenters have been asked to make their session information, including audio, video, and handouts, available in alternate formats such as scripts of audio materials, captioned videos, and large print and Braille handouts. Some handouts may be posted on websites created by the presenters.

## Assistive Listening Devices (ALDs)

Assistive listening devices are available for use during the PEPNet conference. FM receivers with headsets or neck loops are available at the conference registration table. Participants are asked to check out a unit for the day by completing a short form and showing an ID and a credit card. A frequency will be designated for each space and a sign showing the frequency will be posted outside and inside each space. Users will need to dial-in to the frequency when entering a room. A chart showing the frequencies for each space will be available at the registration table. Instructions about changing frequencies will be provided.

## Sign Language Interpreting Services

Sign language interpreters will be provided during the conference.

## Speech-to-Text Services

Speech-to-text services will be provided during the conference. These services include CART, C-Print<sup>®</sup>, and TypeWell<sup>®</sup>.

Visit the PEPNet

*Internet Cafe*

Available in the Boardroom

Thursday 8-5

Friday 8-5

Saturday 8-11

# Continuing Education Credit Information

Continuing education credits will be available from the Commission on Rehabilitation Counselor Certification (CRCC), the Registry of Interpreters for the Deaf (RID.) and the University of Tennessee (UT) during the PEPNet 2006 conference Roots & Wings. Participants may pre-register for these on the conference registration form or register onsite.

## **Commission on Rehabilitation Counselor Certification**

The Commission on Rehabilitation Counselor Certification has approved the PEPNet conference for 25.25 clock hours of continuing education credit. The PEPNet conference has been given approval number 9695743822

In order to obtain the CEU form, please go to the conference registration table and check in with the designated PEPNet representative. You will be given a conference tracking form to list the workshops you attend. You must stay for the duration of the workshop to receive full credit. Presiders will verify your attendance at the end of each workshop.

This form **MUST** be signed by the participant and turned into the registration table no later than 2:30 p.m. on Saturday, April 8. If you are leaving the conference early, you may turn in your form at the registration desk at any time. Please note the CEU form is printed on NCR paper. Tear off and turn in the **WHITE** copy, and keep the **YELLOW** copy for your own records. Participants will receive credit based on the actual number of clock hours attended.

## **Registry of Interpreters for the Deaf Certification**

For RID members who are certified or working toward certification, continuing education credit is available through the Certification Maintenance Program (CMP) and Associate Continuing Education Tracking Program (ACET). The Postsecondary Education Consortium at the University of Tennessee, Knoxville is an Approved RID CMP Sponsor for Continuing Education Activities. This program is offered for 2.05 CEUs in the areas of General and Professional Studies.

In order to pay for and obtain the PEPNet RID CEU form, please go to the conference registration table and check in with the designated PEPNet representative. A fee of \$10.00 will be assessed for each participant. Checks should be made payable to "UT Conferences" with "CMP" noted on the memo line. You will be given a conference tracking form where you will check off which workshops you attended. You must stay for the duration of the workshop to receive full credit. Presiders will verify your attendance at the end of each workshop.

This form **MUST** be signed by the participant and turned into the registration table no later than 2:30 p.m. on Saturday, April 8. If you are leaving the conference early, you may turn in your form at the registration desk at any time. Please note the PEPNet RID CEU form is printed on NCR paper. Tear off and turn in the **WHITE** copy, and keep the **YELLOW** copy for your own records. The PEPNet staff will send the white form to the RID for processing. Participants will receive credit based on the number of workshops attended.

**University of Tennessee Continuing Education Units**

CEUs will be available for interested participants through the University of Tennessee, and may be submitted to your employer as proof of continuing education. The conference has been approved for 2.5 CEUs. In order to pay for and obtain the CEU form, please go to the conference registration table and check in with the designated PEPNet representative. A fee of \$10.00 will be assessed for each participant. Checks should be made payable to "UT Conferences" with "CEU" noted on the memo line. You will be given a conference tracking form where you will check off which workshops you attended. You must stay for the duration of the workshop to receive full credit. Presiders will verify your attendance at the end of each workshop. . This form **MUST** be signed by the participant and turned into the registration table no later than 2:30 p.m. on Saturday, April 8. If you are leaving the conference early, you may turn in your form at the registration desk at any time. Please note the CEU form is printed on NCR paper. Tear off and turn in the **WHITE** copy, and keep the **YELLOW** copy for your own records. The white form will be sent to the University of Tennessee for processing. Participants will receive credit based on the number of workshops attended.

**Please note: Transcripts will not automatically be sent following the conference. Participants may request a copy after the conference by writing to:**

**Division of Continuing Education**

The University of Tennessee  
600 Henley Street,  
Suite 105  
Knoxville, TN 37902



Postsecondary Education Consortium is an Approved RID CMP Sponsor for Continuing Education Activities. This program is offered for 2.05 CEUs in the areas of General and Professional Studies.

## Acknowledgments

**A/V Team:**

Chas Johnstone  
 Patrick Smith  
 Bill Anilosky  
 Reid Blondell

**Speech-to-Text Services:****CART Services**

Michael Cano  
 Pat Graves  
 Phil Hyssong

**C-Print Services**

Lacy Hebert  
 Janay Jones-Clark  
 Maria Miller  
 Nora Reedy

**Typewell Services**

Brian Buma  
 Will Gorum  
 Melissa Mills  
 Brayde Ridenhour

**Interpreters:**

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 Daniel Burch  
 Jason Burnley  
 Sereta Campbell  
 Tammy Cantrell  
 Tom King  
 Leslie Knowles  
 Bob LoParo  
 Valerie McMillian  
 Carol McWade  
 Virginia Moore  
 Rachel Morgan  
 Dana Parker  
 Rita Jo Scarcella  
 Teresa Smith  
 Susan Snapp  
 Tracy Villinski

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 Cathy McLeod  
 Bambi Riehl  
 Rita Jo Scarcella  
 Michelle Swaney  
 Missey Wright

## Special Thanks

We would like to thank the U.S. Department of Education, Office of Special Education and Rehabilitative Services, without whose support this conference would not have been possible.

We especially would like to thank the various organizations and individuals who so generously donated funds and services to this year's conference.

Thanks to the PEPNet Regional Centers and outreach sites for loan of equipment and the support of interpreting, C-Print, and TypeWell services.

We'd like to offer a special thanks to the session presiders, friends of PEPNet, and other conference volunteers for their willingness to assist us throughout the conference.

The staff at the Hyatt Regency has been extremely helpful in the planning process. It has been a pleasure working with them on this event.



## Wednesday April 5, 2006

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### Regency Ballroom Foyer:

Conference registration open 11:00 a.m. to 8:00 p.m.

Pre-conference sessions: Wednesday 1:00 p.m. to 4:30 p.m.

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Seneca-Iroquois (Park Suite): 1:00 p.m. – 4:30 p.m.

RID CEUs: Type: GS Number: .35 Level: Some

### **Audiograms are not Enough: Intake Procedure Key to Formulating Academic Adjustments**

*Mary Morrison, Annette Leonard*

Models of disability shape the work of the Service Providers and can lead to effective intake practices for Deaf and hard of hearing students. In this half day session for Novice-Intermediate Service Providers we will examine why a Deaf or hard-of-hearing student's audiometric documentation is insufficient to determine appropriate academic adjustments. We will discuss in-depth the components of a comprehensive intake practice. This exploration will demonstrate how interview responses can be used to assess and understand the functional limitations related to the hearing loss and their impact in postsecondary settings. Additionally, we'll explore how understanding these elements leads to appropriate and reasonable academic adjustments in a college or university setting and will illustrate why individuals with similar hearing losses require different academic adjustments.

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Oaks-Derby (Kentucky Suite): 1:00 p.m. – 4:30 p.m.

RID CEUs: Type: GS Number: .35 Level: Some

### **STSN, Your Speech-to-Text Services Network: Working Together for Quality Services**

*Judy Colwell, Denise Kavin, Sharon Downs, Pam Francis, Jennie Bourgeois, Phil Hyssong,  
Glenna Bain, Lauren Whitman, Jo Alexander*

The Speech-to-Text Services Network, STSN, is a non-partisan professional organization for service providers, administrators and consumers involved in the delivery of speech-to-text services. The mission of STSN is to be an information resource, and an advocate for high quality services. This half-day workshop will include an update on the progress of STSN since its official launch at PEPNet 2004; extensive information for administrators, including guidelines for assigning services to students, models of technical support, and budget issues and solutions; and instruction for service providers, including preparation strategies, transcript 'readability' guidelines, ways for dealing with math classes, and ergonomic guidelines. There will also be the opportunity for the audience to take part in a survey to determine future STSN in-service topics.

Wednesday afternoon April 5:  
Pre-conference sessions

**Wednesday April 5:  
Preconference**

Shawnee-Cherokee (Park Suite): 1:00 p.m. – 4:30 p.m.

RID CEUs: Type: PS Number: .35 Level: Some

**Cochlear Implant Use in College**

*Catherine C. Clark*

The number of deaf teens and young adults with cochlear implants is growing in our high schools and colleges. To effectively serve these students it is important to understand how cochlear implant technology works and its potential impact on post-secondary education. This year, over 170 students at the Rochester Institute of Technology (RIT) have cochlear implants. Many attend the National Technical Institute for the Deaf (NTID) one of the eight colleges of RIT. This presentation will provide an update on cochlear implants and describe key educational and clinical support services requested by cochlear implant users pursuing academic and employment opportunities.

**Wednesday evening April 5:  
Opening Session & Reception**

**Wednesday evening April 5**

**Opening Plenary Session: 7:00 p.m.– 8:45 p.m.**

Regency Ballroom

RID CEUs: Type: PS Number: .125 Level: Some

**Educating Deaf Students: Is Literacy Really the Issue?**

*Marc Marschark*

Let's face it, we have not done a very good job in improving reading and writing skills of deaf students. True, some progress has been made, but deaf students continue to lag far behind hearing peers in reading and writing throughout the school years and into adulthood. Why have we not been more successful? In our focus on literacy, we often neglect the fact that deaf students lag behind hearing peers in a variety of other academically related skills. Might there not be commonalities underlying these challenges that can help us to find better solutions? This presentation will explore the factors that appear to impede deaf students' progress in reading and writing and suggest that the same factors affect their performance in learning, problem solving, and even the comprehension of sign language. The truth is that deaf students' difficulties with literacy go beyond reading and writing, and the sooner we understand the underpinnings of those difficulties and develop instructional methods to accommodate them, the sooner deaf children will be reading at the level we know they can achieve.

**Wednesday evening April 5:**

**Reception 8:45 p.m. – 10:00 p.m.**

Regency Ballroom

**Opening Reception**

Let's have some fun at the opening reception on Wednesday night – wear a t-shirt or cap from your campus, and show your school colors.

# Thursday, April 6, 2006

## Regency Ballroom Foyer

Conference registration: 8:00 a.m. – 11:30 a.m. & 1:00 p.m. - 5:00 p.m.

Thursday morning Poster Sessions 8:00 a.m. – 9:00 a.m.

All Poster Presentations will be held in the Regency Ballroom, poster sessions will not receive CEUs.

### **Silent College: Voices at the Door**

*Sherry Hill, Pamela J. Parker*

Des Moines Area Community College received an innovation grant to provide a nontraditional Diversity Awareness educational experience. Silent College: Voices at the Door proved to be a powerful learning tool which so impressed our high ranking officials we are now annually funded. Sponsored by the college's Disability Awareness Committee, this training encouraged students, faculty and staff at DMACC to walk a mile in a Deaf pair of shoes, as they literally enter the world of silence. During this presentation we will convey our concept for a fun, entertaining way to offer sensitivity training that even your non-deaf, signing challenged provosts can learn from.

### **Communication Access for Those Who are Hard of Hearing or Deaf (CAHHD): A Web-based Handbook**

*Heidi Adams*

Classes are about to start and there are three new students with hearing loss who need reasonable accommodations on campus. Wouldn't it be fantastic to have a one-stop location where disability service coordinators could develop a profile for each student and match them up with just the right services? That resource is here! In this poster session you will learn how to navigate a web site that helps identify potential accommodations, creates an individual profile for each individual, links the individual to typical accommodations for various types of hearing loss, and provides a wealth of information on what accommodations are available and where to find them.

### **2006 Survey of Postsecondary Speech-to-Text Services: Salary and Program Demographics**

*Susan Gallanis, Frances Lorenz*

This poster session reports on the outcome of a national survey used to collect information about salary and program demographics for speech-to-text services from postsecondary institutions around the nation.

Thursday morning April 6:  
Poster sessions

**Thursday morning April 6:  
Poster sessions**

## **Practical Tools from Project Access for Building Faculty Skills and Awareness in the Mainstreamed Classroom**

*Susan B. Foster, Rosemary Saur*

This poster session will feature two major products from Project Access, a project funded by the US Department of Education that seeks to enhance the access and inclusion of deaf and hard-of-hearing students in post-secondary education by modifying instructor behaviors. These products are the Class Act website and the recently published book-on-demand, "Project Access Workshop Planner's Guide." Each of these products utilizes extensive videos, checklists, handouts and other practical tools to involve and educate mainstream postsecondary instructors. Both products will be demonstrated and allow for an interactive, hands-on experience for attendees. Additionally, attendees will receive supporting materials designed to facilitate their ability to use the products effectively to enable their faculty to integrate inclusive practices within their own classes.

## **The PEPNet Listserv: It's More than Just E-mail!**

*Cassie Manuel*

Since the PEPNet listserv's inception in 1998, the listserv posts over fifty e-mails a month and has grown to over 450 subscribers across the country. The topics posted on the listserv are related to Deaf and Hard of Hearing issues and resources in postsecondary education. Our subscribers come from various colleges, universities and community based agencies. With the number of topics discussed on the listserv every month, we have developed Frequently Asked Questions (FAQ) based on the most popular postings for our members. The listserv also utilizes a new program in which members can access archived posts and more. Handouts of the FAQ will be available and a demonstration of the new features from the listserv program will be discussed during the poster session.

## **The Postsecondary Education Programs Network of Japan: PEPNet-Japan**

*Mayumi Shirasawa*

Have you ever wondered how Deaf and hard of hearing students are supported in other countries? What kind of support services can they get in postsecondary educational institutions? PEPNet-Japan (The Postsecondary Education Programs Network of Japan (A grant program of Nippon foundation, supported by PEN-International) will share the current situation surrounding Japanese students who are Deaf or hard of hearing based on the nation wide survey conducted by PEPNet-Japan in 2004. In addition, the effort to provide outreach, technical assistance, and professional training for faculty members who are working with Deaf or hard of hearing students will be discussed.

## **Summer Academy in the Arts and Humanities for Deaf and Hard of Hearing Students, Bergen Community College**

*Kelly Keane, Paul Almonte*

In an effort to help an often under-supported student cohort, we developed a "Summer Academy in the Arts and Humanities for Deaf and Hard of Hearing Students." For a variety of reasons—limited experience in educational settings, home language conflicts and lack of access

to incidental learning—this student population is often largely under-prepared to participate in the college-level core competency and general education courses that form the foundation of higher education success. To better prepare them for this work, we created an intensive, non-credit seminar integrating four subject areas. Focusing on a single theme—Nature—students were exposed to key terms and ideas within each discipline, began to understand how these disciplines interacted, and practiced the academic activities (essay writing, group discussions, and journal work) that form the basis of core and general education assessment.

## **LOL: Learning On Line--A Notetaker Training!**

*Josie Durkow*

Online training of student notetakers is now available—it's comprehensive, it's interactive and it's free! Presented in three modules, the training takes 90 minutes. Students learn effective notetaking strategies and complete the training at their convenience. At the end, notetakers receive a printed certificate and present a set of notes to their local administrator for review. DSS Coordinators can access a toolkit for implementing a notetaker program that suggests selection criteria, policies, and practices for using student notetakers effectively. The outcome of this training will be improved quality of notes for students who are deaf and hard of hearing!

The training includes information about;

- why notes are critical for students with disabilities
- deaf awareness
- how to take good notes for someone else
- qualities of a good notetaker
- roles and responsibilities of notetakers
- techniques and mechanics of good notes
- formatting strategies
- preparation of notes
- common notetaking problems
- collaborating with faculty and students

The Northeast Technical Assistance Center, Camden County College and the National Technical Institute for the Deaf collaborated to develop this much-needed training package.

## **eTEACH: Accessible Online Multi-Media Presentations**

*Beth Case, Sandi Patton*

eTEACH is a free and easy to use program that allows you to synchronize video, audio, captioning, and PowerPoint slides into an automated presentation complete with links to relevant websites and a table of contents that allows users to jump to any point in the presentation. Finished projects are accessible and can be used for on-demand training, distance learning, or to supplement live presentations.

## **Achieving Goals Website and Video**

*Regina Kiperman-Kiselfog*

The Northeast Technical Assistance Center (NETAC) at NTID/RIT is proud of the Achieving Goals website and videos. The project features individuals who are Deaf and hard of hearing in various career fields. The website includes a list of different job categories that you can click on and learn

**Thursday morning April 6:  
Poster sessions**

more about many individuals who work in a particular career area. You can read about their stories and how they reached their goals. The website includes individual photos, names, positions descriptions, and much more. The videos feature individuals from diverse cultural groups, educational backgrounds, and professions. If you know people who are Deaf or hard of hearing, please encourage them to share their career stories. If you are Deaf or hard of hearing yourself, please join this website! Visit the website at [www.netac.rit.edu/goals](http://www.netac.rit.edu/goals).

