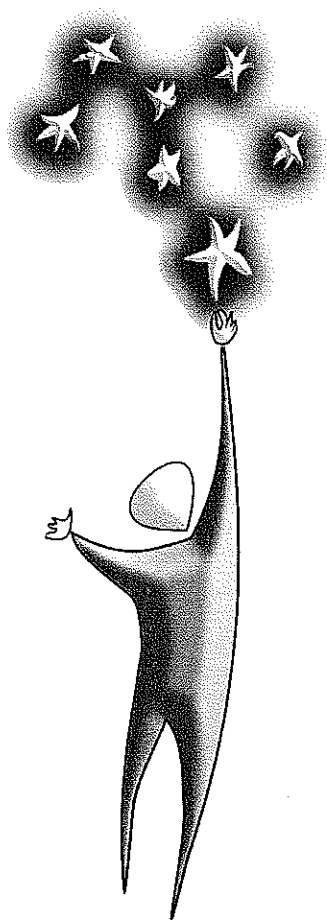


Planning for Success:  
**Initiatives for Positive Outcomes**

*Program Book*



*Sponsored by the  
Postsecondary Education  
Programs Network:*

**Postsecondary Education  
Consortium**

**Midwest Center for  
Postsecondary Outreach**

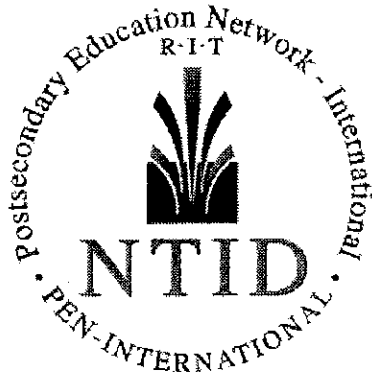
**Northeast Technical  
Assistance Center**

**Western Region Outreach  
Center & Consortia**

# 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 2004 Conference

**Please extend a warm welcome to the 22 PEN partner participants from  
China, Japan, Russia, Korea, and the Philippines**

*PEN-International  
National Technical Institute for the Deaf  
Rochester Institute of Technology  
52 Lomb Memorial Drive  
Rochester, NY 14623*

*James J. DeCaro, Director  
E. William Clymer, Coordinator*

*585-475-2939 (V/TTY)  
585-475-2790 (Fax)  
Email: [peninfo@ntid.rit.edu](mailto:peninfo@ntid.rit.edu)*

*PEN-International is funded by a grant from The Nippon Foundation of Japan to NTID*

# **Overview PEPNet 2004: Wednesday, April 22 Pre-conference Workshops**

	8:30 - 12:00 Pre-conference Workshops	1:00 - 4:30 Pre-conference Workshops	7:15 - 8:30 Plenary session	8:30 - 10:00 Opening Reception
<b>Elwood 1&amp;2</b>	The Gathering of the Minds: Money Talk (Part 1)	The Gathering of the Minds: People Talk (Part 2)		
<b>Brighton 1&amp;2</b>		Inclusive Instruction for Deaf and Hard of Hearing Students in Postsecondary Education: Tools, Activities, and Products for Professional Development		
<b>Brighton 3&amp;4</b>	Demystifying Assistive Listening Devices: The Devil is in the Detail	Finding Funding: Grantwriting Fundamentals for Financially Challenged Service Providers		
<b>Grand Station Ballroom 1&amp;2</b>			"A Wild Patience Has Taken Me This Far" -- Wisdom from a Life	
<b>Admiral Room</b>				OPENING RECEPTION

# Overview PEPNet 2004: Thursday, April 22

	8:00 - 9:15 Poster sessions	9:30-10:45 Plenary session	11:00-12:15 Breakout sessions	1:30-2:45 Breakout sessions	3:15-4:30 Breakout sessions	5:00 - 5:30 Special Session
Grand Station Ballroom 1&2		Academic Adjustments and Auxiliary Aids for Deaf and Hard of Hearing Students at the Postsecondary Level	The Changing Service Provider	Captions, Captions Everywhere? The Benefits of Captioned Media for Deaf and Hard of Hearing Individuals	Planning for Success: Positive Outcomes through Collaboration & Resource Leveraging	Building a Community of Success
Grandstation Ballroom 3						
Grand Station Ballroom 4			How Many Deaf and Hard of Hearing College Students Are There?	Promoting Positive Outcomes for Deafened Students	Roles and Goals: The Impact of Role Models and Expectations on the Success of Individuals Who are Deaf and Hard of Hearing	
Grand Station Ballroom 5			Deaf Education and Instructional Technology Resources Available from the NTID Technology Symposium Website	Integrating Library Resources in Blended Learning Writing and Literature I & II and ASL- Deaf Literature Classes Using IdeaTools Webcourses	Online Peer Collaboration and Revision Efforts in Developmental Writers who are Deaf	
Ellwood 1&2			Utilizing Interpreter Services: A Lifelong Skill	Deaf Students' Composing Processes: What Do They Actually Learn?	"I am BlackDeaf": Deconstructing Race, Gender, and Deafness	
Reflections			Deaf Faculty and College Administrators with Terminal Degrees Share Their Perspectives	Planning for success: A National Service Model Serving Low-functioning Deaf Youth and Adults	Serving and Instructing Students who are Deaf- Blind	
Waterfront			Job Search Strategies for a Smooth Transition from School to Work	Growing interpreters: One Community College's Response to the Shortage of Qualified Post- secondary Interpreters	Closed Captioning Demystified-- A Practical Guide to One University's Approach	
Admiral Room	POSTER SESSIONS	EXHIBITS OPEN	EXHIBITS OPEN	EXHIBITS OPEN	EXHIBITS OPEN	

# Overview PEPNet 2004: Friday, April 23

	8:30 — 9:45 Breakout sessions	10:00 — 11:15 Plenary session	11:30 — 12:30 Hot topics sessions	1:45 — 3:00 Breakout Sessions	3:30 — 4:45 Breakout sessions
Grand Station Ballroom 1&2		Serving Students Who are Hard of Hearing in Postsecondary Settings			
Grandstation Ballroom 3	Educational Interpreting: Does Student Sign Preference Affect Comprehension?		Accessibility Issues in Online and Distance Education	Speech-to-Text Services Network: A New Professional Organization	Remote Access Interpreting: Providing Service and Training for Interpreting Inters
Grand Station Ballroom 4	A Model Approach to Networking Professionals in Your State		Deaf Professionals	The NAD/RID National Council on Interpreting: Where Are We Heading with the New Version of the Code of Ethics?	A Model for Success of Hard of Hearing Students in a Distance Education Graduate Program: Multiple Perspectives
Grand Station Ballroom 5	LOL: Learning On Line — A Notetaker Training!		Working with Hard of Hearing Students	Automating the Captioning of Webcasts: Automatic Sync Technologies and Viable Technologies Joint Solution	Two Cutting Edge Applications of C-Print: Remote Captioning; Braille Captioning for Individuals who are Deaf/Blind
Ellwood 1&2	Beyond the Core English Curriculum		Testing Accommodations	Using Parent Preparation to Improve Transition	Speed Teaching Workshop: Six Fast Samples Low-tech, Low- brow English Teaching Tactics to Use with Deaf Learners
Reflections	C-Print Captionist Training at a Distance		Interpreter Licensure Issues	Computer Assisted Writing Instruction	3R = Empowerment: Roles, Rights, & Responsibilities for Deaf and Hard of Hearing Students
Waterfront	Using Polycom Technology to Connect Rural Areas		English Teachers Think Tank	Student Drivers on a Road Trip! Buckle Up and Take a Back Seat	Keeping the Boat Afloat and Enjoying the Trip (or What Do Coordinators Want/Need from Service Providers and What Do Service Providers Desire from Coordinators?)
Admiral Room	EXHIBITS OPEN	EXHIBITS OPEN	EXHIBITS OPEN	EXHIBITS OPEN	EXHIBITS OPEN

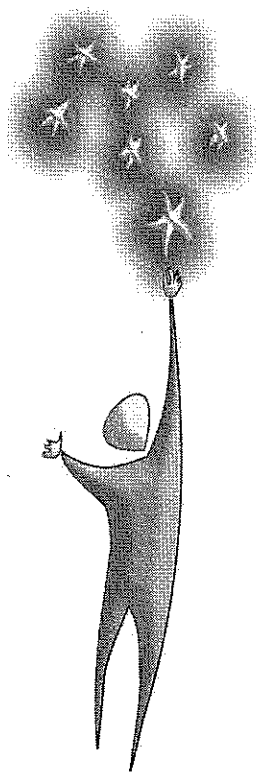
# **Overview PEPNet 2004: Saturday, April 24**

	8:30 — 9:45 Breakout sessions	10:15 — 11:30 Breakout sessions	12:45 — 2:00 Luncheon and plenary session
Grand Station Ballroom 1&2			Accessing Health Care: We're Not Just Consumers Anymore
Grand Station Ballroom 3	Cutting Edge Multimedia Tools Designed for Deaf Literacy	Maneuvering the FM System Maze	
Grand Station Ballroom 4	Win/Win Projects for Deaf and Hard of Hearing Service Providers: Veteran and Occasional Providers Sharing Resources	Teaching Deaf Individuals from Multicultural Backgrounds — Teachers' Resource Guide	
Grand Station Ballroom 5	PEPNet E-learning Transition Project	The Use of Technology in the College Search Process	
Elmwood 1&2	Successful Strategies for Enhancing Faculty Interaction with Postsecondary Students with Disabilities	Develop Strategies to Build and Sustain Your Services	
Reflections	Ownership Comes with Holding the Pen	What? No Services in My Class?!	
Waterfront	Innovative Service Delivery to Deaf and Hard of Hearing Students	Is Automatic Speech Recognition Ready for Direct Use by Classroom Teachers?	
Admiral Room	EXHIBITS OPEN	EXHIBITS OPEN	

# **PEPNet** **2004**

## **Planning for Success: Initiatives for Positive Outcomes**

### **PROGRAM BOOK**



*Sponsored by the  
Postsecondary Education  
Programs Network:*

**Postsecondary Education  
Consortium**

**Midwest Center for  
Postsecondary Outreach**

**Northeast Technical  
Assistance Center**

**Western Region Outreach  
Center & Consortia**

# Welcome to PEPNet 2004

We're pleased to welcome you to the PEPNet 2004 biennial conference. In addition to the contributions by PEPNet and each of the regional centers, we're very grateful for the support of our colleagues from many organizations and agencies. This year, we're pleased to recognize the following groups as conference co-sponsors.



**PEN-International**



**Sprint Relay**



**Gallaudet University Regional Center  
at Johnson County Community College**



**Viable Technologies**



**National Technical Institute for the Deaf  
a college of Rochester Institute of Technology**



**Midwest Center for Postsecondary Outreach**



**Western Region Outreach Center & Consortia**



**Northeast Technical Assistance Center**



**Postsecondary Education Consortium**





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

April 21, 2004

Welcome to *Planning for Success: Initiatives for Positive Outcomes*, our fourth national conference on postsecondary education and people who are deaf and hard of hearing. The conference is sponsored by the Secondary Education Programs Network (PEPNet), comprised of four regional postsecondary centers that provide technical assistance and outreach services. The Centers are authorized and funded through the Individuals with Disabilities Education Act (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 at the University of Tennessee (PEC); the West 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 Institute.

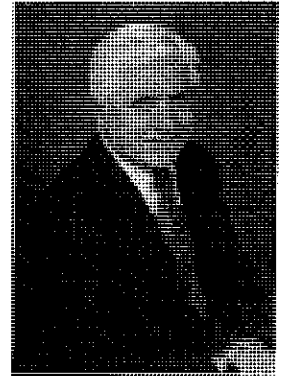
There are more than 27,000 deaf and hard of hearing students in over 2,500 postsecondary institutions across the country. Thanks to the collaborative efforts of the regional centers and the commitment and effort of many of you have put forth. There are now improved educational opportunities and increased 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.

*Planning for Success: Initiatives for Positive Outcomes*, 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 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.