**Don't Just Stand There! Solutions for Communication  
Access for Audiences with Multiple Needs**

*Phil Hyssong*

When participants in a meeting or conference need a variety of communication accommodations, setting up a room to meet everyone's needs, including that of the presenter, can be a chaotic situation. This scenario is replayed dozens of times during a typical three day conference, a sort of square dance that sees presenters, communication providers, and attendees shifting from place to place and often causing sessions to begin late. What if there were a set of guidelines and procedures that would accommodate everyone's needs with a minimum of fuss? Through a series of scenarios, this presentation will show you how with a little planning pre-presentation hassles can be a thing of the past.

**ITP to the World**

*Katerri Krebs, Jennifer Yocum*

This poster session will focus on experiences of a newly trained interpreter and an interpreter still in training. We will address issues regarding Repetitive Motion Injury, the benefits of mentoring, ways to "fill" your professional toolbox, and various evaluation possibilities available for a new interpreter.

**Positive Connections: Working Together  
to Prepare Well in Advance**

*Sarah Eiland*

Working with other departments on campus would bring effective collaborative results in providing accommodations to students with disabilities. It is essential to prepare well in advance to be able to provide support services and other accommodations for the students at the same time as having other departments educated on taking part in helping the student earn an education and life-building skills. Cross-training should help all departments be well-informed about each other, speeding up the process of sending an individual to the appropriate department. Marketing techniques, workshop and luncheon hosting, and other relevant material to help promote positive connections will be presented with a perspective of a person who was a student using accommodations and now is a professional providing accommodations.

**A Reality Tool Kit for K-12****Dan Miller**

The joint efforts of Jacksonville State University, the Alabama Department of Rehabilitation Services along with the cooperation of the Alabama State Department of Education to enhance transition and services for students who are Deaf or Hard of Hearing will be presented. A multi-year endeavor to locate the target population in the mainstream setting (where 80% of the students attend) will be demonstrated. The presentation will include the actual method of results of this task force as well as the findings. This session will feature the "reality" tool kit developed to assist the classroom teacher in providing appropriate services to the population along with a vast array of awareness and in-service suggestions. Part of the display includes education resources that are either no cost or low cost.

**4D Scheduling for You!****Lisa Seaman, Tim Fitzgerald, Evonne Bilotta-Burke**

The Technical Support Unit of Disability Services at the University of Minnesota has developed a computer software program currently called "4D". 4D is a tool for organizing, reporting, and scheduling service providers for Deaf and Hard of Hearing consumers. It can house, page and confirm all of your interpreting/captioning requests. It is also a way of tracking invoices and outstanding payments for services. Finally, it acts as a networking device for all who need to be involved in the scheduling process. We will show you what 4D looks like, describe what it can do and how it can help your institutions, and provide handouts.

**Thursday morning April 6****Plenary Session 9:30 – 10:45**

Regency Ballroom: 9:30 - 10:45

RID CEUs: Type: GS Number: .125 Level: Some

**Providing Auxiliary Aids and Services; Impairment, Preference, and the Interactive Shuffle: An OCR Perspective****Karla Ussery, David LaDue**

The Office for Civil Rights: what it does and the laws it enforces. An explanation of the legal responsibilities and duties of postsecondary educational institutions in the context of Section 504 and Title II of the ADA, with particular emphasis on the provision of academic adjustments and auxiliary aids and services for hard of hearing and Deaf students.

**Thursday morning April 6:  
Poster sessions****Thursday morning April 6:  
Plenary session**

## April 6: Thursday morning

Concurrent sessions 11:00 a.m. – 12:15 p.m.

Regency A: 11:00 - 12:15

RID CEUs: Type: GS Number: .125 Level: Little/none

### **Career Awareness, Affirmation, and Preparation for Deaf and Hard-of-Hearing Students in the Sciences**

*Todd Pagano, L. K. Quinsland, David Templeton*

This interactive session will address how deaf and hard-of-hearing young men and women can be motivated to pursue careers in the sciences, as well as how they can be supported to succeed while matriculated in postsecondary science programs. This session provides an opportunity for participants to understand strategies that can be used to give students a sense of what to expect in a scientific career, as well as understanding what is expected of them in the scientific workplace. Pedagogical tools and techniques that can be used in (and out of) the classroom to augment the preparation of students for careers in science include real-world job simulations, Instant Messenger communication with scientists in the field and communication/troubleshooting with students away on internships, writing in the content area, and establishing industrial partnerships. Elements of the curriculum and pedagogy are applicable to other postsecondary colleges and universities where deaf and hard-of-hearing students are matriculated.

Regency B: 11:00 - 12:15

RID CEUs: Type: GS Number: .125 Level: Little/none

### **Increasing Campus Sensitivity: Building Deaf Awareness Through Media and Meetings**

*Ellie Rosenfield, Jan Strine*

Creating a campus environment where deaf and hearing individuals can work together effectively requires sensitivity to communication and an understanding of cultural differences. Finding attractive ways to introduce these concepts to students and faculty can be challenging. Cinema can be a powerful vehicle for reaching out to these audiences. This session will highlight video clips from a film, "Being Deaf" and describing how campus programs can use films like this to create opportunities for dialogue and learning. Increasing awareness of the "other" in all of us poignantly shows our commonalities and our need for inter-relationships. Additional print media, coaching practices, and interactive participation strategies that have been successful on our campus will be shared.

Keeneland Suite: 11:00 - 12:15

RID CEUs: Type: GS Number: .125 Level: Little/none

### **Factors Relating to Students' Success in English Courses**

*Kathleen Eilers-crandall*

Characteristics of students with basic English reading and writing skills are described and their relationships to long-term success are considered. Classroom, learning, and study behaviors of students who were enrolled in courses designed to teach reading and writing skills at the post-secondary level were collected, described, and evaluated over a three-year period. Students



demonstrating the greatest success in the areas of retention in the college, overall grade point average, and success at the next course level were those who also made the most progress in developing basic study skills and habits. This presentation will report this research and discuss the implications for designing reading and writing programs that include instruction and reinforcement of these behaviors that maximize retention and student learning growth.

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Oaks/Derby (Kentucky Suite): 11:00 - 12:15

RID CEUs: Type: GS Number: .125 Level: Little/none

**Online Resources Available From the 2005 NTID  
Instructional Technology Symposium**

*Bill Clymer, Denise Kavin, Jim DeCaro*

The International Symposium on Instructional Technology and Education of the Deaf was held at NTID June 27- 30, 2005. The symposium offerings included presentations by 44 speakers, two plenary addresses, 24 poster sessions, and 10 exhibits. A major goal of the Symposium was to make information presented available on the Symposium Web Site (<http://www.rit.edu/~techsym>) for worldwide dissemination. Each presentation and poster summary, as well as abstract is available on the WWW, as are complete papers. Presentation media can also be viewed, along with the captions generated during each presentation. A captioned video presentation of each plenary and concurrent session also are available. This presentation will review the highlights of the 2005 Symposium, with emphasis on accessing resources from the WWW.

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Seneca/Iroquois/Shawnee (Park Suite): 11:00 - 12:15

RID CEUs: Type: GS Number: .125 Level: Some

**Getting Better Everyday: New Skills and Ideas  
for Speech-to-Text Service Providers**

*Judy Colwell, Joyce Dworsky-Sauer, Sharon Downs, Cindy Camp*

There are many kinds of speech-to-text services, and although the underlying systems they use have fundamental differences, the day-to-day job is similar for them all. There are shared challenges and questions to which every service provider would like some answers, some new approaches, and some great solutions. CART writers, C-Print captionists, TypeWell transcribers, voice writers and other speech-to-text service providers will be interested in the topics in this STSN\* presentation: being an independent contractor; issues faced by the "dual service provider" (interpreter / speech-to-text service provider); and, guidelines for dealing with ethical issues that confront providers. There will be a question and answer period to address specific situations raised by the audience. \*The Speech-to-Text Services Network is an umbrella professional organization for speech-to-text service systems.

Thursday morning April 6:  
Concurrent Sessions

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**April 6 Thursday afternoon break for lunch 12:15 p.m. – 1:30 p.m.**

**Regency Ballroom: Exhibits open 12:30 p.m. – 5:00 p.m.**

## Thursday afternoon April 6:

Concurrent sessions: 1:30 p.m. – 2:45 p.m.

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Regency A: 1:30 - 2:45

RID CEUs: Type: GS Number: .125 Level: Little/none

### **Teamwork and Transition: It Takes a Village...**

*Janis Friend, Julie Beth Hayden*

The Community Based Work Transition Program at KY School for the Deaf is a partnership between the KSD, KY Dept. of Education and KY Office of Vocational Rehabilitation. KY OVR has also implemented an initiative focused on serving individuals who are Deaf at Risk (LFD). These two initiatives have worked closely together for the past four years using Personal Futures Planning to transition students from KY School for the Deaf into jobs and life in their home communities. This presentation focuses on development of both programs and their positive impact on the lives of the students involved.

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Regency B: 1:30 - 2:45

RID CEUs: Type: GS Number: .125 Level: Some

### **The Balancing Act: Freedom, Responsibility, and Self Determination**

*Cheryl Davis*

The term "self determination" refers to a broad range of skills that are vital to each and every one of us, no matter what our daily schedules involve. But how would the presence or absence of these skills change the day-to-day experiences of the Deaf and hard of hearing students who are making the transition from high school to the adult world? Adulthood presents more freedom...and responsibility...than they've ever had to face. Teaching students to be self determined benefits the individual, the institution, and the community. What self determination skills are vital to students? How is your campus facilitating self determination in its students? This session will provide attendees with information about free and low-cost self determination resources.

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Keeneland Suite: 1:30 - 2:45

RID CEUs: Type: PS Number: .125 Level: Some

### **Testing Accommodations: The College Campus vs. the Standardized Testing Arena**

*Barbara Borich, Ruth Loew*

This session will provide an overview of approaches to approving testing accommodations for deaf and hard of hearing students, both for on-campus teacher-made tests and for high-stakes standardized tests.

Oaks/Derby (Kentucky Suite): 1:30 - 2:45

RID CEUs: Type: GS Number: .125 Level: Little/none

### **From Accommodation to Engagement with Speech-To-Text Services**

*Michael Stinson, Lisa Elliot, Pamela Francis, Gina Coyne, Donna Easton*

Accommodation and engagement are key issues in effectively providing speech-to-text services to students. Accommodation is pertinent because deaf and hard-of-hearing students are ensured the rights to support services by federal statutes such as the Americans with Disabilities Act. Engagement refers to participation and focus of students who use speech-to-text services. The presentation will discuss five factors that can affect engagement: Access, Learning, Acceptance, Economics, and Adaptability. Case examples of how speech-to-text services have attempted to move from accommodation to engagement will be provided. The presentation will relate issues raised by case examples to research findings and discuss implications of concepts and ideas that have emerged from these experiences for speech-to-text services in general.

Seneca/Iroquois/Shawnee (Park Suite): 1:30 - 2:45

RID CEUs: Type: GS Number: .125 Level: Some

### **What Do You Do at...?"**

*Jennie Bourgeois, Cindy Camp, Desiree Duda, Bonnie Martin, Ginny Chiaverina*

Panel members from various colleges and universities throughout PEPNet will provide a brief introduction to their individual programs for Deaf and Hard of Hearing students. Information from each institution to be shared will include information such as: current deaf and hard of hearing student population, support services/accommodations available, hourly range for interpreters and speech-to-text providers, number of staff and/or contract service providers and average number of interpreting/speech-to-text accommodations per week. After the preliminary introduction and information sharing by each of the panel members, questions from audience members will be taken.

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## **Thursday afternoon April 6: Break 2:45 – 3:15**

## **Thursday afternoon April 6: Concurrent sessions: 3:15 – 4:30**

Regency A: 3:15 - 4:30

RID CEUs: Type: GS Number: .125 Level: Little/none

### **Proven Strategies for Preparing Transition-aged Youth Who are DeafBlind For Post-School Success**

*Cynthia Ingraham*

This presentation will target a group of deafblind students who have made the successful transition from secondary education to adult life. Despite having access to limited research on effective educational accommodations for deafblind youths in K-12 inclusive and residential settings, many educator and adult service professionals have been able to help deafblind

**Thursday afternoon April 6:  
Concurrent Sessions**

students navigate their way to successful post-school outcomes. This presentation will share the key factors which led to these successful education, transition and employment outcomes for deafblind students. Contributions from professionals, family members, and students themselves have been documented and will be highlighted. It is hoped that these proven methods and strategies may become the new "norm" by which all programs for deafblind transitioning students will be measured.

Regency B: 3:15 - 4:30

RID CEUs: Type: GS Number: .125 Level: Little/none

**Peer Tutoring as a Support to Literacy Development: The Student Perspective**

*Margaret Brophy*

A team of NTID's "best and brightest students," English Peer Tutors provide role models of student success and bridge the gaps of age, culture and communication that students face in an academic environment. This session will present a videotape of student testimonials describing personal experiences of ways in which the peer-tutoring program contributed to the development of their literacy and academic success. After the videotape, the audience will be invited to share observations, and ask questions about the program organization and management.

Keeneland Suite: 3:15 - 4:30

RID CEUs: Type: GS Number: .125 Level: Little/none

**Creating a Winning Team: Working Together to Foster Student Success in College**

*Robb Adams, Ellie Rosenfield*

We will present research findings related to deaf student success (Adams, 2001) that sites the importance of using a team approach that puts the student at the center of a developmental process with college and university personnel and family involvement as crucial supports. A review of the relevant literature regarding student persistence will provide a background for discussion. The practices employed by the National Technical Institute for the Deaf to promote student success will be reviewed. National challenges in raising persistence and graduation rates for deaf college students will be explored. Time for discussion and sharing successful interventions from other settings will be included in the session.

Oaks/Derby (Kentucky Suite): 3:15 - 4:30

RID CEUs: Type: GS Number: .125 Level: Some

**Defining Communication Access for Students with a Partial Hearing Loss**

*Annette Leonard*

Service providers often question whether a student who is hard of hearing (as opposed to Deaf) should qualify for services in postsecondary settings. Specifically, many hard-of-hearing individuals request print accommodations, and service providers are often at a loss as to how to

evaluate the appropriateness of the accommodation for the individual. Would a notetaker or an assistive listening device be equally effective? This session explores the hearing experiences of individuals who are hard of hearing in terms of what is required of them in postsecondary education settings. The goal of this session is to help service providers develop an understanding of the strengths and weaknesses of various accommodations in the range of learning environments so that they can better evaluate when print accommodations are appropriate.

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Seneca/Iroquois/Shawnee (Park Suite): 3:15 - 4:30

RID CEUs: Type: GS Number: .125 Level: Some

### **From the Roots of One to the Wings of the Team**

*Lisa Seaman, Mari Magler*

There has always been a need for an effective scheduling system for educational institutions. The University of Minnesota has gone from the roots of having a sole scheduler to the wings of a group scheduling process that fills that need. Our Unit has created an equitable scheduling process. Utilizing a round robin style of selection, Interpreters are able to set their own schedules, capitalizing on their strengths. The scheduling process will be described in full and supporting documents will be shared. We will describe our innovative scheduling process with participants, providing detailed information about this process and how it can be applied. By the end of our presentation you will have what you need to "spread your wings" and implement this in your own unit.

**Thursday afternoon April 6:  
Concurrent Sessions**

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### **Thursday afternoon April 6: Open Forum: 5:00 – 6:00**

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Regency Ballroom: 5:00 - 6:00

RID CEUs: Type: GS Number: .1 Level: Little/none

### **College Students who are Hard of Hearing: Addressing Service Needs of an Underserved Population – Open Forum**

*Doug Watson, Denise Kavin, Jim DeCaro, John Schroedel,*

*Tim Beatty, Patty Conway, Debra Brenner*

Students who are hard of hearing are often forgotten in the classroom, misunderstood in terms of service provision, and overlooked by social service agencies as they transition from secondary education to postsecondary education and training. This presentation will provide an overview of a national collaborative project to develop a publication designed to help state offices of vocational rehabilitation and postsecondary education institutions to better identify and provide more effective services to this population.

**Thursday afternoon April 6:  
Open Forum**

## Friday April 7, 2006

### Regency Ballroom Foyer

Conference registration: 8:00 a.m. – 11:30 a.m. & 1:00 p.m. - 5:00 p.m.

### Regency Ballroom

Exhibits open: 8:00 a.m. – 5:00 p.m.

### Friday morning April 7:

Concurrent sessions: 8:30 a.m. – 9:45 p.m.

#### Friday morning April 7: Concurrent Sessions

Regency A: 8:30 - 9:45

RID CEUs: Type: PS Number: .125 Level: Some

#### **If It's Not One Thing, It's Another: Supporting Individuals with Hearing and Vision Loss**

*Heidi Adams, Diane Jones*

Gilda Radner had it right: just as someone gets adjusted to late onset hearing loss, they may be facing a vision loss as well! Vision loss in addition to an existing hearing loss can limit mobility, increase a sense of isolation, and further impact social relationships. This session will explore who has dual sensory loss, the most common causes of low vision, the barriers to full participation in community life, and available resources. Along the way you will get a glimpse of what low vision looks like and the strategies and assistive technology individuals use to meet the challenge of this secondary disability.

Regency B: 8:30 - 9:45

RID CEUs: Type: GS Number: .125 Level: Little/none

#### **Let's Get into the Roots with Resources - And Soar on Wings!**

*Anthony Ivankovic*

The purpose of this workshop is to allow for an opportunity for students, educators, and administrators to access resources and information they can apply to their work. The exposure to personnel in this environment will be positive. An explanation will be offered on how to order materials through the internet.

Keeneland Suite: 8:30 - 9:45

RID CEUs: Type: GS Number: .125 Level: Some

#### **Perspectives on Errors in Deaf College Students' Texts: Correction at the Roots**

*Susan Keenan*

Responding to students' texts is an ongoing issue for those teaching English as a second language, especially to deaf students. For a basis for conversations about errors, one response model uses rules governing a Basic Variety (BV) of English. This presentation explores the differences between deaf and hearing nonnative users of English and the parallels between the BV used by these users. Deaf students' English has been traditionally characterized from an error

standpoint. We argue, however, that such deviances from English are productions following rule systems in this population's interlanguage. Using student texts we demonstrate deaf students' use of an interlanguage with BV characteristics. We suggest that student texts reveal rule systems, and understanding these systems enable teachers to better guide these learners' linguistic development.

Oaks/Derby (Kentucky Suite): 8:30 - 9:45

RID CEUs: Type: GS Number: .125 Level: Some

### **More Than Words on the Screen**

*Cindy Camp, Bill Stark*

We all know that captions on videos are crucial to students with a hearing loss. We also know that captions benefit all students in retaining information more efficiently. However, the reality is that the majority of educational videos are not captioned. This presentation will address the issue of adding captions to materials which aren't captioned. Participants will learn about the software and hardware required for various captioning systems. We will also discuss the pros and cons of establishing an in-house captioning service and look at various outsourcing options from full service to hybrid services. When participants leave the workshop, they should be able to make an informed decision on the type of captioning system that will best suit their institution's needs.

Seneca/Iroquois/Shawnee (Park Suite): 8:30 - 9:45

RID CEUs: Type: GS Number: .125 Level: Some

### **"ROOTing" Service Delivery: Interpreters Find Their WINGS in the World of VRS; Strategy, Structure, Funding**

*Katherine Bruni, Annette Leonard, Bambi Riehl, Debra Brenner, Jane Nunes*

A panel representing the four regions of PEPNet will discuss creative strategies to address emerging interpreter shortages and funding challenges. Video Relay Services are bringing a needed service to urban and rural communities, but they also provide new challenges. Participants will be encouraged to share positive and creative solutions to the critical needs for interpreting services in this changing era. Participants will learn/share new strategies for addressing the critical shortage of interpreters as well as gain information about creative structuring/funding of interpreting services.

Conference Theater: 8:30 - 9:45

RID CEUs: Type: GS Number: .125 Level: Some

### **Social Security's Plan for Achieving Self-Support (PASS): Potential Funding for Students who Receive SSI**

*Wanda Berry*

Social Security's Plan for Achieving Self-Support (PASS). Learn how this Supplemental Security Income (SSI) work incentive can be used as a funding source for students with disabilities. We will also discuss other work incentives and answer questions regarding how work affects Social Security Disability Insurance (SSDI) and SSI benefits.

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**Friday morning April 7: Plenary Session: 10:00 a.m. – 11:15 a.m.**


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**Friday morning April 7:  
Plenary Session**

Regency Ballroom: 10:00 - 11:15

RID CEUs: Type: PS Number: .125 Level: Some

**Attitudes of American Deaf Leaders toward Sign  
Language Interpreters and Interpreting**

*Lawrence H. Forestal*

Sign language interpreting is one of the primary support services for deaf people. This study presentation is based on American deaf leaders' cumulative response to Forestal's national attitude survey in 2000. Approximately 400 deaf leaders completed a demographic questionnaire including items related to their experiences with interpreters. Older leaders were inclined to show gratitude and appreciation for interpreters, whereas younger leaders possessed a strong tendency to criticize or complain about interpreters. Age, education and frequency of use of interpreters were personal characteristics of deaf leaders in relation to attitudes whereas negative experiences and satisfaction with interpreters were experiential characteristics based on their direct relation to the interpreting interaction. Relevant questions will be discussed: Is there adequate knowledge about the interpreter's role? Is mainstream education a factor for the shift of attitudes? Why is interpreter competency important? How can the quality of interpreting improve for the dual benefit of American deaf people and the interpreting profession?

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**Friday morning April 7:  
Sticky Issues Discussion Groups**

**Friday morning April 7:  
Sticky Issues Discussion Groups: 11:30 – 12:30**

Participants will be divided into groups to discuss a variety of 'sticky issues' that have come up during the provision of technical assistance. Comments will be summarized and shared with all of the participants after the conference.

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Regency A: 11:30 - 12:30

RID CEUs: Type: GS& PS Number: .1 Level: Some

**Transition Issues**

*Katherine Bruni, Jane Nunes*

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Regency B: 11:30 - 12:30

RID CEUs: Type: GS& PS Number: .1 Level: Some

**Administrative Issues**

*Ginny Chiaverina*

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Keeneland Suite: 11:30 - 12:30

RID CEUs: Type: GS& PS Number: .1 Level: Some

**Technology Issues**

*Cindy Camp*

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Oaks/Derby (Kentucky Suite): 11:30 - 12:30

RID CEUs: Type: GS& PS Number: .1 Level: Some

**Student Development Issues**

*Kristin Amey, Mary Morrison*

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Seneca/Iroquois/Shawnee (Park Suite): 11:30 - 12:30

RID CEUs: Type: GS& PS Number: .1 Level: Some

**Interpreting Issues**

*Annette Leonard, Sharon Downs*

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**Friday afternoon April 7: Break for lunch: 12:30 – 1:45**

**Friday afternoon April 7: Concurrent Sessions: 1:45 – 3:00**

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Regency A: 1:45 - 3:00

RID CEUs: Type: GS Number: .125 Level: Little/none

**Administrative Issues: Sign Language  
Interpreters in the College Setting**

*Maureen Brady, Beth Pincus*

This presentation includes the information that a disability support staff (DSS) should know when working with a sign language interpreter in the post secondary level. Recruiting, advertising, understanding interpreter credentials and hiring procedures will be addressed. Developing policies for interpreters in the area of team interpreting, evaluating interpreters, as well as providing additional incentives and support for sign language interpreters will be presented. DSS coordinating responsibilities and standard practices in the profession are among the other topics discussed.

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Regency B: 1:45 - 3:00

RID CEUs: Type: PS Number: .125 Level: Some

**Surveying the Landscape: A National Survey of Postsecondary  
Deaf Program Demographics and Interpreting Salaries**

*Bambi Riehl*

Are you curious about interpreting salaries, job requirements, staffing patterns, Deaf/Hard of Hearing program sizes and working conditions at postsecondary institutions across the United States? This session will provide participants with abundant information about 132 institutions across the United States. The presenter will disseminate the main findings of the "2005 Survey of Postsecondary Interpreter Services: Salary and Program Demographics, which include items such as interpreter and agency rates, workplace standards, funding patterns and emerging trends. In addition, the presenter will demonstrate how to find and use the online survey results to gather the information you need to share with your administrators to make changes on your campus. Finally, there will be discussion about how to make the best use of this data to improve the services and working environment on your campus.

**Friday morning April 7:  
Sticky Issues Discussion Groups**

**Friday afternoon April 7:  
Concurrent Sessions**

**Friday afternoon April 7:  
Concurrent Sessions**

Keeneland Suite: 1:45 - 3:00

RID CEUs: Type: GS Number: .125 Level: Little/none

**Postsecondary Education Network-International: Facilitating Deaf Education for Deaf Men and Women Around the World**

*Denise Kavin, Bill Clymer, Jim DeCaro*

The Postsecondary Education Network-International (PEN-International) is funded by a grant from the Nippon Foundation of Japan to the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology in Rochester, New York. The PEN-International network is currently made up of colleges and universities in Japan, China, the Philippines, Thailand, Russia, the Czech Republic, and the United States. PEN-International shares its expertise with international partners that, like NTID, offer postsecondary educational programs to deaf and hard-of-hearing students. PEN-International is dedicated to providing professional development to teachers of international deaf and hard-of-hearing students, facilitating the use of innovative instructional technologies in the teaching/learning environment, and furnishing its international partner institutions with state-of-the-art equipment. The presentation will describe PEN-International's background, structure, goals, accomplishments, and future activities.

Oaks/Derby (Kentucky Suite): 1:45 - 3:00

RID CEUs: Type: GS Number: .125 Level: Some

**Accessible Distance Education for Postsecondary Teaching**

*Sharon Downs, Pamela Broadston*

With distance education opportunities increasing, online videostreams present unique challenges for DSS offices. The Arkansas SOTAC and staff at the University of Arkansas at Little Rock have come up with a method to provide videostreams that show the instructor and PowerPoint, interpreter, and scrolling captions. The methods and technology used will be explained and demonstrated, and helpful written materials will be provided.

Seneca/Iroquois/Shawnee (Park Suite): 1:45 - 3:00

RID CEUs: Type: PS Number: .125 Level: Some

**Public...Speaking?: Charting the Road Less Traveled**

*Cheryl Davis, Elisa Maroney, Emily Plec*

At most college campuses, Public Speaking is a required course for all students. Comments from interpreters, direct observations by Disability Services Directors, and questions posed by professors indicate public speaking courses reveal several difficulties: How can the instructor be sure he or she is evaluating the student, and not the interpreter? How can hearing instructors adapt curricular materials to deaf students? How can public speaking faculty prepare their hearing students to effectively evaluate deaf presenters, and vice versa? Through a collaborative effort, faculty from Western Oregon University's ASL/English Interpreting and Communication Studies Programs are working to develop solutions. This presentation will share guidelines, sample interpreted video, and suggestions to make public speaking courses user friendly for faculty, deaf students and hearing classmates, and interpreters.

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Conference Theater: 1:45 - 3:00

RID CEUs: Type: PS Number: .125 Level: Some

### **Creative Solutions with Hearing Assistive Technology**

**Becky Morris**

Becky Morris will lead this session on hearing assistive technology (HAT), the rationale for using them, how to use them and what is new and available. HAT, when selected and used properly, can improve the quality of life both personally and professionally by enhancing communication. She will specifically discuss technology accommodations such as FM systems and other forms of assistive listening devices, alerting devices, and amplified stethoscopes. Practical details and guidance on choosing the appropriate listening options based on type of hearing aids or cochlear implants.

**Friday afternoon April 7:  
Concurrent Sessions**

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**Friday afternoon April 7: Break: 3:00 – 3:30**

**Friday afternoon April 7: Concurrent Sessions: 3:30 – 4:45**

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Regency A: 3:30 - 4:45

RID CEUs: Type: GS Number: .125 Level: Little/none

### **Creating a Successful College Wide Program for Deaf and Hard of Hearing Students**

**Erika Domatti-Thomas, Don Miller**

What does a successful college wide program for Deaf students look like? After four years of trial and error, the Austin Community College has established a Deaf Studies Program that serves more than 100 Deaf students a year. Based on their experience at ACC, two of the program instructors will outline academic, advising, student services and student life programming suggestions that provide an accessible and empowering environment for Deaf students. There will be an emphasis on creating an effective language program for Deaf students that answers the following questions: Who are our Deaf students and why is it so challenging for them to learn English? What is the role of first language acquisition? Why do Deaf students need to take an American Sign Language Grammar course?

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Regency B: 3:30 - 4:45

RID CEUs: Type: GS Number: .125 Level: Little/none

### **Gates to Adventure - A PEPNet E-Learning Transition Curriculum**

**Wendy Harbour, Sharaine Rawlinson**

Available through the PEPNet website, Gates to Adventure is a free online transition curriculum for deaf and hard of hearing students ages 14 and older, created through a FIPSE grant from the U.S. Department of Education. Consisting of four interactive modules, Gates to Adventure helps build students' awareness of postsecondary options while developing self-awareness and critical thinking skills. This session will introduce participants to the four modules and the Gates to Adventure support materials for secondary teachers and guidance counselors, postsecondary instructors and disability services providers, vocational rehabilitation professionals, and parents.

**Friday afternoon April 7:  
Concurrent Sessions**

Keeneland Suite: 3:30 - 4:45

RID CEUs: Type: PS Number: .125 Level: Some

**Addressing the Needs of Students Labeled as Deaf and Low Functioning or "At Risk" in the Post-Secondary Setting**

*Annette Reichman, Theresa Johnson, Cathy McLeod*

This presentation will give professionals both conceptual and practical strategies in working with Deaf and Hard of Hearing persons and students with additional challenges, due medical and/or environmental factors, in the post-secondary setting. Training offered will include identification, assessment, coursework selection, support service planning, employment opportunities, and follow up activities.

Oaks/Derby (Kentucky Suite): 3:30 - 4:45

RID CEUs: Type: GS Number: .125 Level: Some

**New Applications for Video-Based Technologies: Remote Provision of Educational Services**

*Sharon Baker, Nanci Scheetz*

This presentation will provide information regarding the use of video-based technologies in educational settings: remote tutoring, remote supervision of practicum and student teaching assignments, remote interpreting, and remote mentoring. Findings from a pilot study conducted in the spring of 2005 by the University of Tulsa, Valdosta State University, Valdosta, GA, the University of Delaware, and the Delaware School for the Deaf will be presented along with a description of the technologies that were selected to conduct the remote tutoring project. A discussion will take place regarding future applications of video-based technologies in educational settings, especially those in rural areas.

Seneca/Iroquois/Shawnee (Park Suite): 3:30 - 4:45

RID CEUs: Type: GS Number: .125 Level: Some

**Circles of Learning: Communities of Excellence**

*Catherine Andersen, Jane Dillehay, Jane Nickerson, Khadijat K. Rashid, Tracey Salaway*

Learning Communities have become an integral part of the curricula at Gallaudet University. Faculty members have created ways in which Learning Communities are used to help students make significant connections between the courses they are taking as well as feel involved in communities that foster connections between students, faculty, staff, and the University. Panelists in this session will describe ways in which they have created Learning Communities. They will describe how students participate in courses that integrate materials and ideas. Almost all First Year Seminar (FYS) courses are linked with another course from English, history, biology or another discipline. Other Learning Communities have focused on creating Integrated Discipline Studies (IDS) courses that integrate two disciplines into one course. Learning Communities will be discussed in depth.

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Conference Theater : 3:30 - 4:45

RID CEUs: Type: GS Number: .125 Level: Some

**Schools Working Together to Meet Interpreting Needs: Three Successful Wisconsin Interpreting Subcontracting Projects**

*Ginny Chiaverina, Kris Follansbee, Denise Zander*

Providing interpreting services in the quantity and quality needed continues to be a dilemma facing postsecondary disability offices. Many institutions are finding that the solution lies in finding new creative models of securing these needed services. This session will highlight one model that has been successful in the Milwaukee, Green Bay, and LaCrosse, Wisconsin areas. This model, coined Project REACH (Regional Accommodation Consortia in Higher Ed), has assisted schools in the three areas of the state in developing agreements whereby one school subcontracts their interpreting staff to other local schools. Wisconsin schools are finding that the subcontracting approach has effectively expanded programs on campuses historically strong in DHH support services while simultaneously meeting the needs of nearby campuses that do not have readily available services.

Friday afternoon April 7:  
Concurrent Sessions

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## Saturday, April 8, 2006

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### Regency Ballroom Foyer

Conference registration: 8:00 a.m. – 11:30 a.m. & 1:30 p.m. - 2:30 p.m.

Regency Ballroom: Exhibits open 8:00 a.m. – 11:30 a.m.

### Saturday morning April 8:

Concurrent sessions: 8:30 a.m. – 9:45 a.m.

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Regency A: 8:30 - 9:45

RID CEUs: Type: GS Number: .125 Level: Little/none

**How “Maslow” Can You Go? A Psychosocial Look at Retention at a Community College**

*Kathy Earp, Dennis Jones*

Research on retention of post-secondary students indicates that up to 75% of deaf and hard of hearing students do not complete their program of study. This workshop presents research related to successful retention of students who are deaf or hard of hearing, and how it relates to Maslow's Hierarchy. This information offers a framework for developing a successful retention program.

Saturday morning April 8:  
Concurrent Sessions

Keeneland Suite: 8:30 - 9:45

RID CEUs: Type: GS Number: .125 Level: Some

### **English Access Forum: High Stakes Testing, Reading/Writing Accommodations, Implications for Programs and Services**

*Katherine Bruni, Jo Ann Simon, Alton Brant, Noel Gregg*

The English Access Forum addressed the historically controversial topic of accommodating English (print) for people who are Deaf and Hard of Hearing. Jo Anne Simon, Dr. Noel Gregg, and Dr. Alton Brant were expert guests from the fields of disability law, language, and disability accommodations. The discussion concerned High Stakes Testing and challenged current policies. Georgia leaders discussed high school graduation tests, entrance/exit tests for colleges, universities, technical education, employment, training. Information and challenges will be shared to interact with session participants, to further this discussion nationwide, and to help professionals consider an appropriate range of accommodations for the future.