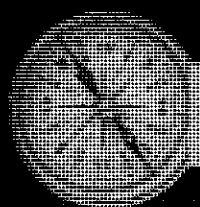
We hope that the conference program will be beneficial to you and that you can share your experiences through dynamic discussion groups and informal contacts with others. By networking, you can expect to gain additional information and skills that will help enhance postsecondary education services around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

Sincerely,

Ramon F. Rodriguez  
PEPNet Project Officer



PEPNet Project Officer,  
Ramon F. Rodriguez



# PEPNet

*Enhancing services for students  
who are deaf and hard of hearing*

## **PEPNet Provides:**

- Technical Assistance Training
- Biennial Conferences
- Distance Learning
- Publications
- One-to-One Consultations
- Faculty/Staff Development
- Online Learning Opportunities



### **NIETAC**

National Technical Institute for the Deaf  
Rochester Institute of Technology  
Rochester, New York  
<http://nietac.rit.edu>

### **MCPO**

Saint Paul College  
A Community & Technical College  
St. Paul, Minnesota  
<http://www.mcpo.org>

### **WROCC**

National Center on Deafness  
California State University  
Northridge, California  
<http://www.cson.edu/>

### **PEC**

Center on Deafness  
The University of Tennessee  
Knoxville, Tennessee  
<http://onesta.ath.ednet.edu/pec/>

[www.pepnet.org](http://www.pepnet.org)

To order PEPNet products click on Resource Center

## Continuing Education Units (CEU) Information

General Information
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*Notes:*

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Continuing education credits will be available from the Registry of Interpreters for the Deaf (RID) and the University of Tennessee (UT) during the PEPNet 2004 conference *Planning for Success: Initiatives for Positive Outcomes*. Participants may pre-register for these on the conference registration form or register onsite.

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

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 and the Alabama State Outreach and Technical Assistance Center, an approved sponsor working in conjunction with PEPNet, will process the CEUs. Credit will be given in the area of Professional Studies (PS) and General Studies (GS). In order to pay for and/or 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 "Postsecondary Education Consortium" with "CMP" noted on the memo line. You will be given a conference tracking form where you will indicate which workshops you attended. You must stay for the duration of the workshop to receive full credit.

This form **MUST** be signed by the participant and turned into the registration table no later than 3:00 p.m. on Saturday, April 24. If you are leaving the conference early, you may turn in your form at the registration desk as you depart. 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.

Workshop presenters who are conducting their sessions for the first time may also earn CEUs. Complete and sign the RID CEU form and indicate on it that this was the first time this session was presented.

### ***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 2.2 CEUs. In order to pay for and/or 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 "Postsecondary Education Consortium" with "CEU" noted on the memo line. You will be given a conference tracking form where you will indicate which workshops you attended. You must stay for the duration of the workshop to receive full credit. Presiders will take note of anyone who arrives late or leaves early.

This form **MUST** be signed by the participant and turned into the registration table no later than 3:00 p.m. on Saturday, April 24. If you are leaving the conference early, you may turn in your form at the registration desk as you depart. 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.

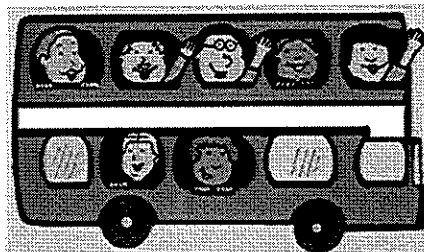
*Transcripts will not automatically be sent following the conference. Participants may request a copy after the conference by writing to:*

Division of Continuing Education - The University of Tennessee  
600 Henley Street, Suite 105  
Knoxville, TN 37902

## General Information

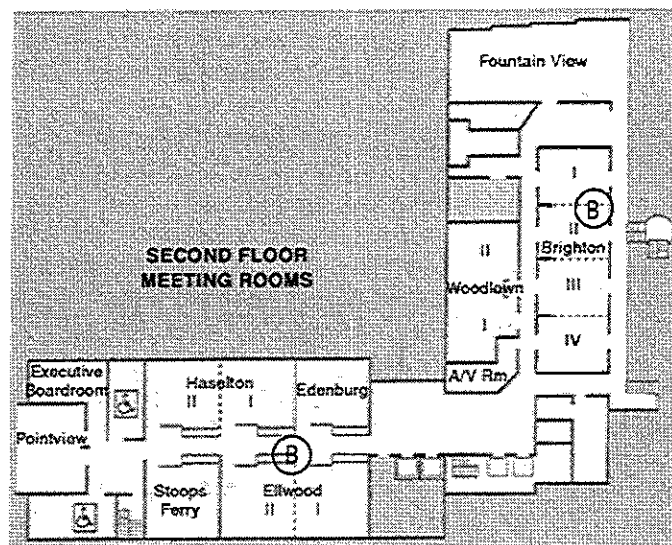
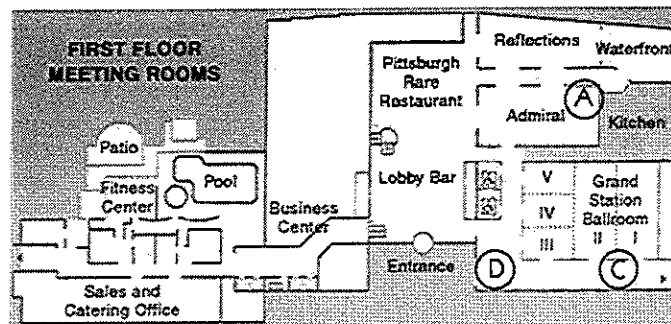
*Notes:*

## A Guide to PEPNet Meeting Rooms in the Sheraton Station Square



### *Need a Ride from the Westin?*

For those staying at the Westin Hotel, a complimentary shuttle bus will be available for transportation to PEPNet 2004 on a limited basis. Check at the PEPNet registration desk for bus timing and schedules.



### Locations to note:

- (A) Exhibit Hall: Admiral Room  
Poster Sessions: Admiral Room  
Coffee Breaks: Admiral Room
- (B) Pre-conference Workshops: Brighton, Ellwood
- (C) Plenary Sessions: Grand Station Ballroom 1&2  
Closing Luncheon: Grand Station Ballroom 1&2
- (D) Registration/Information: First Floor Lobby  
CEU Registration: First Floor Lobby

# Planning for Success: Initiatives for Positive Outcomes

PEPNet 2004: April 21-24, 2004  
Sheraton Station Square, Pittsburgh, Pennsylvania

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WED. APRIL 21

*Notes:*

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## Pre-conference Workshops - Wednesday morning - 8:30 – 12:00

Brighton 3&4

### Demystifying Assistive Listening Devices: The Devil is in the Detail

*Cheryl Davis & Annette Leonard*

Students in postsecondary settings who have a hearing loss, including those with cochlear implants, are often disadvantaged in these communication-laden environments. Many people do not know that for group or lecture situations, hearing aid technology alone is often not appropriate. In fact, many hard of hearing individuals do not even know about assistive listening technology and have never tried it. Participants will experience hardwired, FM, infrared, and induction loop systems; learn information vital to speakers, listeners, and service providers to get the most use out of this equipment; and gain confidence in troubleshooting problems when they do arise. Information on using ALDs with CIs will also be addressed. **RID CEUs: .35**

Ellwood 1&2

### The Gathering of the Minds: Money Talk (Part 1)

*Lauren M. B. Kinast, Cathy McLeod, & Gary Sanderson*

Service coordinators providing services to deaf and hard of hearing students crave for a meeting of the minds with those who share the similarities of their jobs. Providing a sharesop type session prior to the conference allows participants to address their most common challenges with their peers. This is a two part pre-conference with the option of attending one or both parts. The first session, Money Talk, will focus on anything that pertains to fiscal concerns. Some examples would include justifying pay for service providers, paying for prep time, and should paid parking be given? The outcome for these sessions is to share information, swap stories, and collect tools that can be taken back with the participants to try at their institution. **RID CEUs: .35**

## Wednesday at a glance:

8:00 - 8:00	Registration open
8:30 - 12:00	Preconference Workshops
12:00 - 1:00	Lunch break
1:00 - 4:30	Preconference Workshops
7:00 - 8:30	Plenary session
8:45 - 10:00	Reception

**WED. APRIL 21**

*Notes:*

***Wednesday at a glance:***

8:00 - 8:00	Registration open
8:30 - 12:00	Preconference Workshops
12:00 - 1:00	Lunch break
1:00 - 4:30	Preconference Workshops
7:00 - 8:30	Plenary session
8:45 - 10:00	Reception

**Pre-Conference Workshops - Wednesday afternoon -1:00 – 4:30**

Brighton 3&4

**Finding Funding: Grantwriting Fundamentals for Financially Challenged Service Providers**

*Marcia Kolvitz & Nancy Carr*

Every year millions of dollars are awarded to social service agencies, colleges, and universities for special projects, equipment, research, and other institutional needs. The federal government, private foundations, and corporations routinely solicit grant proposals from all over the country. Social service providers can successfully compete for and obtain grant funds once they learn the fundamentals of effective grantwriting. The mystique of obtaining grants is debunked by a step-by-step process that must be addressed to achieve results. Successful proposals depend less on literary style and more on procedures and measurable outcomes. Proper planning, providing sources, utilization of facts, a demonstrated need, a clear plan, and an orderly presentation. **RID CEUs: .35**

Brighton 1&2

**Inclusive Instruction for Deaf and Hard of Hearing Students in Postsecondary Education: Tools, Activities, and Products for Professional Development**

*Susan Foster, Gary Long, Sidonie Roepke, & Rosemary Saur*

Although instructors in mainstream postsecondary institutions often want to include their deaf and hard of hearing (deaf/hh) students fully in classroom teaching and learning activities, they may lack the necessary awareness, skills and knowledge to do so. This workshop will provide participants with tools, materials, and strategies that have proven effective in increasing instructors' awareness regarding the needs of deaf/hh learners. It will also enhance their ability to modify pedagogy to foster the inclusion of these students. These products and strategies were developed through two USDE grants and are packaged and formatted to be exportable to other institutions. They include an interactive website, workshop plans, and print materials. Pre-conference workshop participants will have the opportunity to work with these materials and to bring them back to their campuses for use with faculty. **RID CEUs: .35**

Ellwood 1&2

**The Gathering of the Minds: People Talk (Part 2)**

*Lauren M. B. Kinast, Cathy McLeod, & Gary Sanderson*

Service coordinators providing services to deaf and hard of hearing students crave for a meeting of the minds with those who share the similarities of their jobs. Providing a shareshop type session prior to the conference allows participants to address their most common challenges with their peers. This is a two part pre-conference with the option of attending one or both parts. The second session, People Talk, will focus on people involved. This will include issues that portray ongoing challenges such as student retention, resistance by administrators, and identifying reasonable accommodations for our students. How are institutions dealing with these matters? The outcome for these sessions is to share information, swap stories, and collect tools that can be taken back with the participants to try at their institution. **RID CEUs: .35**



## Plenary Session – Grand Station Ballroom 1&2 – Wednesday 7:15 – 8:30

### "A Wild Patience Has Taken Me This Far" – Wisdom from a Life

Marilyn Smith

The making of ADWAS is a complex story. Experiencing and witnessing gross injustice, a deep-seated need to create a Deaf-friendly workplace, and a background in strong work ethics are just a few of the things that led to the creation of the first agency serving Deaf victims of sexual assault and domestic violence in this country. Eighteen years later there is no question that authentic and passionate leadership and a clear vision, coupled with a willingness to continuously learn on the job and to test uncharted waters made a positive impact and belief in possibilities for Deaf America. It is my hope that by showing my personal story and lessons and the story of ADWAS has and can challenge the thinking of many people – both hearing and Deaf.)

### 8:45-10:00 – Opening Reception following Plenary Session

WED. APRIL 21

*Notes:*

#### Wednesday at a glance:

8:00 – 8:00	Registration open
8:30 – 12:00	Preconference Workshops
12:00 – 1:00	Lunch break
1:00 – 4:30	Preconference Workshops
7:00 – 8:30	Plenary session
8:45 – 10:00	Opening Reception

## Thursday Poster Sessions: 8:00 – 9:15

Admiral Room RID CEUs: .125

### Inclusive Instruction for Deaf and Hard of Hearing Students in Postsecondary Education: Tools, Activities, and Products for Professional Development

Sue Foster, Gary Long, Sidonie Roepke, & Rosemary Saur

Although instructors in mainstream postsecondary institutions often want to include their deaf and hard of hearing (deaf/hh) students fully in classroom teaching and learning activities, they may lack the necessary awareness, skills and knowledge to do so. This workshop will provide participants with tools, materials, and strategies that have proven effective in increasing instructors' awareness regarding the needs of deaf/hh learners. It will also enhance their ability to modify pedagogy to foster the inclusion of these students. These products and strategies were developed through two USDE grants and are packaged and formatted to be exportable to other institutions. They include an interactive website, workshop plans, and print materials. Pre-conference workshop participants will have the opportunity to work with these materials and to bring them back to their campuses for use with faculty.