Oaks/Derby (Kentucky Suite): 8:30 - 9:45

RID CEUs: Type: PS Number: .125 Level: Some

### **The Staff Interpreter's Evolving Role**

*Mary Morrison, Annette Leonard*

This interactive session is geared for staff interpreters and Directors of Disability Services who employ them. Deaf and hard of hearing student's attendance at mainstreamed postsecondary institutions is now common place and has created employment opportunities for staff interpreters. Because deafness is a low incidence disability, few Directors have experience in the area, most are unable to communicate in sign language, and many offices that serve students with disabilities rely on the staff interpreter to be the expert in hearing loss. The office depends on them to conduct intake interviews, evaluate documentation, make decisions regarding academic adjustments and coordinate service provision while continuing to provide direct service. What are the implications of these practices? How can institutions and individuals prepare for the evolution of roles?

Seneca/Iroquois/Shawnee (Park Suite): 8:30 - 9:45

RID CEUs: Type: GS Number: .125 Level: Some

### **Universal Instructional Design: Enhancing Understanding of the Benefits for Students with Hearing Loss**

*Bobbi Cordano*

The movement to integrate principles of universal instructional design and universally designed service delivery into higher education has grown. Universal instructional design literature for students with hearing loss typically provides examples like captioning, interpreting, and FM systems. These examples, however concrete and beneficial, limit our understanding of the full potential benefits of universal design for students with hearing loss in instructional and direct service settings. While other strategies have been proposed, they usually are only in the disability-specific context (i.e. deafness), but not in connection with specific principles. The purpose of this session is to provide background on the principles of universal design, deepen our understanding of the benefits of these principles for students with hearing loss and provide resources for participants.

Conference Theater: 8:30 - 9:45

RID CEUs: Type: GS Number: .125 Level: Little/none

### **What the Boss Needs to Know: Running a Good Speech-to-Text Services Program**

*Kim Thiessen, Jennie Bourgeois, Jo Alexander, Laurie Watts, Judy Colwell*

The use of speech-to-text services to provide communication access and notes to students and others is growing by leaps and bounds. Administering these relatively new service programs is not always easy. This STSN\* presentation will address four important aspects of a successful program: finding good providers; keeping good providers; evaluating good output; and developing a site policy handbook. Administrators whose programs use, or are considering using, CART writers, C-Print captionists, TypeWell transcribers, voice writers or other speech-to-text service providers will all benefit from the general and specific information presented. The presenters for this session will be experienced administrators of speech-to-text service programs at colleges across the country. \*The Speech-to-Text Services Network is an umbrella professional organization for all speech-to-text service systems.

### **Saturday morning April 8:**

**Concurrent sessions: 10:15 a.m. – 11:30 a.m.**

Regency A: 10:15 - 11:30

RID CEUs: Type: GS Number: .125 Level: Some

### **Effect of Postsecondary Education on the Economic Status of Persons who are Deaf or Hard of Hearing**

*Sara Schley, John Hennessey, Robert Weathers*

This paper examines the effect post-secondary education has on earnings, and the duration of time spent in the Social Security disability programs for young persons with severe hearing impairments. Our hypothesis is that investments in postsecondary training increase the likelihood of employment for persons with disabilities and thus, reduce dependency on disability related income support programs. We test this hypothesis using a variation of a discrete time hazard model developed by Ham and LaLonde (1996).

Keeneland Suite: 10:15 - 11:30

RID CEUs: Type: GS Number: .125 Level: Some

### **“Roots and Wings” - The Connection for Successful Transitioning from High School to College English Programs**

*Barbara Boyd*

The purpose of this workshop is to look at the steps involved in (1) the assessment of writing skills of students who are deaf or hard of hearing; (2) the placement of students in skills-appropriate English classes, both developmental and credit courses; (3) instructional techniques that foster success in the English classroom, especially student-centered instruction.

**Saturday morning April 8:  
Concurrent Sessions**

Oaks/Derby (Kentucky Suite): 10:15 - 11:30

RID CEUs: Type: PS Number: .125 Level: Some

**Combining Interpreting and Captioning to Make College Classrooms Accessible: Techniques & Technology**

*Valorie Smith-Pethybridge*

This workshop will describe how the use of interpreters to provide C-print® captioning in mainstreamed classes with Deaf/hard of hearing students at Miami Dade College has evolved over the five years since its inception. It will include information on the advantages to interpreters becoming trained as C-print® captionists; the students' perspectives on their use of the interpreter/captionist; the interpreters' perspectives on implementing both interpreting and captioning (sometimes both within the same class) and other applications of C-Print® captioning in a postsecondary institution. There will also be a demonstration of the technological enhancements now used to improve the captioning (especially in math and science classes).

Seneca/Iroquois/Shawnee (Park Suite) : 10:15 - 11:30

RID CEUs: Type: GS Number: .125 Level: Little/none

**The Future Starts With You - Accommodation and Students with Hearing Losses**

*Debra Russell, Robin Demko, Deena Martin*

Supporting students with hearing losses is a challenge facing many post-secondary educational environments. This session reports the results of an Alberta study that examined the experiences of deaf and hard of hearing learners in post-secondary settings. Participants had an opportunity to explore what is working well for them, and to identify the gaps needed in order for institutions to offer an equitable and accessible education. Service providers identified their challenges, successes and recommendations for making the post-secondary environments accessible. Lastly, stakeholders had an opportunity to reflect on the Alberta Human Rights Bulletin, "The Duty to Accommodate" and identify the steps necessary to truly meet the recommendations of the Human Rights Commission. Recommendations from the research will be shared, followed by an interactive discussion that celebrates the successes and identifies strategies that work well in supporting deaf and hard of hearing learners in the 21st century.

Conference Theater: 10:15 - 11:30

RID CEUs: Type: GS Number: .125 Level: Some

**Postsecondary Education Abroad: Optimizing the International Postsecondary Experience for Deaf and Hard of Hearing Students**

*Sharaine Rawlinson, Marcia Kolvitz*

Study Abroad is becoming more prevalent in the total postsecondary education experience for all students, including those who have disabilities. With the increasing globalization of the workforce, study abroad offers students the opportunity to learn about other cultures, languages, and employment. Providing reasonable accommodations for study abroad students who are deaf and hard of hearing can be done, with the right attitude, information and some advance planning by both the student and the university. This presentation will cover laws, court cases



and Office for Civil Rights rulings which impact how and when reasonable accommodations are provided for students who are deaf and hard of hearing who wish to study abroad. A panel of deaf and hard of hearing individuals who have studied abroad will offer their insight and suggestions for optimizing deaf and hard of hearing students' international education experiences.

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**Saturday, April 8:**

**Regency Ballroom: Luncheon 11:45 a.m. – 12:45 p.m.**

**Saturday morning/afternoon April 8:**

**Closing Plenary Session: 12:45 p.m. – 2:00 p.m.**

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Regency Ballroom: 12:45 - 2:00

RID CEUs: Type: PS Number: .125 Level: Little/none

**Diverse Students, Diverse Stories: Perspectives on Postsecondary Access Issues from Students who are Deaf and Hard of Hearing**

*Moderators: Cassie Manuel, Andy Firth*

*Student Panel: Jennifer Buckley, Brock Hansen, Cynthia Patterson, Gary Talley, Kim Thornsberry*

What exactly does a student who is deaf or hard of hearing need for a successful education? What accommodations and strategies work best? Whom do we ask to find out? This session will feature a panel of students with different backgrounds from a variety of postsecondary settings. They are individuals with common issues, but perhaps unique needs. They will share their experiences in how to be successful and reach their goals. This discussion will allow conference participants insight into the students' thoughts, opinions, and experiences. Don't miss this opportunity to learn from the student's perspective!

**Saturday morning April 8:  
Luncheon & Plenary Session**

**Notes**

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# Biographical Information – PEPNet 2006: Plenary Session Presenters

## Biographical Information: Presenters

**Jennifer Buckley** is a senior at the Rochester Institute of Technology, majoring in Biology/Pre-Vet. During the 2004-05 school year, Jenny was a junior in college, trained as a member of the U.S. Women's Deaflympics soccer team, worked as a Resident Advisor, and maintained a high grade point average. She demonstrates daily how to manage life and school. Jenny was recently accepted into the College of Veterinary Medicine at Michigan State University.

**Andy Firth** serves as an Outreach Specialist for PACE and the SOTAC. Prior to joining UALR, Andy spent nine years as an attorney with the Federal Communications Commission (FCC) in Washington, D.C. At the FCC, he worked on telecommunications relay services (TRS), universal service, and "e-rate" funding issues, and was also a special assistant to the FCC's Disability Issues Task Force (now the Disability Rights Office). Throughout his career at the FCC, Andy was involved in various disability rights initiatives, including the original implementation of section 255 of the Telecommunications Act of 1996 and the addition of video relay services (VRS) and speech-to-speech service (STS) to TRS. Before joining the FCC, Andy served as the Government Affairs Manager for the National Association of the Deaf (NAD) for a brief period, and spent three years as a staff attorney with the National Center for Law and Deafness, where he worked on various ADA and Section 504 litigation and advocacy initiatives on behalf of individuals who are deaf and hard of hearing. Andy is a 1992 graduate of Notre Dame Law School, and received his Bachelor's degree in English from Gallaudet University in 1988.

**Dr. Lawrence Forestal** is an Assistant Professor of American Sign Language and Director of the ASL Teacher Education program at the University of Wisconsin – Milwaukee. He has extensive experience as a professor of American Sign Language and Deaf Studies. Dr. Forestal has a Ph.D. in Deafness Rehabilitation from the School of Education at New York University, and a Master of Science degree in Education of the Deaf and a Bachelor of Arts degree in History from Gallaudet University. Active in Deaf community activities, he has taken on leadership roles in several organizations, including the Illinois Association of the Deaf (as President), the National Association of the Deaf (as Vice-President, President-elect, and President), the Utah Association of the Deaf (as a board member), and the Valley of the Sun Chapter of the Gallaudet University Alumni Association (as Secretary).

**Brock Hansen** is a first-year graduate student at the University of Wisconsin-Milwaukee in Rehabilitation Counseling program. His undergraduate work also took place at UWM, majoring in History with a minor in Political Science. Brock had a moderate hearing loss coming into college and at about the mid-point of his undergraduate work completely lost his hearing due to complications with Neurofibromatosis Type 2 (NF2). Up to that point he used little to no classroom accommodations; after he decided on captioning services which he has used ever since. He has also been implanted with a cochlear implant (no longer

## Biographical Information: Presenters

used) and an Auditory Brainstem Implant, which have been useful mainly in lip-reading situations. In his free time he enjoys speaking about his experience with NF2 and his hearing loss. His love for music still exists but has been refocused on movies. After completing his graduate work he looks forward to working with individuals and families going through and dealing with similar situations.

**David LaDue**, Civil Rights Attorney with the U.S. Department of Education, Office for Civil Rights, San Francisco office. For many years David was an attorney in private practice with an office in Walnut Creek, specializing in employment law. He developed an interest in special education and disability law. He was employed at the Center for Law and the Deaf in San Leandro, California where he worked for several years as an advocate for Deaf and hard of hearing clients and organizations. At OCR he works on a team with investigators and has a special interest in resolving access complaints at the postsecondary level involving Deaf and hard of hearing students.

**Cassie Manuel** works as a Deaf and Hard of Hearing Student Advisor at the University of Wisconsin – Milwaukee (UWM) and also works with the Midwest Center for Postsecondary Outreach, mainly as the PEPNet Listserv Administrator. After Cassie's graduation from UWM with her Bachelor's degree in Social Welfare, she has also worked as a Child Care Counselor at the Wisconsin School for the Deaf and a Deaf and Hard of Hearing Specialist for the Office for the Deaf and Hard of Hearing with the Department of Health and Family Services for Wisconsin.

**Marc Marschark, Ph.D.**, is a Professor at the National Technical Institute for the Deaf, a college of Rochester Institute of Technology, and the School of Psychology at the University of Aberdeen, Scotland. He also is Director of the new Center for Education Research Partnerships at RIT ([www.rit.edu/ntid/cerp](http://www.rit.edu/ntid/cerp)). Active in research concerning deaf individuals since the 1980s, his primary interest is in relations among language, learning, and development. His current research focuses on relations of language and learning by deaf children and adults in formal and informal educational settings. He founded and edits the *Journal of Deaf Studies and Deaf Education* and a new book series, *Perspectives on Deafness*, both published by Oxford University Press.

**Cynthia Patterson** is a junior at the University of Wisconsin-Milwaukee. She is a returning adult student who also attended Gallaudet University several years ago.

**Karla Ussery**, Civil Rights Attorney with the U.S. Department of Education, Office for Civil Rights, Cleveland office. Karla has extensive experience in the area of disability law at both the elementary, secondary, and postsecondary levels gained during her years as an attorney with OCR. She is a frequent participant in OCR's Disability Network, which includes OCR's most experienced staff in the disability area. Prior to joining OCR, Karla co-authored a treatise on disability law for a noted on-line legal research provider and worked as a teacher and administrator at the secondary level.

**Gary Talley** was raised in Virginia. He attended schools in Matoaca, Virginia Beach, and he graduated from Dinwiddie County High School, Virginia. Gary lost his hearing during a 6-week period in the spring of 2003, and is now totally deaf. He began sign language classes at Gallaudet in July of 03, speech-reading that fall in Memphis, TN, and continued sign language classes at the University of Arkansas at Little Rock in Jan of 2004. In August of 2004, he was accepted into the Master's program for VR Counseling for the Deaf at U of A, Fayetteville. Gary has 12 years experience in Emergency Management, working for the Arkansas Dept of Emergency Management and at FEMA during then-President Clinton's first term. He has taught leadership, management, and communication courses for more than 20 years. Currently, Gary is the Outreach Program Manager for the Virginia Department for the Deaf and Hard of Hearing in Richmond, VA. He oversees the Contractors who provide services to Deaf and Hard of Hearing consumers throughout the Commonwealth. He is the father of Stephanie K. Talley, who is a nursing major at the University of Central Arkansas.

**Kim Thornsberry** is a second-year graduate student with the Rehabilitation Counseling with the Deaf program at Western Oregon University in Monmouth. Kim has had a variety of educational experiences that range from oral programs to using SEE to having note takers in classroom. With double undergraduate degrees in Psychology and Family & Consumer Studies with specialization in Child Development from Gallaudet University in Washington, D.C., Kim chose to pursue her master's degree at Western Oregon University. She is currently doing her internship as a Rehabilitation Counselor intern at the College of Southern Idaho and at the Idaho School for the Deaf and the Blind. Kim is married to Brian Thornsberry and have a daughter, Stormi.

**Karla Ussery**, Civil Rights Attorney with the U.S. Department of Education, Office for Civil Rights, Cleveland office. Karla has extensive experience in the area of disability law at both the elementary, secondary, and postsecondary levels gained during her years as an attorney with OCR. She is a frequent participant in OCR's Disability Network, which includes OCR's most experienced staff in the disability area. Prior to joining OCR, Karla co-authored a treatise on disability law for a noted on-line legal research provider and worked as a teacher and administrator at the secondary level.

## Biographical Information – PEPNet 2006 Concurrent Session Presenters

### Biographical Information: Presenters

**Heidi Adams** is the Community Outreach Specialist for the Center for Sight & Hearing in Rockford, Illinois. She has worked as a Rehabilitation Counselor and Planning Specialist/co-owner of the Communications System for Illinois' Division of Rehabilitation Services. Before becoming deaf, Heidi worked as a Speech/Language Pathologist. She holds Bachelor's and Master's degrees in Communicative Disorders from Northwestern University.

**Robb Adams** completed his Ph.D. in Counselor Education at the State University of New York at Buffalo in 2001. He was a teacher and administrator for the Deaf for eleven years before joining NTID in 1983. He currently serves as Chairperson of the NTID Department of Counseling Services.

**Jo Alexander** is a sign language interpreter and Coordinator of Services for deaf students at Oregon State University. She supervises sign language interpreters and speech-to-text service providers. Her passion for disability services began in 1974 when she became the Executive Director of the Regional Handicap Association in Colorado. Jo's first child was born profoundly deaf.

**Paul Almonte** holds a Ph.D. in English Literature from New York University. As Dean, he's responsible for a division consisting of Arts & Communications, English, Philosophy & Religion and Languages & World Cultures. Prior to coming to BCC, Dr. Almonte was an Associate Professor of English at Salt Lake Community College, where he also served as Chair of the Humanities Division. In addition to developing and teaching numerous writing, literature and humanities courses, he's also led many grant projects the most recent of which was a year-long, National Endowment for the Humanities-sponsored, faculty development seminar on "Teaching and Learning in the Humanities."

**Kristin Murphy Amey, M.A.**, Project Coordinator of the Western Region Outreach Center & Consortia (WROCC). Former Academic Adviser and Instructor of a Freshman Experience course for the National Center on Deafness at California State University, Northridge

**Professor Catherine Andersen, Ph.D.**, is Director of the First Year Experience at Gallaudet University. In 1994, she was named Gallaudet's Distinguished Faculty of the Year. In 1997, she was selected as an Outstanding First Year Advocate by The National Resource Center on the First Year Experience and Students in Transition and in 2004 was appointed to the National Board.

**Glenna Bain** coordinates Deaf and Hard of Hearing Access Services at Central Washington University in Ellensburg, WA. She is an interpreter and certified TypeWell transcriber. Glenna serves STSN as the chair of the Membership Committee and one of the tri-chairs of the Continuing Education Committee.



**Dr. Sharon Baker** is an Associate Professor and Director of the Deaf Education at the University of Tulsa. For the past six years she has been a Team Leader for the Association of College Educators of the Deaf and Hard of Hearing (ACEDHH), Preparing Tomorrow's Teachers for Using Technology (PT3). She has been involved in several technology-focused projects including the distribution and field testing of videoconferencing technologies to university Deaf Education teacher preparation programs and the piloting of various applications of video-based technologies. Dr. Baker is the co-author of *Language Learning in Children Who are Deaf or Hard of Hearing: Multiple Pathways*, a textbook published by Allyn and Bacon. In 2001 Dr. Baker was selected to conduct a national Impact Study of the five-year Star Schools project: ASL/English Bilingual Education for the New Mexico School for the Deaf. In addition, she serves as a grant evaluator for several projects including the Gallaudet Leadership Institute. Dr. Baker holds a doctorate in Curriculum and Supervision from Oklahoma State University.

**Wanda Berry**, PASS Specialist, has 34 years experience with the Social Security Administration. The past 12 years has been working exclusively with Plan to Achieve Self Support and other important work incentives. She trains extensively throughout the Southeast and served as National Trainer for SSA PASS specialists.

**Evonne Bilotta-Burke** is a sign language interpreter at the University of Minnesota.

**Barbara Borich, M. A., CI, CT**, graduated from the University of Arizona with a B.A. in special education and rehabilitation. She earned her M.A. in Language, Reading and Culture. Barbara has been interpreting for 25 years and has worked as a Disability Access Consultant for 12 years.

**Jennie Bourgeois** is Coordinator of Deaf & Hard of Hearing Students at Louisiana State University, Coordinator for the State Outreach & Technical Assistance Center, and State Outreach Coordinator for the Captioned Media Program. Ms. Bourgeois has a BA from Louisiana State University and is a certified interpreter, and a C-Print captionist and trainer.

**Dr. Barbara Boyd** is a professor of English at California State University, Northridge. She has consulted with numerous school districts and colleges regarding the development and implementation of successful programs in writing. Two of her students and Teaching Assistants will join her in demonstrating the tasks involved in the transitioning process from high school to college settings.

**Maureen C. Brady, A.A.S., IC/TC**, Support Services/Interpreter Coordinator at the MidAtlantic Center for Deaf and Hard of Hearing Students at Camden Country College, New Jersey.

**Dr. Alton Brant** is an Associate Professor of American Sign Language and teaches ASL and Deaf Studies at Clemson University in South Carolina. He has served as teacher, lecturer, administrator, and advisor to numerous institutions and agencies in SC. He has lectured in the Czech Republic, Palestine, and Russia.

**Debra Brenner** recently joined Georgia Perimeter College as the Deaf/Hard of Hearing Coordinator following a fifteen year career at the University of Georgia, Disability Resource Center. She earned her B.A. from Hofstra University and M.Ed. from the University of Arizona.

**Pamela Broadston** currently coordinates the Deaf Education Program at the University of Arkansas at Little Rock. She received her Doctorate in Education from Texas Tech University with specialization in the areas of deafblindness and assessment. She has presented at numerous regional, national and international conferences.

**Margaret Brophy** received a master's degree in Education from the University of Rochester and came to NTID to teach English. Later, at SUNY Brockport, she managed a peer-tutoring program. After returning to NTID, she was able to utilize her skills to establish a peer-tutoring program.

**Katherine Bruni** is Georgia's Outreach Specialist, SOTAC/PEC/PEPNet. She has taught English to students who are Deaf and Hard of Hearing at Georgia Perimeter College for eighteen years. She taught children in the 1970's, has been a free-lance interpreter, Community Education Coordinator (law center), and assistant administrator for the NLTP, CSUN.

**Cindy Camp** holds a masters degree in English as well as an NAD level IV with twelve years of interpreting experience. She is currently the Disability Specialist in Deafness at Jacksonville State University in Alabama. Also, she is an adjunct instructor of English, Outreach and Technical Assistance Specialist for the PEC (Postsecondary Education Consortium) in Alabama, and Depository Manager for the JSU Postsecondary Captioned Media Library.

**Beth Case** serves as the PEC Texas SOTAC Outreach Specialist and also Disability Counselor for North Harris College in Houston. She is the immediate past president for AHEAD in Texas, and NAD Level III interpreter, and host of the Disability411 podcast. Her M.A. degree in Clinical Psychology is from DePaul University.

**Ginny Chiaverina** is currently the Program Manager for the University of Wisconsin - Milwaukee Deaf/Hard of Hearing Program and an Outreach Specialist for the Midwest Center for Postsecondary Outreach. Ginny received her interpreting training at Waubesa Community College in Sugar Grove, IL. and her master's in Administrative Leadership from UW-Milwaukee.

**Catherine Clark** is NTID's Cochlear Implant Program coordinator, and an assistant professor in the Audiology Department at NTID/RIT. Since 1986, Catherine has worked with students who have cochlear implants. She provides and coordinates cochlear implant evaluations, speechreading/listening practice, counseling and social support for the 100 NTID/RIT students who have the implants. Catherine has presented and published in the areas of speech perception, speechreading, communication technologies and NTID's Cochlear Implant Program. Her bachelor's degree in Speech and Hearing Sciences is from Bradley University and she earned a master's degree in Audiology at the University of Louisville. She also received cochlear implant training at the House Ear Clinic in Los Angeles, Calif.

**E. William Clymer, MBA, MS in Ed.,** is an Associate Professor at the National Technical Institute for the Deaf at Rochester Institute of Technology, serving as the Coordinator of the Postsecondary Educational Network – International. His primary professional focus is on the application of instructional technology and deaf education. He has served as the chair of the NTID International Symposium on Technology and Education of the Deaf in 1994, 2001, 2003 and 2005.

**Judy Colwell** was one of the founding members of STSN in 2002. She has served as Secretary and member of the Advisory Council for the last two years. Judy is the co-developer and lead trainer of the TypeWell Speech-to-Text system. She has been involved in teaching and research in the areas of communication, language, and deafness for 30 years.

**Patty Conway, B.S., CRC.** Patty is currently the Program Administrator of the Deaf and Hard of Hearing Services Branch with the Kentucky Office of Vocational Rehabilitation responsible for oversight of all services to persons with hearing loss. These services are individualized to persons who are deaf, deafblind, deaf at risk, oral deaf, hard of hearing or late deafened depending on their specific needs. Patty also serves as the State Coordinator of Deaf Services (SCD) working directly with Rehabilitation Counselors for the Deaf (RCDs) who serve individuals who are deaf and use sign language. Other programs under her management include supervision of administrators directing the coordination of Communication Specialists who provide services to persons who are hard of hearing and late deafened and the coordination of service providers working with individuals who are deafblind and deaf at risk. Patty has held her current position since 1989 and has established partnerships and linkages at the state, regional and national level to improve service delivery. Under her leadership, Kentucky Vocational Rehabilitation has become nationally known for quality, specialized services to meet the unique needs of the diverse populations within the group of individuals with hearing loss. She has been involved in numerous national initiatives and has presented on an array of topics in this area.

**Roberta “Bobbi” Cordano, J.D.,** is the Director of Disability Services at the University of Minnesota. Prior to her current position, she was a prosecutor at the Minnesota Attorney General’s Office for ten years. As an Assistant Attorney General, she also served as a member of the Minnesota Supreme Court Advisory Committee on Court Interpreters from 1994-2004, which worked to increase access to the courts for Deaf and hard of hearing people and non-English speaking people. In this role, she helped develop Minnesota’s Code of Professional Responsibility for Court Interpreters and drafted the rule on certification of Minnesota court interpreters. Bobbi grew up in a Deaf family and is a native speaker of American Sign Language. She graduated with honors in Sociology from Beloit College in 1986 and received her law degree from the University of Wisconsin Law School in 1990. She is a member of the Minnesota Bar.

**Gina Coyne** is a C-Print Research Captionist in the Department of Research and Teacher Education at the National Technical Institute for the Deaf. She provides speech-to-text services to students in secondary and post-secondary educational settings (research trials), and contributes to the continued research and development of the C-Print system.

## Biographical Information: Presenters

**Daphne A. Hatrak Craft – CSC, CT.** Daphne Craft is the only hearing child of a third generational deaf family. Daphne received her B.A. degree in General Studies/Anthropology from Indiana University. She has been a professional freelance interpreter for 20 years working in Indiana. In 2001, Daphne became the Administrative Staff Interpreter at NCOD at California State University Northridge. She has served as the co-chair for the NCOD Symposium in 2003 and 2004. Daphne joined Sorenson VRS in the fall of 2003 as the Director of the Burbank Call center and is currently the Western Regional Director of Sorenson VRS.

**Dr. Cheryl Davis** obtained her Master's degree from the University of Arkansas while working at RT-31 and her Ph.D. from the University of Oregon in Special Education and Rehabilitation, with an emphasis in school-to-community transition. She is currently the Director of the Regional Resource Center on Deafness at Western Oregon University.

**James J. DeCaro** is the director of the Postsecondary Education Network -International (PEN-International)--a multinational collaborative network of colleges and universities serving deaf students that is funded by grants from The Nippon Foundation of Japan. Prior to holding this post he served as dean of the National Technical Institute for the Deaf at Rochester Institute of Technology for 14 academic years; two of those years as interim director and CEO. He holds B.S. and M.S. degrees in civil engineering and a Ph.D. in instructional technology. He has been a Rotary International Scholar in England and a Fulbright Senior Scholar in Sweden. He holds an honorary professorship at Tianjin University of Technology (China) and an honorary doctoral degree from Bauman Moscow State Technical University (Russia).

**Robin Demko, BA,** works for the Western Canadian Centre for Studies in Deafness. Her background includes a BA in psychology and a professional writing diploma. As a Deaf student finishing her degree in professional writing, Robin is personally aware of the challenges facing students with hearing losses at post-secondary institutions.

**Professor Jane Dillehay, Ph.D.,** has been teaching biology for 25 years at Gallaudet University. She has served as chair of her department and for 9 years, Dr. Dillehay was the Dean of the College of Liberal Arts, Sciences, and Technologies. She established a Learning Community that focuses on bioethics, one of her areas of specialization.

**Erika Domatti-Thomas** is currently an Assistant Professor of ESOL for Deaf Students at Austin Community College. The ESOL department at ACC provides developmental reading, writing and ASL grammar courses taught in ASL specifically for Deaf students. Erika earned her B.S. in Deaf Education from the University of Texas in 1993 and her M.A. from Gallaudet University in 1995. She began her career as a high school English teacher and then later an English Curriculum Specialist at the California School for the Deaf, Fremont. Because Texas will always be home, Erika decided to move back to Austin in 2001. After a year of teaching at the Texas School for the Deaf and recognizing the need for post-secondary education for Deaf students in the state of Texas and Austin in particular, she has worked with Austin Community College to develop a program that now serves over 100 Deaf students.

**Sharon Downs** is the Specialist in Deafness at the University of Arkansas at Little Rock, SOTAC Coordinator, PI and Project Director for Project ADEPT, and a founding member of STSN. She has a Master's in rehabilitation counseling, and Bachelor's in interpreting. Sharon has presented at often at national and international conferences.

**Joyce Dworsky-Sauer** is the owner and director of Vital Signs LLC, a free-lance agency providing interpreting and speech-to-text services in Maryland and Washington, D.C. She is also an interpreter and speech-to-text service provider herself. Joyce's agency regularly provides services to colleges, businesses and government offices.

**Kathy Earp, B.S. CI, CT**, is the Program Specialist with the Center for Deaf and Hard of Hearing students at Camden County College and has worked with students since 1988. She has also been involved with NETAC technical assistance activities in NJ. Kathy will complete her MSW in May 2006.

**Donna Easton** is a C-Print Research Captionist in the Department of Research and Teacher Education at the National Technical Institute for the Deaf. She provides speech-to-text services to students in post-secondary and secondary settings (research trials), and contributes to the continued research and development of the C-Print system.

**Sarah E. Eiland, B.A., M.Ed.**, born profoundly deaf, graduated cum laude from Auburn University December 2002 with a B.A. in English, along with a double minor in Business and History. During college, her accomplishments include two major different university publication editorships and several organizational leadership positions. After college, she did a six-month internship with Southern Progress Corporation in Birmingham, where she served as Oxmoor House Promotion Intern. Once completed with the internship, she returned to Auburn University to earn another degree, this time a M.Ed. in Administration of Higher Education, and served a two-semester graduate assistantship within Student Affairs as Marketing Graduate Assistant for Career Development Services and Student Success Center. Recently employed as Disability Specialist, Generalist with Disability Support Services at JSU in August 2005, she has been doing PR/Marketing for the office meanwhile conducting ADA/504 compliance surveys and overseeing SOPs and other departmental forms.

**Kathleen Eilers-crandall, Ph.D.** has worked in various capacities at the National Technical Institute of the Deaf (NTID) at the Rochester Institute of Technology. She has been an administrator and instructional faculty. Although her primary faculty role is in the NTID Department of Liberal Studies, she has also taught in NTID's Master's program for Secondary Education of Deaf or Hard of Hearing Students and in NTID's Applied Computer Technology program. Prior to her NTID years, she earned a B.A. in English linguistics and literature and an M.A. in Deaf education at the California State University at Fresno. She earned her Ph.D. in communication sciences and disorders at Northwestern University. She has worked with Deaf people in a variety of educational settings and has authored many publications and presentations related to her work.

**Biographical Information:  
Presenters**

**Lisa B. Elliot** is a Senior Research Scientist in the Department of Research and Teacher Education at the National Technical Institute for the Deaf, Rochester Institute of Technology. Since 1996, she has been involved with the research, development and evaluation of the C-Print speech-to-text captioning system at NTID.

**Tim Fitzgerald** is an Information Technology Professional at the University of Minnesota.

**Kris Follansbee** is currently the Deaf and Hard of Hearing Specialist at Western Wisconsin Technical College (WWTC) in LaCrosse, Wisconsin. During the past fifteen years, Kris has endeavored to provide the best services possible for the deaf population both at WWTC and in the community.

**Susan Foster** is the Project Director for Project Access and a Full Professor at NTID/RIT. While her primary role at the college is as a full time researcher, she also teaches within the Master's degree program preparing secondary school teachers of deaf and hard of hearing students. She has published three books and has numerous published articles focused on mainstreaming and access for deaf and hard of hearing persons in school and at work.

**Pamela Francis** is the Coordinator of C-Print Development and Training. She holds a joint position with the Northeast Technical Assistance Center and the Department of Research and Teacher Education at the National Technical Institute for the Deaf. Pamela has had a key role in the development of the C-Print software and training for over 12 years.

**Janis Friend** has worked for the Kentucky Office of Vocational Rehabilitation for eighteen years, three years as a Counselor for the Deaf and fifteen years as State Coordinator for Deaf-Blind Services. She has also served as State Coordinator for Deaf at Risk Services for four years. Her office is in Frankfort.

**Patricia K. Graves** is president and lead writer of Caption First, Inc., a corporation that provides CART services for classes, meetings, etc. Pat holds every advanced certification in her field. She is currently chair of the NCRA CART task force, and she sits on the Board of Directors for the Colorado Court Reporting Association.

**Noel Gregg, Ph.D.**, is Distinguished Research Professor, Director of the University of Georgia Regents Center for Learning Disorders, and Director of the University of Georgia Learning Disabilities Center. A well published author on writing and learning disabilities, she is involved in international research on adolescents and adults with dyslexia.

**Wendy Harbour** is the co-project director of MCPO's FIPSE Transition E-Learning Grant. She resides in Boston, where she is a doctoral student at the Harvard University Graduate School of Education. Wendy has been active in postsecondary education, as a researcher and as a former disability specialist at the University of Minnesota.

**Julie Beth Hayden** has been a Rehabilitation Counselor for the Deaf with the Kentucky Office of Vocational Rehabilitation for ten years serving Danville and six surrounding counties.

Her office is located on the Kentucky School for the Deaf campus where she counsels high school students transitioning into the workforce or postsecondary training.

**John Hennessey, Ph.D.**, is a Mathematical Statistician in the Office of Research, Evaluation, and Statistics at the Social Security Administration in Baltimore Maryland, and has been a faculty member in the Mathematics department at Loyola College of Baltimore.

**Sherry Hill**, Educational Interpreter, earned her AAS from an Interpreter Training Program in Iowa. She's worked full time at Des Moines Area Community College for 18 years and was instrumental in setting up services for Deaf students. She also freelances in the community and a private university.

**Phil Hyssong** has an undergraduate and graduate degree in education and instructional design. For the past 20 years, Hyssong has focused efforts in the area of deaf education, accessibility and management issues. Presently he is vice president of marketing and administration for Caption First, Inc., a CART and captioning provider.

**Cynthia L. Ingraham** is currently a doctoral student in the Deaf Education Leadership Program at Lamar University in Beaumont, Texas. Results of Ms. Ingraham's research on effective transition planning and post-school outcomes for deafblind youths will be published in a PEPNet web based resource for professionals, family members and consumers. Information for this research was in part gathered during Ms. Ingraham's more than 20 years of experience working with deafblind youths and adults. Currently, Ms. Ingraham is employed as a regional representative for the Helen Keller National Center for Deaf-Blind Youths and Adults in Lanham, Maryland.

**Anthony Ivankovic** is the Coordinator of the PEPNet Resource Center. He oversees both the Reference Section and the Distribution Center. He completed his undergraduate work at Gallaudet University with a major in Television, Film, and Photography. A Canadian native, he is knowledgeable in deaf-related materials all through the North American continent. He brings this experience and background to the PRC.