### Charting the Way: A Handbook for Postsecondary Educational Interpreters

Amy Amundsen & Martha Jannett

The purpose of this session is to introduce the concept of protégé-directed mentoring, specifically for sign language interpreters. Activities are based on *Charting the Way: A Handbook for Postsecondary Educational Interpreters* coauthored by the presenters and published by Disability Services at the University of Minnesota.

### A Model for Success of Hard of Hearing Students in a Distance Ed Graduate Program: Multiple Perspectives

Zan Merrill & Twyla Niedfeldt

With the phenomenal growth of distant education, the importance of formulating a model to provide accommodations for students who are hard of hearing or deaf is critical. In 2002, an internet-based master's program at Utah State University acquired its first HOH distant student.

THU. APRIL 22

#### Thursday at a glance:

8:00 – 5:00	Registration open
8:00 – 9:15	Poster sessions
9:30 – 10:45	Plenary session
10:30 – 12:00	Exhibits Setup
11:00 – 12:15	Breakout sessions
12:15 – 1:30	Lunch break
12:30 – 5:00	Exhibits Open
1:30 – 2:45	Breakout sessions
3:15 – 4:30	Breakout sessions
5:00 – 6:00	Plenary session & cash bar social

**THU. APRIL 22**

*Notes:*

***Thursday at a glance:***

8:00 - 5:00	Registration open
8:00 - 9:15	Poster sessions
9:30 - 10:45	Plenary session
10:30 - 12:00	Exhibits Setup
11:00 - 12:15	Breakout sessions
12:15 - 1:30	Lunch break
12:30 - 5:00	Exhibits Open
1:30 - 2:45	Breakout sessions
3:15 - 4:30	Breakout sessions
5:00 - 6:00	Plenary session & cash bar social

By the time fall classes started, arrangements had been made for a realtime captioning service in California to caption live, Internet-based classes in Utah for the student in Minnesota. With minor fine tuning, everything worked incredibly well! Based on this experience, a cyclic model for success was developed that incorporates a realistic timeline—before, during, and after classes—and all individuals involved, including students, professors, technicians, and university disability resource/service providers. This model may be generalized to various media, technologies, and accommodations.

**Project HEAR (Higher Education Access and Retention)**

***Roberto Benavides***

Project HEAR (Higher Education Access and Retention) for Deaf and Hard of Hearing Students is a three-year collaborative initiative between Virginia Community College System (VCCS) and the Department of Rehabilitative Services (DRS) including Woodrow Wilson Rehabilitation Center (WWRC). The pilot program is being funded by The U.S. Department of Education FIPSE (Funds for the Improvement of Postsecondary Education) program. Over the three-year grant period, infrastructures will be established and maintained within the Virginia Community College System for providing remote access to interpreters, advisors, tutors, and other critical disability-related accommodation supports for future deaf and hard of hearing students seeking a public post secondary education. The service delivery model to be pilot tested is unique and innovative, both statewide and nationally.

**Development of C-Print Certification Exam**

***Lisa Elliot, Pamela Francis, Michael Stinson***

This presentation will describe the development and features of the new C-Print® Certification Exam for operators (captionists) of this realtime speech-to-text support service. C-Print is one of several such services. The presentation will describe the Certification Exam, testing procedures, scoring procedures and steps in obtaining certification. It will also report recent Exam development activity, including the collection of normative data and the determination of proficiency levels. This Certification Exam is being developed to help ensure that students receive quality services and benefit to the maximum extent possible. Both typing and voice captionists can use this Exam to document captioning skill. The Exam allows captionists to demonstrate their knowledge of the C-Print System and their proficiency as captionists.

**The NAD-RID National Council on Interpreting: Where Are We Headed with the New Version of the Code of Ethics? (An introduction)**

***Cathy McLeod & Gary Sanderson***

As the NAD and RID move to create a new joint generalist interpreting test, the NCI felt it was necessary to undertake a total review of ethical behavior among interpreters in order to create a new code of ethics. Members will have an opportunity to hear of our plans to adopt the new Code of Ethics. The NCI, with its Code of Ethics Committee, is open for feedback from interested members to make sure the new Code meets stakeholder expectations. There will be breakout groups to analyze the new Code of Ethics draft, and feedback forms will be distributed. Your voices are important as the new Code of Ethics will affect institutions and the profession of interpreting across the nation.

**The Deaf Initiative in Information Technology: Enhancing Workforce Skills, Teacher Readiness, and College Curriculum**

***Donald Beil & Donna Lange***

The *Deaf Initiative in Information Technology* (DIIT) is a technical workforce development project for deaf and hard-of-hearing adults and teachers of deaf students funded by the National Science Foundation (NSF) since 2000. The project is housed in the Applied Computer



Technology Department (ACT) of NTID/RIT. A major goal of the national DIIT project is technical workforce development of deaf and hard-of-hearing professionals currently in the workforce or preparing to enter the workforce. To meet this goal, week-long workshops are offered on a variety of technical topics. Other major project goals include curriculum revision and faculty development. This paper describes project activities and accomplishments to date, as well as details of a ten-year plan for the project; it also seeks collaboration from others in the PEPNet organization.

## Connecting Deaf Web Sites and ASL Classes

*Joan Naturale & Barbara Ray Holcomb*

This presentation describes how the ASL instructor and the NTID Reference Librarian collaborated to promote the use of the library's Deaf Web Site Guide via <<http://wally.rit.edu/internet/subject/deafness.html>> which supports and supplements the ASL and Deaf Studies curricula at NTID. The goal of the collaboration was to make students more aware of the wealth of online resources where they can practice ASL and fingerspelling skills and explore a wide range of deaf-related topics. A sample of 5-8 scavenger hunt questions will be shown during the presentation.

## Using Instant Messaging to Facilitate Student Interaction

*L.K. Quinsland, D.C. Templeton & Todd E. Pagano*

This session will focus on the process of engaging students, both in and out of the classroom, using IM/Chat as the vehicle. Using laptops with participant involvement, presenters will demonstrate and share techniques they have employed for establishing and monitoring in class online IM discussion groups, out of class discussion/study groups, providing instant feedback to students as a classroom assessment tool, and others. Perceived benefits to deaf students, deaf and hearing students in an inclusive environment, as well as, benefits to teaching faculty will be discussed.

## Captioning the Web

*Beth Case & Sandi Patton*

MAGPie is an easy-to-use software package that adds captions to multimedia presentations on the Web. And best of all, it's free! MAGPie allows a great deal of customization, including specification of font, font size, bold, italics, alignment, text color, background color, audio descriptions for individuals with low vision, multiple tracks (for multiple languages, for example), precise timing of the captions, and more. Participants will learn standards for formatting captions and how to add them to online videos using this simple, yet powerful program. Leave the conference with a hands-on tool you can use!

## Accessibility of Online Learning Material

*Gautam Gupta*

This presentation aims to provide an overview of accessibility features that should be employed by the implementers such as teachers, computer lab personnel, staff and others who implement electronic and information technology and support its use by students, teachers, and other employees.

- It can be a time-consuming process to redesign a course that is not initially designed to be accessible to individuals with disabilities. It is much easier to design accessible products from the beginning.
- Potential instructors, as well as students, may require the accessible features of a web site or program.

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**The Communication Assistant**

*Leanne L. West, Jay Sexton, John M. Stewart & Jack W. Wood*

The Communication Assistant is a personal captioning device for persons who are deaf or hard of hearing. It uses mobile wireless technology to provide a realtime text transcript of information that is being presented audibly to the general public. It is designed for use in community venues such as classrooms, movie theaters, sports arenas, and places of worship. Text will be presented on miniature displays clipped to glasses or on wireless-enabled PDA's or laptops. Venues will install wireless transmitters to send captions that have either been prerecorded, as in the case of dialogue in a movie theater, or created in real time with typed input or voice recognition technology, as in the case of commentary at a ball game or the transcript of a lecture.

**Literature and Film: A Critical Thinking Course that Leads to Lifelong Learning**

*Jane Nickerson, Karen Kimmel & Paige Franklin*

This workshop shares a literature and film course design that encourages students to understand the world through multiple perspectives in order to become successful, independent and open-minded learners. The course guides students through stages of critical thinking and encourages them to accept the responsibility for their learning. Course activities improve students' reading, writing, and thinking abilities by teaching them how to question, problem-solve, contrast/compare, analyze and evaluate their surroundings and what they view. We will engage attendees in these critical thinking activities and welcome them to share their ideas about how their students become successful, accepting and independent learners.

**All aboard! Tickets for Faculty Collaboration**

*Cindy Camp & Jennie Bourgeois*

Open captioning, subtitles for the hearing impaired, closed captions... What does it all mean? This presentation will help explain the differences in various captioning formats and what research shows is the best format and why. Information will be provided about how captions can be added to a non-captioned video and the legal issues involved. Participants will learn why captioned media is crucial to the education of Deaf and hard of hearing as well as beneficial to all students. In addition strategies will be given for encouraging teachers and school systems to utilize captioned media and participants will see samples of videos on a variety of educational topics.

**Postsecondary Educational Network – International: A Multinational University Collaborative**

*E. William Clymer*

The Nippon Foundation is partnering with NTID through PEN-International to help universities serving deaf students, apply state-of-the-art instructional technologies, improve their technical curriculum, and update technologies for instruction. Faculty development in the areas of deaf education, instructional technology, support services, English as a second language, and communication strategies have been offered to faculty from Japan, China, Russia, Philippines, Thailand and the Czech Republic. Many of the workshop materials and resources are available on the PEN-International web site (<http://www.pen.ntid.rit.edu>). Links to these resources will be available at the poster session, along with handouts.

**L.I.F.E Project**

*Linda Turner*

This session will provide information on how we have developed and implemented a collaborative leadership and career development program for eligible 14-21 year old high school students who are deaf, hard of hearing, or late deafened.

## Life Skills and Academic Learning Center for Excellence: Bridging the Transition Missing Link

*Sherry Davis*

The Life Skills and Academic Learning Center for Excellence program offers three comprehensive programs for students who are deaf or blind. The four-week summer *Life Skills Adventure* focuses on developing independent living, career exploration, job readiness, accessing community agencies, communication, and self-advocacy skills. The *Collegiate Adventure I* evaluates potential to enter college and provides basic college information, assistive technology, and independent living classes to juniors and seniors. A three-hour college credit class addresses learning styles, study/test/note taking, and other skills necessary for college. *Collegiate Adventure II* is individually tailored classes in Math and English remediation and independent living. In conjunction, classes are taken at a local college. Support and follow-up is given to ease the transition to college.

## Starting Off on the Right Foot – Transition Training for Teachers of the Deaf

*Pat Billies, Sherlea Dony & Regina Kiperman*

Providing desperately needed transition information for teachers of the deaf, "Starting Off On the Right Foot" offers a captioned video, trainer's manual, participant handouts and online resources for a comprehensive, stand-alone, "pick-up-and-present" package. Come and experience college planning advice from students and professionals regarding:

- student responsibilities: differences between high school and college
- laws that govern secondary and postsecondary environments
- preparing documentation required for postsecondary accommodations
- issues of secondary disabilities
- vocational rehabilitation/financial aid resources

Transition planning must start when a student is young—this college planning package contains down-to-earth advice for teachers of the deaf to use with their students. Parents, guidance counselors, and other support professionals also find this information helpful!

## Something for Everyone: Products to Improve Services for Students who are Deaf or Hard of Hearing

*Heidi Lefebure & Sharon Downs*

Extra! Extra! Come hear all about it - the progress of the Arkansas products and their impact on faculty, service providers, interpreters, and students. Find out how the *A Closer Look* sign language vocabulary development CDs are impacting postsecondary and secondary education programs, why it is being developed, what topics have been and will be produced, and how to obtain a free copy of the instructional manual for others interested in developing similar products. The *Make a Difference* video series for faculty has grown through a collaborative project with Project PACE at the University of Arkansas at Little Rock. Three videos are now available on VHS or CD-ROM with accompanying handbooks. Come find out what topics are available, and how to obtain your copies!