**Theresa Johnson, M.Ed.**, is an Educational Consultant for the Region IV Texas Education Service Center in Houston, Texas and the immediate past president of ADARA.

**Dennis Jones** earned his B.A. in Psychology from Gallaudet University in 1993 and his M.S. in Special Education from Western Maryland College in 1996. He joined the Center in December 2001 as Transition Specialist where he specializes in working with students and parents on financial aid and academic advisement.

**Diane Jones** is President of the Center for Sight & Hearing in Rockford, Illinois. Previously, she served as Vice President of Professional Services and Chief Operating Officer, and has 16 years experience in manufacturing. Diane has Bachelor's and Master's degrees from Northern Illinois University in Deafness Rehabilitation Counseling, and serves on the Advisory Board for their Department of Communicative Disorders.

**Biographical Information:  
Presenters**

**Allisun Kale** holds RID CI and CT, and a MA in Deaf Education. Allisun has taught interpreting seminars and classes for the last 7 years beginning her teaching career with the WROCC (Western Region Outreach Center and Consortia). She has taught at Saddleback College, College of the Canyons, the North Valley Occupational Center and is currently full-time faculty within the Interpreter Education Program housed in the Deaf Studies Department at CSUN. Her interpreting career includes medical school, postsecondary, freelance, conference, medical, mentoring, mentor training and interpreting for two World Games for the Deaf.

**Dr. Denise Kavin** is a Senior Project Associate with the Postsecondary Education Network-International program at NTID/RIT. Prior to coming to PEN, she was coordinator of deaf/hard of hearing services and MCPO outreach site coordinator at Harper College in Palatine, IL. She received her doctorate degree in Educational Administration from Northern Illinois University, a master's degree from Northwestern University, and a bachelor's degree from Gallaudet University. Denise has been the President of STSN since June, 2004.

**Kelly Keane** holds an M.A. in Deaf Education from the Teachers College, Columbia University, and she is pursuing a second master's degree in literature at Montclair State University. Throughout her teaching career, she's worked extensively with Deaf students and closely with BCC's "Center for Collegiate Deaf Education." Ms. Keane has also led seminars for faculty working with the Deaf in classroom settings. She's also an expert in technology-enhanced education, has developed online versions of her composition courses, and is one of BCC's trainers for its TOPP (The Online Professor Program) initiative. Additionally, Ms. Keane is an Instructor in the English department at Bergen Community College.

**Susan Keenan** teaches writing at the National Technical Institute for the Deaf, a college of the Rochester Institute of Technology. She holds degrees in linguistics and deaf education from the University of Rochester and a doctorate in TESOL from Teachers College, Columbia University. Her academic interests include error correction in student texts and improvements in textual quality attributable to classroom instruction.

**Lauren M.B. Kinast - M.A. in Educational Administration.** Lauren M.B. Kinast is currently the Coordinator of Interpreting Services with the National Center on Deafness at California State University, Northridge. Professional experience includes coordinating services for deaf and hard of hearing students at a community college, scheduling and dispatching, job placement counseling, and teaching American Sign Language courses. Lauren is actively involved with the Coordinators Advisory Network (CAN) for Southern California and presented at previous PEPNet (Post-Secondary Education Programs Network) conferences regarding the provision of services to deaf and hard of hearing students.

**Regina Kiperman-Kiselgof** is a project assistant at NETAC in Rochester, NY. She has a BS degree in Social Work and an MS degree in Career and Human Resources Development from RIT. Regina's job responsibilities include the website and video series Achieving Goals, and monitoring the monthly reports and the Financing Your Education website. She moved from the Ukraine in 1994 and now lives in Rochester, NY with her husband Dmitriy Kiselgof and her precious daughter Serafina Lily.



**Marcia E. Kolvitz, Ph. D.,** is the Director of the Postsecondary Education Consortium at the University of Tennessee. She has over 20 years experience in working with students who are deaf and hard of hearing in K-12 programs and postsecondary educational settings. Marcia completed a doctorate at the University of Tennessee in Human Ecology (emphasis: Human Resource Development). She has a Master of Arts degree in Communication Disorders (emphasis: Counseling Individuals who are Deaf and Hard of Hearing) from Northern Illinois University.

**Katerri Krebs** is currently enrolled in the Interpreter Training Program at Eastern Kentucky University. She is doing her interpreting internship at Jacksonville State University. She plans to graduate in Fall 2006 with a B.A. in Education.

**Annette Leonard.** An RID Certified Interpreter, Annette has worked in postsecondary settings as an interpreter, instructor and researcher. With a Masters degree in Conflict Resolution she served as the Director of Disability Services at Western Oregon University. Currently Annette works for PEPNet providing outreach and technical assistance in Oregon, Washington, Idaho and Alaska.

**Ruth Loew, Ph.D,** is a former NTID faculty member with graduate degrees in both linguistics and deaf education. She is now the Assistant Director of the Office of Disability Policy at ETS (Educational Testing Service).

**Mari Magler, RID CI & CT, NAD 4,** is Assistant Director of Disability Services for the University of Minnesota, overseeing the Interpreting/Captioning Unit. For the past ten years, Mari supervised interpreting services for a k-12 district in the Twin Cities. Mari has a BA in Linguistics from Metropolitan State University and certificates from Project TIEM.online in Teaching Interpreting/Teaching ASL and the Master Mentor Program.

**Cassie Manuel** works as a Deaf and Hard of Hearing Student Advisor at the University of Wisconsin – Milwaukee (UWM) and also works with the Midwest Center for Postsecondary Outreach, mainly as the PEPNet Listserv Administrator. After Cassie's graduation from UWM with her Bachelor's degree in Social Welfare, she has also worked as a Child Care Counselor at the Wisconsin School for the Deaf and a Deaf and Hard of Hearing Specialist for the Office for the Deaf and Hard of Hearing with the Department of Health and Family Services for Wisconsin.

**Deena Martin MEd** and PhD Candidate teaches with the Rehabilitation Services program at Red Deer College and works at the Western Canadian Centre for Studies in Deafness. She is proud to have held the David Peikoff Chair of Deafness Studies Doctoral Fellowship; her research focuses on the experiences of communication support service users.

**Elisa Maroney, Ph.D.,** (University of New Mexico), Assistant Professor, Division of Special Education, and Coordinator, ASL/English Interpreting Program at Western Oregon University, holds a Provisional teaching certificate from the American Sign Language Teachers Association and a Certificate of Transliteration from the Registry of Interpreters for the Deaf.

**Cathy McLeod, M.S.**, is the Director of the Western Region Outreach Center & Consortia within National Center on Deafness at California State University at Northridge.

**Dan Miller** is the Director of Disability Support Services at Jacksonville State University. He has been in the field of deafness for over 30 years.

**Don Miller** is currently an Assistant Professor of ESOL for Deaf Students at Austin Community College. The ESOL department at ACC provides developmental reading, writing, and ASL grammar courses taught in ASL specifically for Deaf students. Don earned his B.A. in American Sign Language from Gallaudet University in 1999 and he will receive his M.S. from McDaniel College in the summer of 2006. In 2000, he began his career as an elementary school teacher at Maryland School for the Deaf, Frederick. After working as an outreach specialist at the New Mexico School for the Deaf, Santa Fe for two years, he moved to Austin, Texas and joined the ACC team.

**Becky Morris** is President of Beyond Hearing Aids, Inc., providing ALD solutions to professionals working with people with hearing loss. She is an international workshop presenter with extensive training experience to state vocational rehabilitation counselors and hearing healthcare providers. She specializes in utilizing FM systems and amplified stethoscopes.

**Mary Morrison**, an RID Certified Interpreter and Deaf Educator has worked in the postsecondary setting as interpreter, interpreter educator, supervisor and coordinator of disability services. Currently as Project Director for WROCC at the University of Montana she provides outreach and technical assistance to Arizona, Montana, Nevada and Wyoming.

**Professor Jane Nickerson, Ph.D.**, has been teaching at Gallaudet University for twenty-two years. She teaches literature and film courses as well as reading and composition courses. She has recently linked her freshmen English class with a First Year Experience course.

**Jane Nunes** is the Massachusetts NETAC Coordinator at Northern Essex Community College. Formerly the Director of Deaf/ Hard of Hearing Services/Coordinator of Interpreter Services, she holds a Northeastern University Bachelor's in Education, a Boston University Master's in Deaf Studies, certification in Deaf Education and is a nationally certified interpreter.

**Todd Pagano** is an assistant professor and director of the Laboratory Science Technology (LST) program at NTID/RIT, where he has been developing the program's curriculum since his arrival three years ago. He is an active participant in functions of the American Chemical Society and winner of RIT's Richard and Virginia Eisenhart Award for Excellence in Teaching.

**Pamela J. Parker**, Special Needs Coordinator, has been employed 4years at DMACC, working with Students with Disabilities. BA University of Northern Iowa, MA Trinity Bible Seminary. She has worked with persons with disabilities for 20 years.

**Sandi Patton** is the coordinator of the PEC Texas SOTAC. Additionally, she is the District Director of Disability Services for the North Harris Montgomery College District in Houston, Texas, where she has worked in the area of Disability Services for 20 years. She is a past president of AHEAD in Texas and has her M.S. degree in Rehabilitation Counseling from Auburn University.

**Beth Pincus, M.A.** Teacher of the Deaf, Senior Resource Accommodation Specialist, Center for Collegiate Deaf Education, Bergen Community College, Paramus, New Jersey.

**Emily Plec, Ph.D.**, (University of Utah) is an Assistant Professor of Communication at Western Oregon University. Her teaching and research areas include rhetoric, intercultural communication, media studies, environmental communication, and social justice. She has been published in *The Howard Journal of Communications*, *Communication Teacher*, *Rhetoric and Public Affairs*, *The Southern Communication Journal*, and *New Approaches to Rhetoric*.

**Larry K. Quinsland** is an associate professor at NTID/RIT, where he has been teaching deaf students for over 30 years. For many years he provided faculty development support for new and veteran teachers. He is a board member of the Convention of American Instructors of the Deaf (CAID) and chairs the Special Interest Group on Science and Technology.

**Khadijat K. Rashid, Ph.D.**, is a graduate of Gallaudet University, and she is currently an associate professor in the Department of Business and Economics. She teaches in economics and business. Dr. Rashid has also given numerous workshops on topics ranging from personal and career development to financial planning.

**Sharaine J. Rawlinson** has more than 27 years of experience in the field of Deafness. Deafened at age 14 as a result of contracting spinal meningitis while volunteering in a hospital, Sharaine holds a Bachelors of Science in Social Work with Honors from the Rochester Institute of Technology via the National Technical Institute for the Deaf and a Masters of Social Welfare with Honors from the University of Kansas. She has worked in Independent Living, Job Placement, Mental Health, Non-Profit, and Postsecondary Education. Sharaine is currently the owner of Sharaine J. Rawlinson Consulting, specializing in working with secondary and post-secondary educational institutions serving deaf and hard of hearing students. She is an internationally-sought motivational speaker on deafness and hearing loss, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and cochlear implants and has spoken all across the United States and in Japan. She has been published in numerous publications.

**Annette Reichman** is the Director/Liaison for the Office of Special Institutions in the U.S. Department of Education. This office works with Gallaudet University, National Technical Institute for the Deaf, and the American Printing House for the Blind. Prior to this position, from 1999 until 2005, Annette Reichman served as Chief of Rehabilitation Services Administration - Deafness and Communicative Disorders Branch, where she supported efforts to improve and to expand employment opportunities for Vocational Rehabilitation (VR) consumers who are deaf, hard of hearing, deaf-blind or late deafened.

## Biographical Information: Presenters

**Bambi Riehl, B.A. CI/CT** is an Outreach Specialist for PEPNet/Midwest Center for Postsecondary Outreach and the Project Director for the University of Wisconsin – Milwaukee PantherCom program. She also interprets in the UWM Deaf/Hard of Hearing Program. Bambi, who has worked with postsecondary deaf/hard of hearing students since 1988, received her interpreter training at St. Paul College and her bachelor's degree in English and Communications from the University of Wisconsin – Eau Claire. She is interested in video remote interpreting and captioning and the application of remote services in the postsecondary environment.

**Ellie Rosenfield** completed her doctoral work at University of Rochester in 2003 with research in student persistence. She has served in a variety of capacities on the faculty at the National Technical Institute for the Deaf for almost 30 years. Ellie is the Associate Dean for Student and Academic Services.

**Debra Russell, Ph.D.,** holds the David Peikoff Chair of Deafness Studies at the University of Alberta and is the Director of the Western Canadian Centre for Studies in Deafness. Her background includes a blend of adult education, linguistics, and educational psychology. She maintains active involvement in interpreting and a consulting practice.

**Tracey Salaway, MA,** Associate Professor, teaches art courses at Gallaudet University. She has made several films and enjoys helping her students create films. She is the screenplay writer, producer and director of a film that is currently being made for the project entitled, "A History through Deaf Eyes."

**Rosemary Saur** is the Project Coordinator for Project Access and an Associate Professor at NTID/RIT. She was formerly chairperson of the Department of Science and Engineering Support and now, as a support faculty, provides tutoring and advising to deaf/hh RIT students. She has numerous publications and presentations related to mentoring and mainstreaming.

**Nanci A. Scheetz, Ed.D, CSC,** is an Associate Professor of Special Education & Communication Disorders at Valdosta State University in Georgia.

Associate Professor **Sara Schley** is the Senior Institutional Researcher at NTID/RIT. Her current research focuses on educational outcomes of deaf students, including working with the Social Security Administration and Cornell University on lifetime earnings and disability support; and K-12 outcomes of deaf children and their hearing siblings from a large longitudinal national database (the National Longitudinal Survey of Youth).

**John Schroedel** has 36 years of research experience on the career development, postsecondary education, vocational rehabilitation, and employment of deaf and hard of hearing persons resulting in 90 conference presentations and 60 publications. On the faculty of the University of Arkansas since 1983, he has also done research at Gallaudet University, the Rochester Institute of Technology, Louisiana State University, and New York University. Dr. Schroedel has three degrees in sociology.

**Lisa L. Seaman, RID CI & CT.**, has A BA in Speech Communication from, and has worked for, the University of Minnesota for 15 years, as Staff Interpreter and Coordinator. She has trained under Betty Colonomos for 3 years in the Integrated Model of Interpreting and Process Mediation. She is involved in mentoring both internally and to the community.

**Mayumi Shirasawa, Ph.D.** is the program coordinator of the Postsecondary Education Programs Network of Japan (PEPNet-Japan) working in the Research and Support Center on Higher Education for the Visually and Hearing Impaired, Tsukuba University of Technology, Japan. She holds Ph.D. in Disability studies by researching objective analysis of Japanese to Japanese Sign Language interpreting. She also holds a certification of Japanese Sign Language interpreter.

**Jo Anne Simon's** law practice concentrates on non-discrimination in higher education/employment. She is an ADA expert regarding higher education, high stakes testing and speaks on access/transition. Ms. Simon is a disability rights advocate, former DSS director, teacher of the deaf, interpreter, founding AHEAD member, formerly on its Board of Directors.

**Valorie Smith-Pethybridge, MS, CI & CT**, is the Advisor and Support Service Coordinator for Deaf & Hard of Hearing Students for the ACCESS Disability Services department at Miami Dade College, Kendall Campus in Miami, Florida. She is an interpreter and a C-Print® Captionist.

**Bill Stark, M. S.**, has directed the Captioned Media Program (CMP) for fourteen. years. CMP is funded by the U. S. DOE and administered by the NAD. Bill also has administrative experience in residential schools, as a college teacher, and as manager of numerous government programs and projects.

**Michael Stinson** is Principal Investigator of the team that has developed the C-Print speech-to-text system. He currently directs projects to evaluate the incorporation of automatic speech recognition and special software into the C-Print system. He is Professor, Department of Research and Teacher Education, National Technical Institute for the Deaf.

**Jan Strine** has a Masters of Science Degree in Education from SUNY Brockport. Involved with deaf education for 36 years in a variety of capacities and settings, she currently provides support to deaf and hard-of-hearing students attending NTID/RIT and specializes in Intercollegiate Athletics, Health Education, and first-year students.

**David Templeton** is an associate professor at NTID/RIT, where he has been teaching deaf students in the sciences for over 25 years. He is the Science Coordinator in the NTID Department of Science and Mathematics. He has been an active participant and regular presenter at the National Science Teachers Association.

**Kim Thiessen** is the Accommodation Counselor and Deaf Services Coordinator at Western Washington University. She supervises interpreters and speech-to-text service providers, and is a staff interpreter herself. Kim has coordinated the use of speech-to-text services for several Japanese deaf exchange students, to provide access to classes, and teach English reading skills.

**Biographical Information:  
Presenters**

**Douglas Watson** has 40 years of work experience in the vocational rehabilitation, career preparation, job placement, and clinical assessment of persons with hearing loss. He has written or edited numerous publications and has made more than 250 conference presentations. Formerly an administrator at New York University's Deafness Research and Training Center, he has been at the University of Arkansas since 1982. Dr. Watson's doctorate is in counselor education.

**Laurie Watts-Candland** currently works at Utah Valley State College as the Manager of Deaf Services. She provides services for 40-50 d/Deaf and Hard-of-Hearing students each semester. Laurie came to UVSC from Southern California where she has worked in the field of interpreting since 1993.

**Robert Weathers, Ph.D.**, is a Senior Research Associate in the Employment and Disability Institute at Cornell University. He conducts research on the economic impact of disability and worked as an economist at the Social Security Administration before moving to Cornell University.

**Lauren Whitman** is the Lead Interpreter for the Resource Center for the Deaf and Hard of Hearing at Tulsa Community College, Tulsa, OK. She holds both a BS in Deaf Education and an Interpreter Training Certificate. She is a certified (CI/CT) interpreter and has received training as a C-Print® captionist.

**Jennifer Yocum** has a B.S. in Education from the University of Tennessee. She currently works at Jacksonville State University as a staff interpreter.

**Denise Zander** has been a professional sign language interpreter since 1990 and holds RID CI/CT. Denise is the Lead Interpreter at Northeast Wisconsin Technical College. She holds a Bachelors of Science in Business Administration from Cardinal Stritch University; and an Associates of Applied Science in Educational Interpreting.

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### **Association on Higher Education and Disabilities**

**AHEAD** is the premiere professional association committed to full participation of persons with disabilities in postsecondary education. As a membership organization for individuals involved in the development of policy and in the provision of quality support services to serve the needs of persons with disabilities involved in all areas of higher education, AHEAD offers professional development through print and online publications, individual consultation, regional workshops and an annual international conference.

### **Automatic Sync Technologies**

**Automatic Sync Technologies** provides an automated captioning system to make captioning cheaper, faster, and easier. We caption web content, podcasts, DVDs, and make videotapes. No software to buy or install – just submit your content via the web.

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**Beyond Hearing Aids** specializes in FM Systems, amplified stethoscopes and ALDs, and is a distributor for Williams Sound, Comtek, and Listen Technologies.

### **Caption First**

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### **Captioned Media Program**

**Captioned Media Program (CMP)** provides over 4,000 free-loan open-captioned educational media titles (video, DVD, CD-ROM, and Internet streaming) to individuals who are deaf and hard of hearing as well as families, educators, or other professionals who work with them. No registration or postage costs apply. Funded by the U.S. Department of Education.

### **Gallaudet University**

**Gallaudet University** leads the world in undergraduate liberal arts education, career development, and outstanding graduate programs for deaf, hard-of-hearing, and hearing students. The University also enjoys international renown for its research on the history, language, and culture of deaf people.

### **Gallaudet University Regional Centers**

**Gallaudet University Regional Centers** address the educational, transition, and professional development needs of individuals who are deaf and hard of hearing from birth through adulthood, their families and the professionals who work with them.

**Interpretek**

**Interpretek** is a national sign language interpreting agency specializing in Video Remote Interpreting (VRI). We can help you fill your uncovered assignments.

**Kentucky Commission on the Deaf and Hard of Hearing**

**Kentucky Commission on the Deaf and Hard of Hearing** serves as an information, referral and advocacy agency. We will be disseminating information about KCDHH and other deaf resources.

**Kentucky Relay/  
Hamilton Relay**

**Kentucky Relay** is powered by **Hamilton Relay** of Aurora, Nebraska, a national leader in providing high quality relay services for people who are Deaf, Hard of Hearing, or Speech Impaired.

**Methodist Mission Home**

**Methodist Mission Home** is a supervised residential living program including life-skills training, comprehensive vocational/life-skills assessment, psychiatric consultation and regular medication review, individualized training plans, job readiness, and community job placement services.

**MCI**

**MCI** is the leading provider of innovative relay products including [www.IP-Relay.com](http://www.IP-Relay.com), My IP Relay, and IP-VRS and Wireless IP-Relay. MCI's high tech solutions have dramatically altered the relay communications landscape

**Office of Civil Rights**

**Office of Civil Rights** staffers will be available in the exhibit hall to answer your questions.

**The Postsecondary Education Network-  
International**

**PEN-International** (The Postsecondary Education Network-International) is the first-of-a-kind international partnership of colleges and universities serving the postsecondary education needs of deaf and hard-of-hearing students. PEN-International is funded by grants from The Nippon Foundation of Japan to NTID. Visit our website at [www.pen.ntid.rit.edu](http://www.pen.ntid.rit.edu).

**PEPNet Resource Center**

**PEPNet Resource Center** (PRC) maintains one of the nation's largest collections of deaf and hard of hearing materials including books, academic research, documents, videotapes, and DVDs. In addition, the PRC distributes publications, training modules, videotapes, DVDs, and online resources. Many of these products are available at little to no cost. Visit us at [www.pepnet.org](http://www.pepnet.org).

**Rochester Institute of Technology's National Technical Institute for the Deaf**

**Rochester Institute of Technology's (RIT) National Technical Institute for the Deaf (NTID)** provides excellent academic programs; outstanding access and support services; and diverse educational, social, and personal development opportunities for deaf and hard-of-hearing students.



**Rocky Mountain ADA & IT Center** is the National Information Center on the Americans With Disabilities Act (ADA).

**Sign Language Associates, Inc.** provides community and video remote interpreting services for our nationwide clientele.

**SignOn** is a sign language resource committed to providing quality interpreting services, making communication between deaf and hearing people easy and efficient. Interpreters and/or realtime captioning is available onsite or remotely via SignOn's exclusive web-based videoconferencing technology. You focus on WHAT to communicate and put the rest in our hands.

**The Social Security Administration** is a Federal Government Agency showcasing the PASS (Plan for Achieving Self-Support) Cadre.

**Sorenson Video Relay Service** is a high-quality video-relay service that enables individuals who are deaf and hard-of-hearing to effectively and naturally communicate with the hearing world through certified ASL interpreters.

**ULTECH LLC: Caption Mic** is a speech recognition captioning system which can be used to create real-time captions in the classroom as well as to create and encode captions for videotape.

**The University of Minnesota Disabled Student Services** is showcasing a handbook for mentoring called, "Charting the Way," as well as new and innovative scheduling software.

**Rocky Mountain ADA  
& IT Center**

**Sign Language  
Associates, Inc.**

**SignOn**

**Social Security  
Administration**

**Sorenson Video Relay  
Service**

**ULTech/Caption Mic**

**University of Minnesota:  
Disabled Student Services**

## EXHIBIT SCHEDULE

Exhibits will be open in the Regency Ballroom, second floor Hyatt regency, on the following schedule:

**Thursday, April 6:** 12:30 p.m. - 5:00 p.m.

**Friday, April 7:** 8:00 a.m. - 5:00 p.m.

**Saturday, April 8:** 8:00 a.m. - 11:30 a.m.



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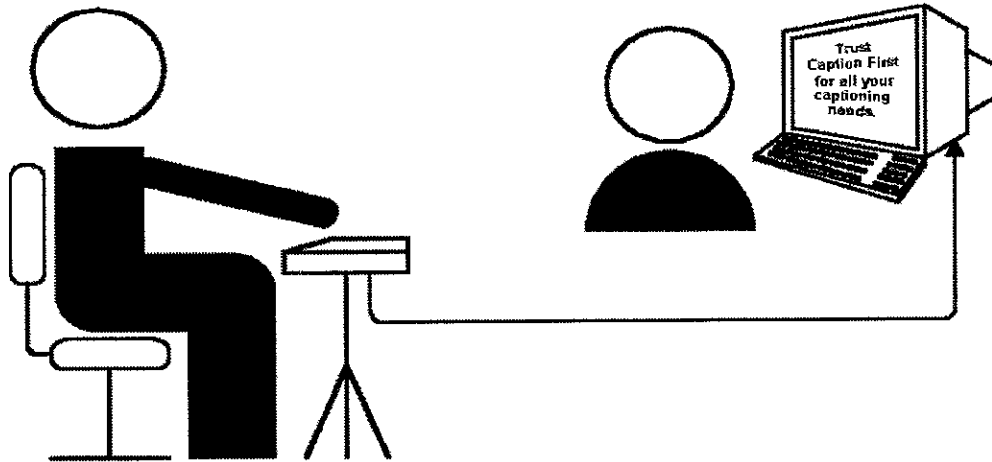
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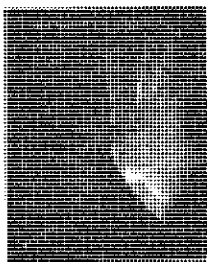
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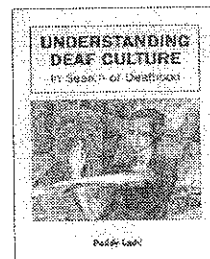
Carol Padden & Tom Humphries

### Part of the Group



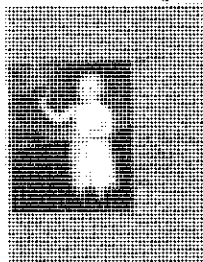
Mimi W. Lou, Stephen Gage,  
Elizabeth Stone-Charlson  
Nancy Moser

### Understanding Deaf Culture



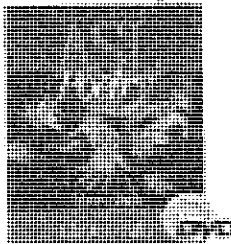
Paddy Ladd

### A Deaf Artist in Early America



Harlan Lane

### ASL Poetry



Clayton Valli

### Deaf Artists in America



Deborah M. Sonnenstrahl

### Deaf Plus



Edited by Kathee Christensen

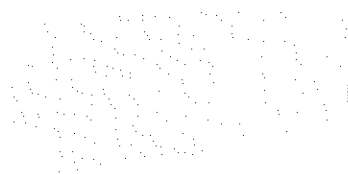
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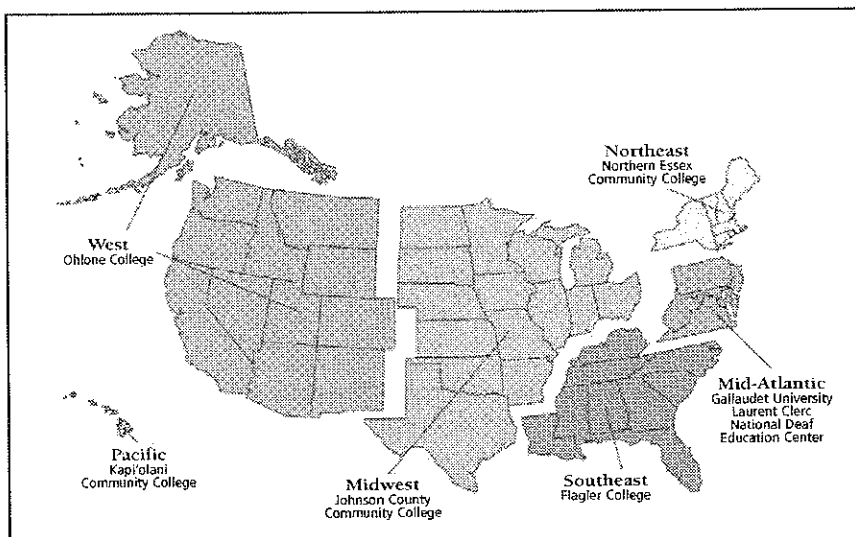


# GURC

## GALLAUDET UNIVERSITY REGIONAL CENTERS

The GURCs offer extension courses, training workshops, and technical assistance to address the educational, transition, and professional development needs of deaf and hard of hearing people from birth through adulthood, their families, and the professionals who work with them.

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Community College  
E-mail: [gurc.necc@gallaudet.edu](mailto:gurc.necc@gallaudet.edu)  
Phone: 978-556-3701 (Voice/TTY)  
Web: [www.necc.mass.edu/gallaudet](http://www.necc.mass.edu/gallaudet)

### MID-ATLANTIC REGION

(Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Virginia, West Virginia, Puerto Rico, U.S. Virgin Islands)

Laurent Clerc National Deaf Education Center  
Office of Training and Professional Development  
E-mail: [training.clerccenter@gallaudet.edu](mailto:training.clerccenter@gallaudet.edu)  
Phone: 202-651-5855 (Voice/TTY)  
Web: <http://clerccenter.gallaudet.edu/tpd/index.html>

### SOUTHEAST REGION

(Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee)

Flagler College  
E-mail: [GRCFlagler@aol.com](mailto:GRCFlagler@aol.com)  
Phone: 904-819-6216 (Voice)  
904-829-2424 (TTY)  
Web: [www.flagler.edu/about\\_f/gallaudet.html](http://www.flagler.edu/about_f/gallaudet.html)

### MIDWEST REGION

(Arkansas, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Texas, Wisconsin)

Johnson County Community College  
E-mail: [gurc.jccc@gallaudet.edu](mailto:gurc.jccc@gallaudet.edu)  
Voice/TTY: 913-469-3872  
Web: <http://web.jccc.net/academic/gurc>

### WESTERN REGION

(Alaska, Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming)

Ohlone College  
E-mail: [gurc.ohlone@gallaudet.edu](mailto:gurc.ohlone@gallaudet.edu)  
Phone: 510-659-6268 (Voice/TTY)  
Web: <http://www.ohlone.edu/instr/gallaudet>

### PACIFIC REGION

(Hawaii, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands)

Kapi'olani Community College  
E-mail: [gurc.kcc@gallaudet.edu](mailto:gurc.kcc@gallaudet.edu)  
Phone: 808-734-9210 (Voice/TTY)  
Web: [www.kcc.hawaii.edu](http://www.kcc.hawaii.edu)

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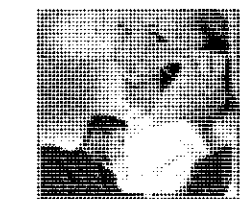
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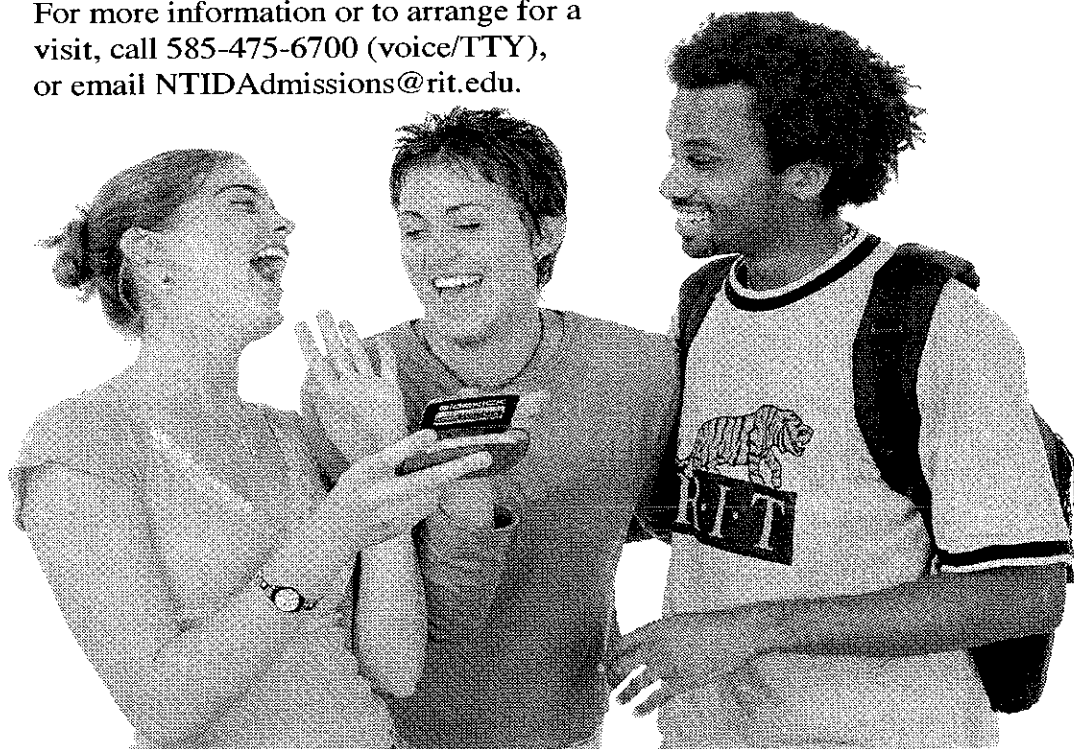
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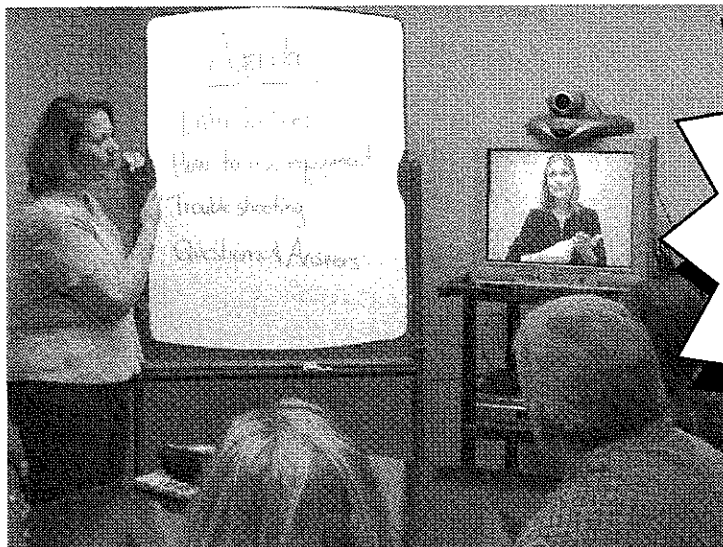


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[www.rit.edu/NTID/info](http://www.rit.edu/NTID/info)

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*Director, Office of Disability*

### For more information contact:

#### **Sign Language Associates, Inc.**

Kalen Beck, CI,CT Director of Video Operations

Kalen@signlanguage.com

1-800-752-0071 v/tty



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- Science and Mathematics
- Liberal Arts
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 **Convenient and easy to use** - SignOn VRI customers can use any of a combination of methods to access our interpreters and captioners:

- Web-based Video site, circumventing technical and firewall issues.
- Videophone
- Traditional Videoconferencing equipment

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 **Consultation and System Testing** – SignOn's technical staff works with your IT needs to find the best video solution possible.