## Matching Service Needs and Program Accommodations for Persons who are Deaf or Hard of Hearing

*Steven R. Sligar & David Buchkoski*

Consumers who are deaf or hard of hearing frequently present accommodation needs to community rehabilitation programs (CRP). CRPs often have limited experience serving this population and do not know how to provide needed accommodations. Questions about accommodations are baffling to already over worked and under funded CRPs. In an effort to assist personnel in these agencies, the Midwest Center for Postsecondary Outreach (MCPO) developed a strategy for CRPs to use to identify service needs and match these needs with an appropriate accommodation. The basis for the outline was from CARE, the national accrediting

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agency for rehabilitation programs. The publication has three sections, business or administration issues, service issues and resources for implementation. A copy of the publication will be made available for all participants.

## **Descriptive Survey of Post-High School Assessment Practices on Deaf and Hard of Hearing Learners**

*Russell Fleming*

The presenter will give the audience an overview of a survey conducted in 2000. The information will assist program administrators determine if their assessment of students is working? Are accommodations working? The data will include information about the current methods of testing and providing accommodations of deaf and hard of hearing students across the country in many different programs. Data collected from this nationwide survey will give the audience a snapshot of what services are and are not available.

## **How NTID's Office of Admissions Reaches Prospective Students Using Available Technology**

*Robert D. Borden, Loriann Macko, Jillian Sinclair, & Kathleen S. Garlinghouse*

NTID's Office of Admissions continues to adjust and keep pace with constantly changing technology in order to make admissions counselors' jobs more efficient and expedient. Admissions personnel use technology not only to process applications but also to help students with unanswered questions or to obtain more information. Admissions Counselors use a variety of technological resources to reach out to students. Initial discussions with applicants, VR counselors, parents, and teachers all can be accomplished through videoconferences and "net-meetings" with the use of a web cam. Counselors use a variety of other technology to identify schools that enroll deaf and hard-of-hearing students and take their technology on the road to communicate remotely back to the office and in their presentations to students. From document imaging, to instant-messaging, to CD-ROM, to mainframe databases, technology is embedded in every part of the functioning of the admissions office.

## **Teleconferencing – Meeting the Needs of Prospective Students**

*Robert D. Borden, Loriann Macko, Jillian Sinclair, & Kathleen S. Garlinghouse*

This session discusses the many advantages of using teleconferencing as part of the recruitment process. At NTID, teleconferencing allows admissions counselors to give presentations about academic program offerings to secondary schools nationwide. We will discuss experiences using teleconferencing and will demonstrate steps on how to establish contacts and transmit appropriate information to prospective students.

## **The ABCs of C-Print Service**

*Karen Boyd*

What if your department has decided to provide the C-Print™ as a new support service option for deaf and hard-of-hearing students, how will you coordinate a successful administrative support for the C-Print™? This session will provide an overview of administrative support coordinated by Deaf and Hard of Hearing Services at the University of Colorado at Boulder. The procedure in hiring captionist, developing policies for student and captionist, scheduling the service, coordinating the textbooks, purchasing and maintaining the equipment, analyzing the budget, and overseeing the ergonomics will be presented. The objective of this session is how to become an effective service provider to the students and as a supervisor of the captionist. This session will not discuss how C-Print™ works and the training for the captionist.

## The 3Rs of Program Success: How Review, Realignment and Revival lead to Reading, 'Riting, and 'Rithmetic

*Donna Miller, Jim Kolb & Venetia Lacy*

What happens when a program experiences internal and external forces that leave it out of touch with its constituents? Ultimately, student progress suffers. As a result of a comprehensive review of its Deaf Student Services program, Jefferson Technical College discovered that the program had lost focus—student enrollment and persistence were low and partners were unsatisfied with program outcomes. One year later, the program has been realigned with a new vision and an expanded mission of providing compensatory education for the deaf and hard of hearing. This multimedia poster session will provide an overview of Deaf CLASS (Career, Learning, Advocacy and Success Strategies) and examine the dynamic new approach to compensatory education for deaf and hard of hearing students.

## Remote Classroom CART – Using Technology to Achieve Success

*Philip A. Hyssong*

There is a shortage of skilled CART writers and captioners in the United States. It has become imperative to use this technology in creative ways if accessibility through CART and captioning is to be realized. Schools, businesses and individuals are using remote CART services to actively participate in classes, meetings, training sessions and phone calls. By utilizing remote services, more students have been able to gain access through CART services. This workshop will focus on the elements that are necessary to achieve successful communication. It will address the responsibilities of the provider, the participant and the providing agency.

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### Thursday Plenary Session: 9:30 – 10:45

Grand Station Ballroom 182

#### Academic Adjustments and Auxiliary Aids for Deaf and Hard of Hearing Students at the Postsecondary Level

*David LaDue & Saksen (Susan) Cucukciw*

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. **NO CELEB. 195**

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**Breakout Sessions: 11:00 – 12:15**

Grand Station Ballroom 5

**Deaf Education and Instructional Technology Resources Available from the NTID Technology Symposium Website**

*Bill Clymer & John Macko*

The International Symposium on Instructional Technology and Education of the Deaf was held at NTID June 23-27, 2003. The symposium offerings included presentations by nearly 50 speakers, three plenary addresses, 25 poster sessions, and 13 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 2003 Symposium, with emphasis on accessing resources from the WWW. RID CEUs: .125

Reflections

**Deaf Faculty and College Administrators with Terminal Degrees Share Their Perspectives**

*Kim Brown Kurz, Sally Roberts, Christopher Kurz, & Denise Kavin*

Seventeen deaf and hard-of-hearing faculty and college administrators who hold terminal degrees (either Ed.D. or Ph.D.) and work in college/university settings offered insightful perspectives about their work and graduate school experiences. Some of the information included their experience during their graduate school (personnel preparation), current priorities of their colleges and universities, discrimination or barrier issues and proactive steps they see at their colleges and universities, and finally, their opinions about the colleges' admissions criteria for deaf and hard of hearing students who wish to pursue higher education degrees. The presenters will share the findings from this naturalistic inquiry and one of the presenters will share her own experiences as well. RID CEUs: .125

Waterfront

**Job Search Strategies for a Smooth Transition from School to Work**

*Kathy Dollinger-Meyer & Karen Downs*

This workshop is for people who want to take the lead in encouraging students to make a smooth transition from school to the work environment. Some of the challenges students face upon graduation is conducting a successful job search and communicating effectively with hearing co-workers. This workshop will focus on techniques and strategies that can be used to give students the tools they need to find and maintain employment. Activities and discussion will cover the use of online employment applications, business email etiquette, electronic portfolios, communication strategies and current technology that is available to aid in a student's job search and employment. Empower yourself to become a resource to your students as they leave school and enter the job market RID CEUs: .125

Grand Station Ballroom 3

**The Changing Service Provider**

*Rosanne Trapani & Valorie Smith-Pethybridge*

In recent years, both Miami-Dade College and Valencia Community College have encountered changes in the access requirements of the Deaf/HH student population. As a result, a new service provider model has been implemented, and the traditional interpreter model has been

adjusted. Now, both colleges are training interpreters to provide processed captioning in the classroom to students of varying degrees of hearing loss. Having made this adaptation to the traditional support services, many questions in the practice of this model call for dialog among like programs. This session will focus on the use of technology and strategies for obtaining equipment necessary in the planning of interpreter/captionist service models, coordinating and training of support service providers, and the coordinating and flexing of services to meet the needs of nontraditional and under-represented populations. **RID CEUs: .125**

#### Grand Station Ballroom 4

### **How Many Deaf and Hard of Hearing College Students Are There? Implications for Program Planning from a Demographic Update: A Public Forum**

*John Schroedel, Douglas Watson, & Donnell Ashmore*

An estimated 468,000 students with hearing loss, most of whom are hard of hearing, were attending the nation's 5,000 colleges and universities in 2000. This session will present information on the characteristics of these students and clearly explain how this demographic estimate was determined. Research will show that most college officials have undercounted the number of students with hearing loss enrolled and being served. Reasons why these patterns have occurred will be presented. Suggestions for DSS program outreach and better serving this "invisible student population" will be made. Implications for program planning, budgeting, and staffing will be discussed. Traditional campus service delivery models may need to be modified. There will be ample time for audience participation. **RID CEUs: .125**

#### Ellwood 1&2

### **Utilizing Interpreter Services: A Lifelong Skill**

*Teres Brawner*

Often Deaf and hard of hearing high school graduates enter the postsecondary realm with either an inadequate skill set for using interpreters or at the very least a skewed set of expectations as to what interpreters should and/or should not do. This presentation highlights a K-12 program designed to actively teach students how to appropriately utilize interpreters from their very first encounter in a physical education class in first grade to their final encounter at their high school graduation ceremony. This highly successful program graduates students who enter postsecondary training with adult-like expectations of interpreters. This presentation not only explains the curriculum, but shows how it can be adapted to teach and train postsecondary learners to appropriately utilize interpreters in a relatively short period of time. **RID CEUs: .125**

## **Lunch Break**

### **Breakout Sessions: 1:30 – 2:45**

#### Grand Station Ballroom 5

### **Integrating Library Resources in Blended Learning Writing and Literature I & II and ASL-Deaf Literature Classes Using IdeaTools Webcourses**

*Joan Naturale & Pamela Conley*

This presentation describes how the English instructor and the librarian collaborated to incorporate course specific online library resources and services into IdeaTools webcourses for students taking Writing and Literature I & II and Deaf Literature classes to ensure success of

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research writing. The goal of the collaboration was to create a model of integrated instruction that provides opportunities for students to expand their knowledge of library resources. This model also addresses pacing needs, acquisition of information literacy skills, incorporation of library skills into writing assignments, and technology for communication and language diversities. A survey was developed to determine the success of this approach and the results of student feedback will be shared **RID CEUs: .125**

Reflections

**Planning for Success: A National Service Model Serving Low-functioning Deaf Youth and Adults**

***Nancy Carr, Annette Reichman, Peg Harmon, & Theresa Johnson***

The US Department of Education Deafness and Communicative Disorders Branch and PEPNet have recently sponsored several activities to redefine the population of deaf youth and adults termed "low functioning." The history of this population is detailed in a "White Paper" that has been developed by the Department of Education and a panel of national experts. The White Paper includes a comprehensive overview, recommended diagnostic criteria and a national approach to a system of service delivery for this woefully unserved and underserved group. National, regional and affiliate roles are defined. The White Paper will be shared by representatives from the panel and a comprehensive bibliography distributed. Panelists hope to gain support and develop a dialogue nationally on this important topic **RID CEUs: .125**

Waterfront

**Growing interpreters: One Community College's Response to the Shortage of Qualified Postsecondary Interpreters**

***John Aintablian & Melinda B. Gould***

Like many postsecondary institutions, Austin Community College has experienced an annual rise in the number of deaf or hard-of-hearing students registered for classes. The college has responded to the subsequent demand for qualified sign language interpreters by establishing a mentorship program within Interpreter Services. Since 2002, Austin Community College has recruited, trained and partnered 30 interpreters as either protégés or mentors. The result has been an increase in the pool of qualified postsecondary interpreters with minimal cost to the institution. This workshop will introduce participants to ACC's successful mentorship program, its philosophy and structure. We hope this information will be a seed for attendees to plant similar mentorship programs at their colleges and universities. **RID CEUs: .125**

Grand Station Ballroom 3

**Captions, Captions Everywhere? The Benefits of Captioned Media for Deaf and Hard of Hearing Individuals**

***Cindy Camp & Bill Stark***

Open captioning, subtitles for the hearing impaired, closed captions... What does it all mean? This presentation will help explain the differences in various captioning formats and what research shows is the best format and why. Information will be provided about how captions can be added to a non-captioned video and the legal issues involved. Participants will learn why captioned media is crucial to the education of Deaf and hard of hearing as well as beneficial to all students. In addition strategies will be given for encouraging teachers and school systems to utilize captioned media and participants will see samples of videos on a variety of educational topics. **RID CEUs: .125**



## Promoting Positive Outcomes for Deafened Students

*Steve Larew & Deborah Kamm*

Accommodating students who are deafened or experiencing a progressive hearing loss offers challenges to Disability Student Services (DSS) offices. Most coordinators for services to deaf and hard of hearing students have minimal training, information or experience dealing with students who are deafened or with a progressive hearing loss. This workshop will provide information on adjustment themes for deafened persons and how deafened students have been provided services at the University of Central Florida. Workshop attendees will be provided information on Communication Assistance Realtime Translation (CART) services, remote technology, and support groups for deafened students. With proper support, deafened students are able to achieve positive outcomes. **RID CEUs: .125**

### Ellwood 1&2

## Deaf Students' Composing Processes: What Do They Actually Learn?

*Susan Keenan*

This paper presents the results of a longitudinal study of deaf students' expository writing. Two sets of writing samples were obtained from students at the National Technical Institute for the Deaf (NTID). The first sample was taken at entrance and the second upon completion of the third of four writing courses. Samples were scored following the NTID Writing Test Scoring Categories. Results show that while errors remain in language and vocabulary use, students' compositions improved in organization and content. Further, students demonstrated skill in composing beyond the experiential narrative. This presentation review literature on deaf adolescents' writing before exploring the structural gains the students in this study demonstrated. Sample papers and their rating scores will be used. **RID CEUs: .125**

## Breakout Sessions: 3:15 – 4:30

### Grand Station Ballroom 5

## Online Peer Collaboration and Revision Efforts in Developmental Writers Who are Deaf

*Beth Carlson*

This presentation will discuss the factors that influence the effectiveness of peer review techniques on eventual text revision efforts in developmental writers who are deaf. Emphasis will be placed on examples of learner cognitive development that originate in the social context of the online writing classroom environment. Student examples analyzed from a sociocultural perspective of the text-based devices employed during assistance will provide a framework to understand how shared interactions can contribute to writing development. Focus will be placed on how the collaborative feedback of peer readers and writers during extensive online feedback sessions of cause-effect writing shapes the mechanisms by which strategies of revision unfold. **RID CEUs: .125**

### Reflections

## Serving and Instructing Students Who are Deaf-Blind

*Amanda Rose Covington & Sharon Downs*

In serving or instructing students who are Deaf-Blind, it is important to be familiar with communications modalities, reasonable requests for accommodations, how Deaf-Blindness impacts the classroom experience, and how to best manage a classroom to make it Deaf-Blind accessible. Teaching strategies for this population, as well as adaptive technology will be the focus of this presentation. **RID CEUs: .125**

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Waterfront

**Closed Captioning Demystified – A Practical Guide to One University's Approach**

**Deb Glennen & Kathy Peterson**

Post-production captioning increases media access for deaf/hoh students in postsecondary settings. It remains costly and difficult to provide or obtain for many postsecondary institutions. This session will detail the successful development of an in-house captioning service that provides post-production captioning for a medium size Midwestern liberal arts institution. Included will be a step-by-step description of the entire captioning process: from choosing a software program and equipment setup to hiring and training transcribers to final delivery of a post-production captioned video. Also outlined will be the collaborations that allowed for expansion to become a state and regional resource. **RID CEUs: .125**

Grand Station Ballroom 3

**Planning for Success: Positive Outcomes through Collaboration & Resource Leveraging**

**Martha Smith, Brian Ingram, Peggy Johnston, Lydmila Kasimov, & Susan Howard**

One-Stop Centers are a relatively new player in providing services to individuals who are deaf and hard of hearing. This story will demonstrate how a One-Stop Center leveraged its resources with several organizations and individuals to provide meaningful access to a deaf customer and as a result created a positive outcome for this young woman. All of the individuals involved in this experience found themselves having to "think outside the box" and create new ways to achieve a successful outcome. Come watch a videotape that highlights this story from many different perspectives. After the videotape you will have an opportunity to hear directly from several of people involved in this collaborative endeavor including the customer herself. **RID CEUs: .125**

Grand Station Ballroom 4

**Roles and Goals: The Impact of Role Models and Expectations on the Success of Individuals who are Deaf and Hard of Hearing**

**Pat Billies & Regina Kiperman**

Strong role models have a major influence in the aspirations of young students who are deaf and hard of hearing. NETAC and PEPNet present the Telly Award winning video and Web site project, "*Achieving Goals! Career Stories of Individuals who are Deaf and Hard of Hearing.*" Attendees will view the Web site and videos that document the lives of individuals, highlighting their experiences growing up as well as factors that make them successful in the workplace. Video segments feature Marilyn Smith, Curtis Pride, Dr. Scott Smith, Dr. Kimberly Dodge and others. The presentation will:

- Inspire students to "be the first" individual who is deaf or hard of hearing to enter a given profession.
- Provide powerful role models whose ambition and drive allowed them to overcome great obstacles on the way to professional success.
- Motivate students to become active participants in determining their own futures.
- Describe how much can be achieved through motivation, hard work, education, and goal setting.

Others who may benefit from experiencing this series include counselors, teachers of students who are deaf and hard of hearing, parents, Vocational Rehabilitation counselors, and beginning students preparing for careers in deaf education. The videotape series is a collaborative effort of NETAC and the National Technical Institute for the Deaf. **RID CEUs: .125**

Ellwood 1&2

**"I am BlackDeaf": Deconstructing Race, Gender, and Deafness**

**Mavis Clarke**

The holy triad (race, gender, and class) is a popular area of investigation among social scientists. However, issues concerning deafness and/or disabilities are often precluded from their analysis. This presentation introduces and inserts deafness within the holy triad as a way to understand identity construction of Black Deaf and hard-of-hearing adult men. **RID CEUs: .125**

## Thursday Plenary Session: 5:00 – 5:30

Grand Station Ballroom 1BS

### Building a Community of Success

Ramon Rodriguez

As professionals, we're often challenged to think about ways we can work together to stimulate new and innovative practices and services. Join us for this brief session to greet colleagues in new roles and find out about state-of-the-art resources.

## Thursday Evening Social : 5:30 – 6:00

A cash bar will be available for a Thursday evening social mixer.

FRI. APRIL 23

*Notes:*

## Friday Breakout Sessions: 8:30 – 9:45

Grand Station Ballroom 5

### LOL: Learning On Line — A Notetaker Training!

Pat Billies, Josie Durkow, Maureen Brady, & Pat Rahalewicz

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

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

RID CEUs: .125

### Reflections

### C-Print Captionist Training at a Distance

Pam Francis & Michael Stinson

The use of speech-to-text services with students who are deaf and hard hearing has grown substantially in recent years. With this surge of growth comes a need for skilled professionals who are qualified to offer these services. This presentation will provide an overview of how online learning is being used to train potential C-Print service providers (captionists). Presenters will discuss the impact of the C-Print captionist online training as well as the complementary efforts with student materials. Persons attending will hear how user feedback is being utilized to improve the use of speech-to-text systems as a support for students who are deaf and hard of hearing. RID CEUs: .125

FRI. APRIL 23

### Friday at a glance:

8:00 - 5:00	Registration open
8:30 - 9:45	Breakout sessions
10:00 - 11:15	Plenary session
11:30 - 12:30	Hot topics sessions
12:30 - 1:45	Lunch break
1:45 - 3:00	Breakout Sessions
3:30 - 4:45	Breakout sessions

**FRI. APRIL 23**

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***Friday at a glance:***

8:00 - 5:00	Registration open
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Waterfront

**Using Polycom Technology to Connect Rural Areas**

*Lynnette Johnson*

Individuals who live in rural areas often face barriers to services that are not encountered by those who live in the cities. Technology is one answer to overcoming hurdles in the postsecondary setting. This presentation looks at a model using Polycom equipment, t-1 lines, and partnerships to create empowerment for the rural population. **RID CEUs: .125**

Grand Station Ballroom 3

**Educational Interpreting: Does Student Sign Preference Affect Comprehension?**

*Marc Marschark & Doni LaRock*

Surprisingly little is known about the outcomes of educational interpreting. Experiments reported here examined deaf student's comprehension of sign language interpreting in the classroom as a function of their characteristics (e.g., sign preference, content knowledge), interpreter characteristics (e.g., experience, content knowledge), and presentation format. Interpreted lectures to deaf and hearing students were followed by comprehension tests. Results consistently demonstrated that regardless of the deaf student's reported sign language skills and preferences, they were equally competent in comprehending (ASL) interpreting and (English) transliteration; but they gained less from lectures than hearing peers. Analyses of demographic characteristics of the students and skills/knowledge of the interpreters yielded surprising findings which raise important questions for the education of deaf and hard-of-hearing students **RID CEUs: .125**

Grand Station Ballroom 4

**A Model Approach to Networking Professionals in Your State**

*Cindy Camp & Marcia Kolvitz*

What services are available in your state for individuals who are D/HH? Who can you contact to find out? What happens to those individuals who "fall between the cracks?" These are questions that those in Deaf services ask on a daily basis. Often there are answers out there but problems go unsolved because we work in isolation. This workshop will discuss the need for statewide networks and what has been done in many of the states in the PEC region to establish these networks. Participants will discuss strategies for developing the initial workshop, maintaining the network, and implementing innovative solutions to age old problems **RID CEUs: .125**

Ellwood 1&2

**Beyond the Core English Curriculum**

*Stephen Aldersley*

Since 1997, the core of the NTID English curriculum has consisted of three course strands in academic writing, nonfiction reading, and literature. Over the last two years, the English Department has introduced two new initiatives designed to increase the effectiveness of the core curriculum. This presentation will introduce and discuss the critical features of these two initiatives, Outcomes Assessment and English Across the Curriculum. **RID CEUs: .125**

## Friday Plenary Session: 10:00 – 11:15

Grand Station Ballroom 1&2

### Serving Students who are Hard of Hearing in Postsecondary Settings

Sam Frydman

This presentation includes information on issues related to identifying students who are hard of hearing, identifying their academic and psychosocial risks, identifying the frequently observed communication barriers in academic/training settings, and identifying the various strategies and tactics that aid in accommodating hearing loss in postsecondary situations. The presentation will also include frequently held misconceptions about hearing loss and a discussion of reasons why students who are hard of hearing frequently do not take steps to compensate for their sensory deficit. The presentation will also focus on survival tactics that should be taught to students who are hard of hearing. **RID CEUs: .125**

FRI. APRIL 23

*Notes:*

### Friday at a glance:

8:00 - 5:00	Registration open
8:30 - 9:45	Breakout sessions
10:00 - 11:15	Plenary session
11:30 - 12:30	Hot topics sessions
12:30 - 1:45	Lunch break
1:45 - 3:00	Breakout Sessions
3:30 - 4:45	Breakout sessions

## Friday Hot Topics: 11:30 – 12:30

The Hot Topics sessions have been developed to provide conference participants the opportunity to discuss issues, share ideas and information, and develop a network for future contacts. No formal presentations will be made during these sessions. Each session will have a facilitator to keep the discussion going smoothly

### Waterfront

#### English Teachers Think Tank

*Stephen Aldersley, Katherine Bruni, Beth Carlson (facilitators)*

Come and share your ideas with your colleagues! Some of the issues that may be discussed include: entrance requirements (high school diplomas/certificates), the success of self-contained classes in typical college settings, reasonable accommodations in mainstream college writing classes, the characteristics of successful students, retention/graduation rates, practices that enhance success, state-mandated exit assessment requirements, perceptions on the acquisition of English grammar in deaf students, and/or shared visions and collegiality among English faculty across institutions **RID CEUs: .1**

### Reflections

#### Interpreter Licensure Issues

*Michael Canale (facilitator)*

Since the Passage of Motion C 2003.05 the Certification Council of the Registry of Interpreters for the Deaf has been diligently working to research viable options to "establish equivalent alternative criteria allowable in lieu of the educational requirements such as one or more of the following: Life Experience, Years of professional experience, Years of education (credit hours) not totaling a formal degree." As Chair of this National Committee, the facilitator would like to hear from individuals who will be most effected by this issue. This discussion will be moderated to collect ideas and opinions that will directly affect the criteria of "equivalent alternative" options. This motion not only has an impact on interpreters, but service providers alike. Colleges and Universities may need to reexamine their hiring practices as a result. This open discussion will allow these concerns to surface among colleagues. **RID CEUs: .1**

**FRI. APRIL 23**

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Grand Station Ballroom 3

**Accessibility Issues in Online and Distance Education**

*Debra Wilcox Hsu (facilitator)*

Distance education and online learning are rapidly becoming some of the most popular means of classroom instruction. What happens to Deaf and hard of hearing individuals enroll in these kinds of courses? Are these readily accessible? What can we as service providers do to assist faculty in creating a more accessible learning environment? Do you have ideas and experiences to share? Join our discussion! **RID CEUs: .1**