## **Contact us today!**

**Contact:** Laurie Reinhardt, Director of Business Development  
 SignOn: A Sign Language Interpreting Resource, Inc.  
 1414 Dexter Ave N, Ste 316 Seattle, WA 98109  
 (v) 206-632-7100, ext. 14 (TTY) 206-632-7200 (f) 206-632-0405  
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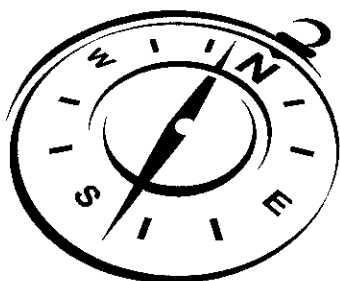
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## Charting the Way: A Handbook for Postsecondary Educational Interpreters

*Charting the Way* is the only resource of its kind, focusing on higher education and interpreting. Designed to be a tool for interpreters who are pursuing national certification or working with mentors, the book is a valuable addition to any interpreting office, disability services office, or interpreter training program library.

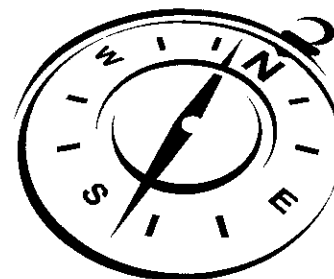
Some of the book's features include:

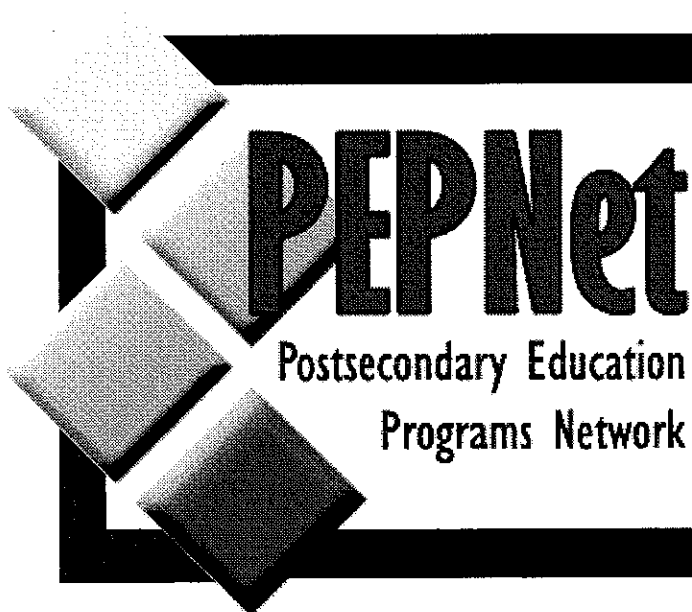
- **110 lessons** (11 sections in each of the ten units) on topics of skill development, mentoring, technology, professional growth, the Deaf community, higher education, ethics and legal issues, self-care and more!
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- **Videos** of Deaf and hearing college-level faculty and students – great for skill development and assessment
- **Over 20 articles**, on topics including interpreting, sign language, Deaf culture and injury prevention
- **National and regional resources**, including books, organizations, professional journals and web sites
- **Assessment tools** for interpreters “charting their way” towards certification or improved interpreting skills

*Charting the Way* is especially relevant for interpreters, interpreter coordinators, and disability services directors in colleges and universities. K-12 interpreters, rural interpreters and ITP instructors may also find the book helpful in charting progress towards national certification, identifying professional resources, and developing ideas for staff development, classes and training sessions.

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***Enhancing Access, Accommodations and Opportunities for Deaf and Hard of Hearing Individuals.***

*PEPNet is the group of four Regional Postsecondary Education Centers for Individuals who are Deaf and Hard of Hearing. Funded through a contract with the U.S. Department of Education, Office of Special Education and Rehabilitative Services.*

**Northeast Technical Assistance Center (NETAC)**

NTID at Rochester Institute of Technology  
52 Lomb Memorial Drive  
Rochester, NY 14623-5604  
585-475-6433 (V/T) • 585-475-7660 (Fax)  
Email: [netac@rit.edu](mailto:netac@rit.edu)

**NETAC** serves Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, and Virgin Islands.

**Western Region Outreach Center & Consortia (WROCC)**

California State University, Northridge  
National Center on Deafness  
18111 Nordhoff Street  
Northridge, CA 91330-8267  
818-677-2099 (V/TTY) • 818-677-6270 (Fax)  
Email: [wrocc@csun.edu](mailto:wrocc@csun.edu)

**WROCC** serves Alaska, American Samoa, Arizona, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Northern Marianas Islands, Oregon, Utah, Washington, and Wyoming.

**Postsecondary Education Consortium (PEC)**

The University of Tennessee  
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Knoxville, TN 37996-3442  
865-974-0607 (V/T) • 865-974-3522 (Fax)  
Email: [pec@utk.edu](mailto:pec@utk.edu)

**PEC** serves Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

**Midwest Center for Postsecondary Outreach (MCPO)**

St. Paul College  
235 Marshall Avenue  
St. Paul, MN 55102-1807  
651-846-1337 (V) • 651-846-1537 (T)  
651-221-1339 (Fax) •  
Email: [mcpo@mcpo.org](mailto:mcpo@mcpo.org)

**MCPO** serves Iowa, Illinois, Indiana, Kansas, Ohio, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin.

**Visit us online: [www.pepnet.org](http://www.pepnet.org)**

## PEPNet Transition Resources

**Where can I find engaging transition materials for students who are deaf and hard of hearing and still manage my budget?** PEPNet offers a wide variety of materials and resources available for minimal or no charge. Visit our Resource Center online for these and other fine transition products.

**A Nuts and Bolts Guide: College Success for Deaf and Hard of Hearing Students.** Comprehensive guide to achieving success in college for deaf and hard of hearing students offered in print or online.

**Achieving Goals! Career Stories of Individuals Who are Deaf and Hard of Hearing: Phenomenal Professionals.** Video series inspires students who are deaf and hard of hearing to set high goals, to elevate their expectations, and to become aware of diverse career and trade possibilities.

**Believing...Achieving / Creer...Conseguir.** Success stories of a group of diverse individuals who are Hispanic/Latino and deaf. Parallel translation provided in English and Spanish.

**College? Now What? Transitioning to College for Deaf Students.** Video and manual to assist deaf and hard of hearing students who are considering college or who are transitioning into college for the first time.

**Deaf Prep Program: Mathematics Curriculum.** Pre-college remedial mathematics curriculum to be used with deaf students prior to entering mainstream college classes.

**Developing English Skills and Knowledge... DESK 1-2-3.** English college preparatory curriculum for deaf and hard of hearing high school students in three volumes. Includes many skill-building exercises for writing and organizing concepts.

**Gates to Adventure.** Interactive online course designed for students who are deaf and hard of hearing, ages 14-adult. Enhances students' understanding of skills needed for successful transition from secondary to postsecondary education.

**Pah! I'm in College...Now What?** Orientation videotape for deaf students who are new to college campuses.

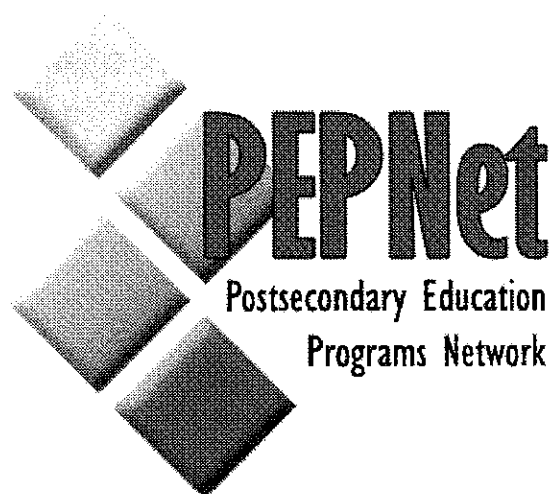
**Starting Off on the Right Foot.** Package designed to assist teachers of the deaf, parents, guidance counselors, audiologists, and other professionals in providing comprehensive information on critical issues relative to successfully transitioning to college. Contains multiple assorted media.

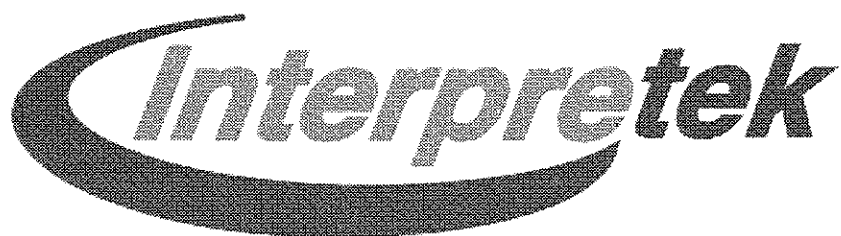
**Study Skills Curriculum.** Pre-college study skills curriculum used with deaf students to develop skills in the areas of self-management, time management, use of accommodations, electronic resources, textbooks, and testing.

Visit us at: [www.pepnet.org](http://www.pepnet.org). For Gates to Adventure, click on Online Training, for resources and materials, click on Resource Center. For product information, E-mail, [prc@csun.edu](mailto:prc@csun.edu); or call toll free, (888) 684-4695 tty/v; fax, (818) 677-7693.

PEPNet is the group of four Regional Postsecondary Education Centers for Individuals who are Deaf and Hard of Hearing. Funded through a contract with the U.S. Department of Education, Office of Special Education and Rehabilitative Services.

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*American Sign Language Interpreting for the 21<sup>st</sup> Century*

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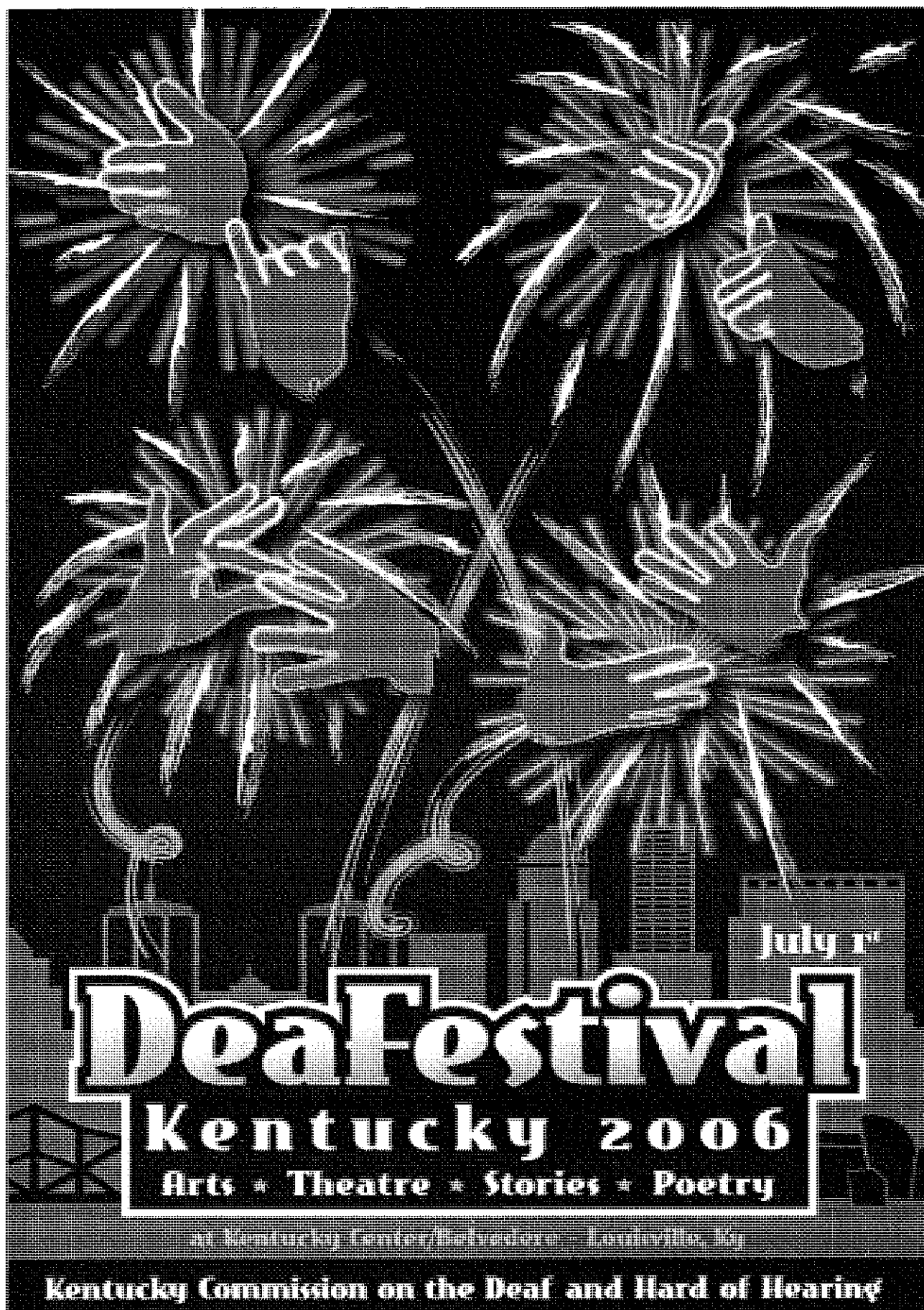


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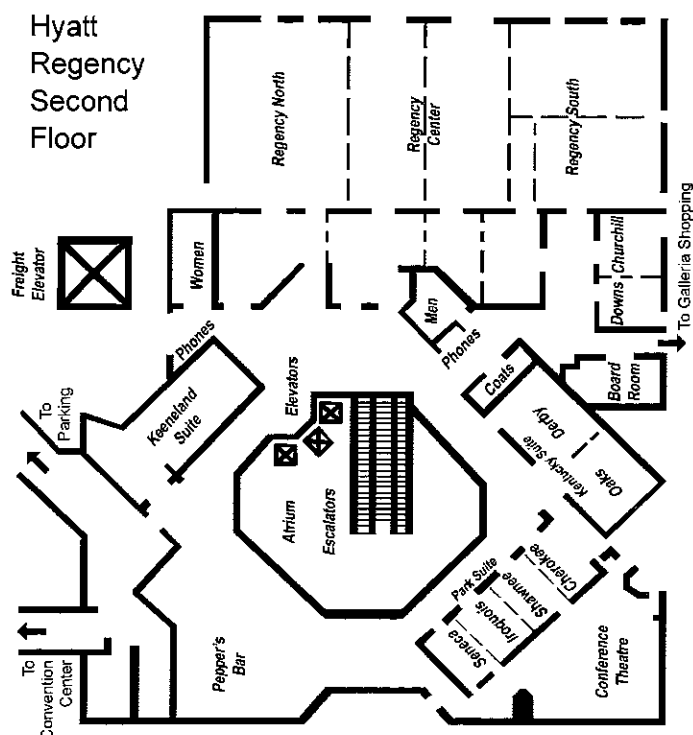
Arts • Theatre • Stories • Poetry

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Kentucky Commission on the Deaf and Hard of Hearing

# PEPNet 2006: *Roots & Wings*

## Meeting Rooms at a Glance



## Schedule at a Glance

### Wednesday April 5, 2006

- 11:00 – 8:00 Conference registration open
- 1:00 – 4:30 Pre-conference sessions
- 7:00 – 8:45 Opening plenary session
- 8:45 – 10:00 Welcome reception

### Thursday April 6, 2006

- 8:00 – 11:30 Conference registration open
- & 1:00 – 5:00 Conference registration open
- 8:00 – 9:00 Poster sessions
- 9:30 – 10:45 Plenary session
- 11:00 – 12:15 Concurrent sessions
- 12:15 – 1:30 Break for lunch
- 12:30 – 5:00 Exhibits open
- 1:30 – 2:45 Concurrent sessions
- 2:45 – 3:15 Break
- 3:15 – 4:30 Concurrent sessions
- 5:00 – 6:00 Open Forum

### Friday April 7, 2006

- 8:00 – 11:30 Conference registration open
- & 1:00 – 5:00 Conference registration open
- 8:00 – 5:00 Exhibits open
- 8:30 – 9:45 Concurrent sessions
- 10:00 – 11:15 Plenary Session
- 11:30 – 12:30 Sticky Issues discussions
- 12:30 – 1:45 Break for lunch
- 1:45 – 3:00 Concurrent Sessions
- 3:00 – 3:30 Break
- 3:30 – 4:45 Concurrent Sessions

### Saturday April 8, 2006

- 8:00 – 11:30 Conference registration open
- & 1:30 – 2:30 Conference registration open
- 8:00 – 11:30 Exhibits open
- 8:30 – 9:45 Concurrent sessions
- 10:15 – 11:30 Concurrent sessions
- 11:45 – 12:45 Luncheon
- 12:45 – 2:00 Closing Plenary Session

*Welcome to*  
**PEPNet**  
**2006**

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