Grand Station Ballroom 4

**Deaf Professionals**

*Peggy Brooks and Charm Lisa Smith (facilitators)*

Do we have sufficient involvement of deaf people within higher education? ... for service delivery? ... for program administration? ... for advising? How can we encourage more promising young deaf professionals to pursue careers in higher education and social services? What opportunities for role models or mentoring are possible and/or available? Please join us to share your experiences and ideas. **RID CEUs: .1**

Ellwood 1&2

**Testing Accommodations**

*Dave Buchkoski (facilitator)*

What are the barriers you have encountered to providing testing accommodations to Deaf and hard of hearing students? What creative solutions have you implemented to overcome faculty misconceptions about providing testing accommodations? How do you determine which testing accommodations are appropriate and reasonable? **RID CEUs: .1**

Grand Station Ballroom 5

**Working with Hard of Hearing Students**

*Marcia Kolvitz (facilitator)*

Are postsecondary education and training programs really addressing the needs of students who are hard of hearing? This group of students may very easily fall between the cracks and not be aware of the services that may be of benefit to them. What kinds of accommodations are being used successfully on campus? How can disability service providers better market services to students who are hard of hearing who may not have received them in the past? **RID CEUs: .1**

**LUNCH BREAK**

**Breakout Sessions: 1:45 – 3:00**

Grand Station Ballroom 5

**Automating the Captioning of Webcasts: Automatic Sync Technologies and Viable Technologies Joint Solution**

*John Yeh & Kevin Erler*

In this presentation, we will discuss the need and benefits of captioning webcast lectures. Using new and innovative techniques for automating captioning of webcasts, Viable Technologies and Automated Sync Technologies together have moved to eliminate obstacles of long turnaround times and high costs. These new techniques will be contrasted with traditional captioning techniques and a demonstration will be provided. **RID CEUs: .125**

## Reflections

### **Computer Assisted Writing Instruction**

*Katie Schmitz & John Panara*

We will demonstrate how we apply technology to the writing process in teaching deaf college students. Our primary instructional tool is the personal computer connected to an overhead projector. In this paperless process, each student displays his or her essay from disk, and the essay becomes the primary instructional material. Because student writing is projected for all to see, group brainstorming and peer review occur in a supportive and creative environment. During this display sharing, essays are developed, edited, and revised. Students are encouraged to take over the keyboard to make changes and suggestions. An Internet connection adds value to this particular setup in offering access to online resources, such as grammar and vocabulary checkers. **RID CEUs: .125**

## Waterfront

### **Student Drivers on a Road Trip! Buckle Up and Take a Backseat**

*Debra Brenner, Katherine Bruni, Amanda McMahon, Kenvin Karneboe, & Marti Slaughter*

In response to requests made at the Hot Topics session during the PEPNet Conference 2002, students and professionals will share a model for successful development of a support group for students with hearing loss. The model is based on Sound-Off, a network for students with hearing loss at the University of Georgia. The mission of Sound Off is tri-fold: (1) to provide an environment that encourages students with hearing loss to maximize their inclusion at UGA, a mainstreamed institution, (2) to spread awareness of hearing loss to the university and community, and (3) to create opportunities for members to take on leadership roles. Guidelines will be available for post-secondary institutions interested in implementing "Student Drivers on a Road Trip," a metaphor for a successful student-driven support group. **RID CEUs: .125**

## Grand Station Ballroom 4

### **The NAD-RID National Council on Interpreting: Where Are We Heading with the New Version of the Code of Ethics?**

*Cathy McLeod & Gary Sanderson*

As the NAD and RID move to create a new joint generalist interpreting test, the NCI felt it was necessary to undertake a total review of ethical behavior among interpreters in order to create a new code of ethics. Members will have an opportunity to hear of our plans to adopt the new Code of Ethics. The NCI, with its Code of Ethics Committee, is open for feedback from interested members to make sure the new Code meets stakeholder expectations. There will be breakout groups to analyze the new Code of Ethics draft, and feedback forms will be distributed. Your voices are important as the new Code of Ethics will affect institutions and the profession of interpreting across the nation. **RID CEUs: .125**

## Grand Station Ballroom 3

### **Speech-to-Text Services Network: A New Professional Organization**

*Sharon Downs, Cheryl Davis, Judy Colwell, Cheryl Thomas & Marcia Kolvitz*

A new professional organization of and for speech to text service providers has been established. The working name of this national organization is STPN (Speech to Text Providers Network), and its goals include providing information about speech-to-text services to consumers, administrators, and potential service providers; supporting credentialing; supporting a CEU system; supporting a Code of Ethics; and supporting high quality speech-to-text services for consumers who are deaf. This group would be similar in function to RID for interpreters. At present the group is comprised of administrators and service providers from CART, C-Print, TypeWell, and various ASR and remote systems. The last six months has been spent designing and developing this national organization, which will be opened up for membership in 2004. **RID CEUs: .125**

**FRI. APRIL 23**

*Notes:*

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8:30 - 9:45	Breakout sessions
10:00 - 11:15	Plenary session
11:30 - 12:30	Hot topics sessions
12:30 - 1:45	Lunch break
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**FRI. APRIL 23**

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Ellwood 1&2

**Using Parent Preparation to Improve Transition**

*Lisa Rimmell*

Deaf and hard-of-hearing students who decide to attend a postsecondary institution must make many decisions before leaving the secondary school environment, including establishing a transition plan. Although parents play a critical role in the development of transition plans, they may not have the information and tools necessary to assist their child through the transition phase. This presentation reviews the subject of parental roles and transition, and outlines a series of workshops developed by the presenter to train parents on how to effectively prepare their deaf or hard-of-hearing student for transition planning. Participants will learn how parent-training programs can improve transition outcomes, and service providers will be provided with tools to better meet the transition needs of students and their families. **RID CEUs: .125**

**Breakout Sessions: 3:30 – 4:45**

Grand Station Ballroom 5

**Two Cutting Edge Applications of C-Print: Remote Captioning; Braille Captioning for Individuals who are Deaf/Blind**

*Shannon Aylesworth*

The Future Is Now! Do you think C-Print can only be provided with a captionist in the classroom? Do you think that students who are Deaf/Blind cannot use C-Print to gain realtime access in the classroom? Think again! This session will discuss the various applications being used with the C-Print system at the University of Wisconsin in Milwaukee. An overview of each application, Remote Captioning between two campuses five hours apart and Braille Captioning for students who are Deaf/Blind will be discussed. Participants will receive information about the benefits, challenges, and technology related to these alternative captioning services. **RID CEUs: .125**

Reflections

**3R = Empowerment: Roles, Rights, & Responsibilities for Deaf and Hard of Hearing Students**

*Jennifer Olson & Irene Vintinner*

The 3R (Roles, Rights and Responsibilities for Deaf & Hard of Hearing Students) staff will share tips on empowering students to become active partners in training postsecondary faculty and administrators who serve them. A three-year federal model demonstration grant, 3R employs online modules, chat rooms, on-site training and print materials to give students practical, real-world information they can use to obtain and improve communication and program access. 3R recently completed the first round of on-site training in the new electronic meeting room at CSUN. Find out what the initial group of students had to say about self-advocacy, empowerment and reconfiguring access in postsecondary institutions. **RID CEUs: .125**

Waterfront

**Keeping the Boat Afloat and Enjoying the Trip (or What Do Coordinators Want/Need from Service Providers and What Do Service Providers Desire from Coordinators?)**

*Carole Collier*

How can provision of services such as interpreting and CART be improved? What makes an interpreter or CART provider valuable to the institution? What can coordinators do to improve the quality of "the job" for the service provider? This session will combine directors, coordinators, and schedulers with interpreters, reporters and c-print providers for an interactive discussion. Coordinators will share what makes an individual service provider the most valuable



or what qualities are most appreciated. In turn service providers will be asked what qualities/ characteristics they most value in the services coordinator/scheduler and how administrators can better serve them **RID CEUs: .125**

#### Grand Station Ballroom 3

### **Remote Access Interpreting: Providing Service and Training for Interpreting Interns**

**Nancy Scheetz & Katherine Bruni**

This presentation will focus on the various uses of remote access interpreting using video conferencing equipment that is taking place on a college campus and in public schools throughout the state of Georgia. The role of the SOTAC will be described as well as the pros and cons of providing interpreting services through this medium. In addition, the advantages and disadvantages of utilizing this type of equipment to prepare and observe interpreting interns working in public school settings will be discussed. **RID CEUs: .125**

#### Grand Station Ballroom 4

### **A Model for Success of Hard of Hearing Students in a Distance Education Graduate Program: Multiple Perspectives**

**Zan Merrill & Twyla Niedfeldt**

With the phenomenal growth of distant education, the importance of formulating a model to provide accommodations for students who are hard of hearing or deaf is critical. In 2002, an internet-based master's program at Utah State University acquired its first HOH distant student. By the time fall classes started, arrangements had been made for a realtime captioning service in California to caption live, Internet-based classes in Utah for the student in Minnesota. With minor fine tuning, everything worked incredibly well! Based on this experience, a cyclic model for success was developed that incorporates a realistic timeline—before, during, and after classes—and all individuals involved, including students, professors, technicians, and university disability resource/service providers. This model may be generalized to various media, technologies, and accommodations. **RID CEUs: .125**

#### Ellwood 1&2

### **Speed Teaching Workshop: Six Fast Samples Low-tech, Low-brow English Teaching Tactics to Use with Deaf Learners**

**Peter Haggerty**

"Speed Teaching," an interactive workshop, will introduce participants to six simple tactics that can be used to ameliorate some of the problems encountered by profoundly, pre-lingually deaf students as they attempt to master acceptable written English. Tactics will include making the abstract concrete, use of the mini-web, guided editing of peer paragraphs, and the use of a visible integrated course content flow chart. **RID CEUs: .125**

### **Saturday Breakout Sessions: 8:30 – 9:45**

#### Grand Station Ballroom 5

### **PEPNet E-learning Transition Project**

**Debra Wilcox Hsu**

Although programs and services for deaf students are in place, students continue to have problems with persistence. Postsecondary institutions must take responsibility for the quality and effectiveness of support services for deaf students; however, the issue of student readiness for postsecondary education is a significant factor if students are not adequately prepared for

**FRI. APRIL 23**

*Notes:*

#### **Friday at a glance:**

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10:00 - 11:15	Plenary session
11:30 - 12:30	Hot topics sessions
12:30 - 1:45	Lunch break
1:45 - 3:00	Breakout Sessions
3:30 - 4:45	Breakout sessions

**SAT. APRIL 24**

#### **Saturday at a glance:**

8:00 - 11:00	Registration open
8:30 - 9:45	Breakout sessions
10:15 - 11:30	Breakout sessions
12:45 - 2:00	Luncheon and plenary session

**SAT. APRIL 24**

*Notes:*

***Saturday at a glance:***

8:00 - 11:00	Registration open
8:30 - 9:45	Breakout sessions
10:15 - 11:30	Breakout sessions
12:45 - 2:00	Luncheon and Plenary session

the social and academic challenges they will confront in the postsecondary settings. Transition preparation and planning for secondary students and first-year college students are critical to student success in future postsecondary pursuits. In order to address these issues, the Midwest Center for Postsecondary Outreach, one of the four PEPNet regional centers, has secured external funding to develop additional resources. Three E-learning modules will be developed for secondary students and first-year college students to teach transition skills in the areas of self-assessment, postsecondary options, access, accommodations, and essentials of college living. A fourth module, designed for secondary teachers, will include an online guide for using the PEPNet E-learning Transition Modules in the classroom, downloadable teacher's manuals, and instruction on using the online database for the student modules to compile and record student assessment results. **RID CEUs: .125**

Reflections

**Ownership Comes with Holding the Pen**

***Beth Pincus & Kelly Keane***

The conventional model of sending a student off to the tutor with an interpreter has proven to be unproductive in many cases. A tutor may mark up a student's essay with red ink and then send the student back to the computer to retype the assignment with little, if any, explanation of what the errors were. Participants in this workshop will be introduced to a new model used for tutoring Deaf students in English when they are attending classes in a mainstream college environment. The pilot program trains students, interpreters, and tutors to work together to create a setting that provides the maximum benefit to Deaf students who are struggling to make sense of the grammar and rules of written English. **RID CEUs: .125**

Waterfront

**Innovative Service Delivery to Deaf and Hard of Hearing Students**

***Laurie Metcalf & Jo Hilton***

San Antonio College has a new model program of innovative service delivery to Deaf and Hard of Hearing students. The Dept of American Sign Language and Interpreter Training, the disabilities Support Services office, and the college administration came together to develop, which enables Deaf students to have broader access to communication, increased opportunities to interact with Deaf role models and enhanced academic support environments in math, reading, and advising. Services to Deaf students are now in keeping with the mission statement of the Dept of American Sign Language and Interpreter Training – which is identifying Deaf people as a cultural and linguistic minority. With different departments working together, more students are migrating to college and retention is rising. **RID CEUs: .125**

Grand Station Ballroom.3

**Cutting Edge Multimedia Tools Designed for Deaf Literacy**

***Margaret Chastel***

In this session we will show how to use two multimedia applications, *Link-It* and *Culture Shock*, to enhance literacy skills in Deaf students. Specific challenges faced by Deaf learners include lack of access to the primary form of English and the difficulty of writing in their second language, English, while thinking in ASL. We will demonstrate how these CDs address these challenges. Participants will come away from the session with ready made lesson plans along with tips for creating additional plans to fit the specific needs of their students. **RID CEUs: .125**

## **Win/Win Projects for Deaf and Hard of Hearing Service Providers: Veteran and Occasional Providers Sharing Resources**

**Bambi Riehl & Ginny Chaverina**

Stressed out because of the shortage of interpreters and captionists? Struggling to keep your staff positions due to declining student numbers or budget cuts? Do you want new ideas for meeting students' interpreting and captioning requests? This session will be helpful for those working in large or small programs, with either frequent or infrequent accommodation requests. The presenters will describe two University of Wisconsin-Milwaukee projects: PantherCom – Remote Communication Access Project and REACH – Regional Educational Accommodation Consortium in Higher Education, which have been used to expand the UWM program and simultaneously meet the needs of other campuses in Wisconsin. PantherCom involves video remote interpreting and C-Print captioning; REACH is a model for approaching interpreting and captioning needs in a regional way. **RID CEUs: .125**

### Ellwood 1&2

## **Successful Strategies for Enhancing Faculty Interaction with Postsecondary Students with Disabilities**

**Nancy Castle**

What can be done to enhance faculty and staff behavior toward postsecondary students with disabilities, especially deaf and hard of hearing students? This presentation gives results of a four-year project that addressed ways to improve behaviors of faculty and staff at both a four year+ institution and a community college. The approach used and lessons learned will be described and *concrete suggestions* for how to replicate the positive results found at both will be provided. **RID CEUs: .125**

## **Breakout Sessions: 10:15 – 11:30**

### Grand Station Ballroom 5

## **The Use of Technology in the College Search Process**

**Robert Borden, Jillian Sinclair, Kathleen Garlinghouse, & Loriann Macko**

When seeking the right college, students need to ask themselves many questions. What school is a good fit for someone with my skill level? Where can I find the money to attend college? How can I gather the best information to assist with my decision of where to attend college? Who can offer me the best support services, and what ARE the best support services for me? Deaf and hard-of-hearing students have a number of valuable resources available to help them with the college search process. This presentation will discuss current resources and will focus on resources of particular interest to deaf and hard-of-hearing students. This information is valuable for anyone working closely with deaf/hard-of-hearing students at the secondary or postsecondary level.

Topics include:

- Websites for college testing and preparation (ACT, SAT, etc.) and financial information (FAFSA, scholarship sites)
- Using the web to search for colleges/universities that offer the preferred majors/academics
- Using email to communicate and gather information from college representatives
- Using Instant Messaging to converse with college Admissions Counselors
- How to inquire about the needed services/technology that a school may offer for deaf/hard of hearing students

**RID CEUs: .125**

**SAT. APRIL 24**

*Notes:*

### ***Saturday at a glance:***

8:00 - 11:00	Registration open
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10:15 - 11:30	Breakout sessions
12:45 - 2:00	Luncheon and Plenary session

**SAT. APRIL 24**

*Notes:*

***Saturday at a glance:***

8:00 - 11:00	Registration open
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Reflections

**What?! No Services in My Class?!**

***Lauren MB Kinast & Kristin Murphy Amey***

This workshop addresses the need to recognize the frustration college students experience with absent service providers, and choices staff have in providing alternate assistance. Lack of resources or creativity often results in staff providing little or no help when a service provider cancels. This only increases our students' anxiety about missing valuable lecture information. The staff at the National Center on Deafness plans to provide insight to participants on using creativity when assisting students in getting the services they need, regardless of what type they want. Our goal is to identify the numerous options available and implement a "working" strategy that allows staff to effectively provide alternate services when last-minute cancellations by service providers occur or there is no available service provider for a class. Despite financial burdens and a shortage of service providers, disabled student services offices DO have options, and we will explain how. Also imperative is the need to communicate to and included students in the everyday challenges staff encounter when service providers cancel classes or there is no available service provider for a class. **RID CEUs: .125**

Waterfront

**Is Automatic Speech Recognition Ready for Direct Use by Classroom Teachers?**

***Kathleen Eilers-crandall***

This presentation describes an experimental classroom for implementing the direct use of automatic-continuous speech recognition in English language reading and writing courses by a teacher who is concurrently using simultaneous communication with deaf and hard-of-hearing students. The results of various hardware/software combinations that were analyzed for ease of use and recognition accuracy is presented. A demonstration and a discussion of the demands placed on ASR systems and users in this environment are included, and solutions are offered. **RID CEUs: .125**

Grand Station Ballroom 3

**Maneuvering the FM System Maze**

***Becky Morris***

There are many challenges facing disability service providers who provide services to students who are hard of hearing. Choosing an assistive listening system doesn't have to be one of them. Not all assistive listening systems are the same and the choice of a new system for a student will depend on that individual's hearing needs and the hearing aids they use. Also, while your first priority is to make the classroom accessible, you will also need to consider activities outside the classroom. Become comfortable with the technology that is available. We'll cover all the major manufactured systems. Understand how to use an assistive listening system to enhance hearing aid performance. We'll discuss the key options on hearing aids and cochlear implants that interface with assistive listening systems. Learn to gather the answers you need to choose the most appropriate assistive listening system for a student. **RID CEUs: .125**

Grand Station Ballroom 4

**Teaching Deaf Individuals from Multicultural Backgrounds – Teachers' Resource Guide**

***Julie Al-Rai & Marilyn Dodge***

CSD of Minnesota collaborated with the University of Minnesota to prepare teachers to serve deaf and hard of hearing children from different cultures and language backgrounds and produce a resource guide for pre-service teachers. The guide was developed as a training tool for pre-service teachers to learn how to teach deaf individuals with minimal language skills.

Since many students come to the United States from a variety of countries, with or without language training, the main task for the teacher is to help the student acquire a first language, then learn English as a second language. Along with the resource guide, an interactive self-paced program was developed using *Lectora* software whereby teachers can view successful classroom practices through short video clips. The video clips demonstrate the use of key teaching strategies in a multicultural classroom. RID CEUs: .125

Ellwood 1&2

## Develop Strategies to Build and Sustain Your Services

**Steve Sligar**

Participants in this highly interactive presentation will conduct an analysis of their home organization and how the organization supports services for persons who are deaf or hard of hearing. This analysis will include external and internal sources of support that contributed to the establishment of the services. In addition service strengths and areas for improvement will be identified. Participants will then develop strategies to improve institutional supports (both personal and financial) for services within an institutional climate of acceptance.

RID CEUs: .125

**SAT. APRIL 24**

*Notes:*

### *Saturday at a glance:*

8:00 - 11:00	Registration open
8:30 - 9:45	Breakout sessions
10:15 - 11:30	Breakout sessions
12:45 - 2:00	Luncheon and Plenary session

## Saturday Plenary Session and Closing Luncheon: 12:45 - 2:00

Grand Station Ballroom 1&2

### Accessing Health Care: We're Not Just Consumers Anymore

**Kimberly Dodge, Danielle Antetter, Michael McKee, Raylene Harris, & Martha Smith**

This interactive panel will be comprised of individuals representing a variety of health care professions. Topics such as preparing for application to professional programs, and how to approach the unique challenges faced within these programs and after graduation will be discussed from a variety of perspectives.

#### I. Preparing to apply to a professional program

a. Where do you begin?

b. Disclosure issues

c. The interview

#### II. Congratulations, you've been accepted... now what?

a. The difference between undergraduate school and health care programs

b. Finding out what works for you

i. Communication

ii. Technology

iii. Learning to be creative

#### III. Succeeding in the workplace

a. Resumes and interviews - disclosure part II

b. Educating staff and clients

c. Adjusting the workplace to fit your needs

RID CEUs: .125

We sincerely hope  
you enjoyed  
PEPNet 2004,  
Planning for  
Success: Initiatives  
for Positive  
Outcomes.

Please take a moment  
to give us your  
thoughts on this  
conference as well as  
how we might  
improve in the future.

Fill out the pink  
**Conference  
Evaluation sheet**  
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conference bag and  
drop it off at the  
door or the PEPNet  
Registration Table.

Thank you for  
coming,

**SEE YOU IN  
2006!**

# Biographies of Plenary Presenters

## Marilyn Smith

Marilyn J. Smith read "To Kill a Mockingbird" at the age of 13 and it changed her life forever. She is founder and Executive Director of the Abused Deaf Women's Advocacy Services (ADWAS) in Seattle. She received her undergraduate and graduate degrees from Gallaudet University in the mid 1970's and has worked in the nonprofit sector ever since. She has received several awards including one from President Clinton and is currently one of the winners of the Ford Foundation's "Leadership for a Changing World" Award. In May, she will receive an honorary doctorate from Gallaudet University. In her other life, she is a passionate reader, loves to gather friends together, and enjoys laughing at herself.

## Seksan (Susan) Cucukow

Seksan (Susan) Cucukow is a Civil Rights Attorney with the U.S. Department of Education, Office for Civil Rights in the Philadelphia office. Susan has extensive experience in the area of disability law at both the elementary and secondary and postsecondary levels gained during her many years as an attorney with OCR. She is one of the original coordinators in OCR's Disability Network which includes OCR's most experienced staff in the disability area. Prior to joining OCR, she was a public defender in Santa Fe, New Mexico.

## David LaDue

David LaDue is a Civil Rights Attorney with the U.S. Department of Education, Office for Civil Rights in the 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 and took a job with 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. In 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.

## Sam Trychin

Sam Trychin Ph.D. is currently a psychologist in private practice and a lecturer at Penn State, Erie. Previously, he was the Director of Training at the Mental Health Research and Training Center for Hard of Hearing and Late-Deafened Adults, California School of Professional Psychology, San Diego, California (1994-1997). Prior to that, he was Professor of Psychology and Director of the *Living With Hearing Loss Program*, Gallaudet University, Washington, DC (1981-1995).

Dr. Trychin currently conducts training programs, classes, and workshops for people who are hard of hearing, their family members, and professionals who provide services to them. His specialty is the application of psychological concepts, principles, and procedures to problems and issues related to hearing loss. Dr. Trychin is hard of hearing himself and was issued his first hearing aids while serving in the United States Air Force in 1953. He has been a hearing aid user since that time.

Dr. Trychin has written 15 books, authored numerous professional book chapters and journal articles, and produced a variety of videotapes related to coping with hearing loss. He has conducted hundreds of workshops and training programs across the United States and in Canada. He and his wife Dr. Janet Trychin, an audiologist, frequently conduct workshops together.

Dr. Trychin received his Ph.D. in Psychology in 1968 from the George Washington University, Washington, DC. Dr. Trychin is a member of the American Psychological Association, is listed in the National Register of Health Service Providers in Psychology, and is a licensed psychologist in Pennsylvania. He is currently the Mental Health and Rehabilitation Advisor to Self Help for Hard of Hearing People, Inc. (SHHH). He is also currently a member of the Advisory Committee for Persons who are Deaf or Hard of Hearing, Commonwealth of Pennsylvania Office of Vocational Rehabilitation.

### **Danielle Rastetter, D.V.M.**

Danielle is a small animal veterinarian practicing in Springboro, Ohio. She graduated from Hiram College in 1994 and The Ohio State University College of Veterinary Medicine in 1998. A progressive sensorineural hearing loss has culminated into a severe to profound deafness that is compensated for with a behind-the-ear hearing aid and cochlear implant, speech reading, amplified stethoscope, and other assistive listening devices. Danielle was raised oral and mainstreamed for her education.

### **Kimberly A. Dodge, D.V.M.**

Kim is currently a small animal veterinarian practicing in Rochester, New York, but has worked as a mixed practitioner (large and small animals) as well as an emergency veterinarian. She graduated from Michigan State University with a B.S. in Zoology in 1995 and her D.V.M. in 1999. Kim is profoundly deaf and is fluent in American Sign Language.

### **Michael McKee, M.D.**

Michael obtained his medical degree from University of Florida College of Medicine in 2001. Prior to medical school, he graduated from Lynn University with a bachelor of arts in political science. At this time, Michael is nearing completion of family medicine residency program at University of South Carolina/Palmetto Health Alliance. After graduation from residency in June 2004, he will relocate to Rochester, New York to start his clinical work at Lifetime Health Center at Folsom.

Michael has a bilateral sensorineural deafness due to the deletion of a recessive gene called connexin 26. In August of 2003, he underwent a cochlear implantation. Michael relies on a number of technologies to allow him to diagnose patients such as graphic auscultation systems and amplified stethoscopes.

### **Raylene Harris, M.A.**

Raylene is a doctoral candidate in the clinical psychology program at Gallaudet University. She is currently doing her internship at the University of Rochester Medical Center in the Deaf Wellness Center. She expects to receive her doctorate in the fall of 2004. Raylene also earned her B.A. and M.A. in psychology from Gallaudet University. She has worked in a variety of research and clinical settings, including the Salk Institute for Biological Studies and Educational Testing Service. Raylene is profoundly deaf and a native user of American Sign Language.

### **Beth Marks, Ph.D.**

Beth is a Research Assistant Professor in the Department of Disability and Human Development and Adjunct Clinical Faculty in the College of Nursing at the University of Illinois at Chicago. In 1985, she graduated from University of Cincinnati with a B.S.N. in nursing and in 1991; and received an M.S.N. in nursing. Beth obtained her Ph.D. in nursing from University of Illinois at Chicago in 1996. She has published in the area of health promotion, primary health care, and disabilities. Beth has profound sensorineural hearing loss in one ear and mild to moderate hearing loss in the other.

### **Martha Smith**

Martha Smith is the Director of the Office for Student Access and a Project Coordinator at the Center on Self-Determination at Oregon Health & Science University. She has worked in the disability field for over 20 years and has a particular expertise in the area of deafness. For the past several years Martha's focus has been on Health Sciences programs at post secondary institutions and working with employers in the healthcare industry. Martha has presented at several national, regional and local conferences specifically focusing on including students with disabilities in health sciences programs. Her work has focused on working with faculty and addressing the issues and questions faculty have regarding students with disabilities in clinical settings, technical standards and Universal Design.

# Biographies

## Concurrent & Poster Session Presenters

**John Aintablian**, M.A., CSC, Interpreter Services Supervisor at Austin Community College in Austin, Texas.

**Julie Al-Rai**, B.A., Instructor in the Adult Education Program of CSD of Minnesota in St. Paul, Minnesota.

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**Kristin Murphy Amey**, M.A., Student Personnel Specialist and Instructor of Freshman Experience Course at California State University, Northridge.

**Amy Amundsen**, M.A., NAD V, Assistant Director of Disability Services in the Interpreter/Captioning Unit at the University of Minnesota in Minneapolis, Minnesota.

**Donnell H. Ashmore**, M.A., Associate Professor and Director of the Center on Deafness at The University of Tennessee, Knoxville.

**Shannon Aylesworth**, Coordinator of Captioning Services for the University of Wisconsin-Milwaukee (UWM) Deaf/Hard of Hearing Program and C-Print™ Captionist Trainer for the Midwest Center for Postsecondary Outreach.

**Donald Beil**, M.S., Professor of Applied Computer Technology Department at the National Technical Institute for the Deaf at Rochester Institute of Technology in Rochester, New York.

**Roberto Benavides**, M.S.Ed., Coordinator for Students with Disabilities for the Virginia Community College System in Richmond, Virginia.

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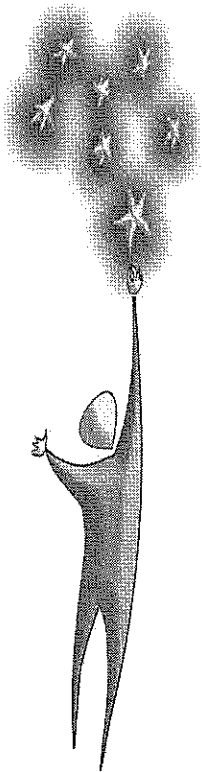
We would like to thank the U.S. Department of Education, Office of Special Education and Rehabilitative Services, without whose support this conference would not have been possible.

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 Sheraton Station Square has been extremely helpful in the planning process. It has been a pleasure working with them on this event.



# Resources

The PEPNet 2004 Exhibit Hall is proud to feature an array of useful resources. Advertisers have included information for you in this program book and in your conference bag. Please let these sponsors, exhibitors and advertisers know you appreciate them. Give a big PEPNet welcome to:

## **SPONSORS:**

**Postsecondary Education Network-International:** The Postsecondary Education Network International (PEN-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. Web technology, faculty training, telecommunications technology, information technology and instructional technology are being used to:

- Improve teaching and learning for students
- Increase the application of innovative technology to teaching students
- Expand career opportunities for deaf and hard-of-hearing people.

PEN-International is funded by a grant from The Nippon Foundation of Japan.

**Sprint Relay:** Sprint provides communication access solutions through State-to-State calling, VCO direct, speech-to-speech, video relay, and online relay.

**Gallaudet University Regional Center at Johnson County Community College:** GURCs offer extension courses, training workshops, and technical assistance for people who are deaf and hard of hearing as well as the professionals who meet their needs.

**Viable Technologies:** Viable Technologies is committed to developing and providing affordable, high quality technology fostering equal communication access for deaf, hard-of-hearing, and hearing clients with communication or other special needs in educational, conference/seminar or business environments. Through innovated remote technology, clients with Web-based Viable accounts can readily access Viable Realtime Transcription (VRT) services via a Web browser from any location

**National Technical Institute for the Deaf: a college of Rochester Institute of Technology:** NTID provides excellent academic programs; outstanding access and support services; and diverse educational, social, and personal development opportunities for students. NTID also prepared individuals to work in fields related to deafness and

encourage research designed to enhance the lives of deaf and hard-of-hearing people.

## **The PEPNet Regional Centers:**

Postsecondary Education Consortium  
Midwest Center for Postsecondary Outreach  
Western Regional Outreach Center & Consortia  
Northeast Technical Assistance Center

## **EXHIBITORS:**

**ASL Video Dictionary:** This is a project at the National Technical Institute for the Deaf. The project has produced a 2,700 sign dictionary of ASL, with most signs linked to at least of 650 sentences. The CD is being used at colleges and schools around the country.

**Association of Medical Professionals with Hearing Losses:** AMPHL provides information, promotes advocacy and mentorship, and creates a network for individuals with hearing losses interested in or working in health care fields.

**AT&T:** AT&T features Internet Relay Services allowing assisted relay calls and video relay using web-cam technology.

**Caption First, Inc.:** Caption First is a privately held corporation that was founded in 1989 for the purpose of providing realtime captioning to local television affiliates so that regional news and special event programs could be made accessible to the deaf and hard-of-hearing communities. Due to the tremendous need for CART (Communication Access Realtime Translation) services, we now provide CART at many different events including counseling sessions, meetings, teleconferences, seminars, classrooms and conventions

**Captioned Media Program:** Captioned Media Program provides access to over 4,000 free-loan videos which are open-captioned, evaluated, entertaining and informative.

**Closed Caption Maker:** ClosedCaption Maker adds an open/closed captions to videos. We support VHS videos, professional video (BetaSP or DV) or streaming video over the internet. We also sell a turnkey system which allows a college to do their own open-captioning; system is designed to be used by a work-study student

**DB-LINK:** DB-Link is a federally funded information and referral

**DB-LINK:** DB-Link is a federally funded information and referral service that identifies, coordinates, and disseminates (at no cost) information related to children and youth who are deaf-blind (ages 0 to 21 years). Five organizations have pooled their expertise into a consortium-based clearinghouse. This collaborative effort utilizes the expertise and resources of American Association of the Deaf-Blind, Helen Keller National Center, Hilton/Perkins Program - Perkins School for the Blind, Teaching Research - Western Oregon University, and The National Family Association for Deaf-Blind (NFADB).

**Effective Communications Solutions, Inc.:** Effective Communications Solutions are specialists in FM and other assistive listening systems, amplified stethoscopes, alerting systems and other effective ways to provide communications access.

**Gallaudet University:** GU offers undergraduate and graduate programs for students who are deaf, hard of hearing and hearing.

**Hiram G. Andrews Center:** HGA is a postsecondary evaluation and training facility operated by the Pennsylvania Office of Vocational Rehabilitation. It is a residential program with strong support services for Deaf and hard of hearing students.

**Institute for Disability Research and Training:** IDRT conducts research, technical assistance, and product development for the benefit of persons with disabilities and those who serve them. Current projects include research on caption reading in children, and software products for deaf children and adults

**Maximus Ticket-to-Work Program:** Ticket to Work is a new Social Security initiative that offers millions of people with disabilities the training and employment services needed to join today's workforce. Learn how over 1,000 organizations provide those services and receive funding as people with disabilities go to work. Community colleges educate more people with disabilities than any other postsecondary institution; come see how your college can receive the funding it needs and deserves with the Ticket to Work Program.

**PEPNet Resource Center:** The PEPNet Resource Center (PRC) serves educators, students, interpreters, parents and transition specialists around the country. As products are developed by the other PEPNet Centers, they are sent to the PRC for distribution. Many PEPNet products are available at no cost or for a nominal shipping and handling fee

**Sorenson Media:** Sorenson Media's products and services include the industry's highest-quality video relay service, award winning video compression solutions, and the market-

leading broadband Internet videophone technology. Sorenson VRS enables the deaf and hard of hearing community to effectively and naturally communicate with the hearing world

**University of Phoenix Online:** UP Online offers students an online opportunity to receive undergraduate and graduate degrees in a variety of fields.

**Western Pennsylvania School for the Deaf:** Western Pennsylvania School for the Deaf is the largest comprehensive center for education of deaf and hard of hearing children in Pennsylvania with over 200 students, both day and residential, who come from 100 school districts and 30 counties.

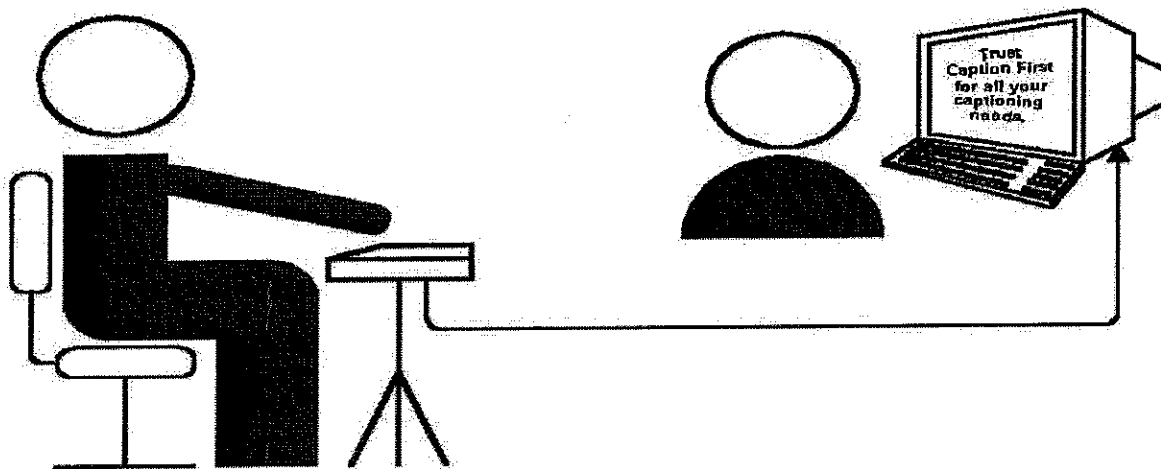
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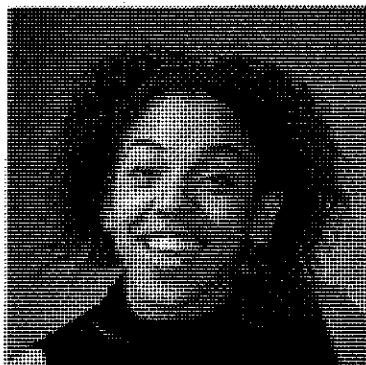
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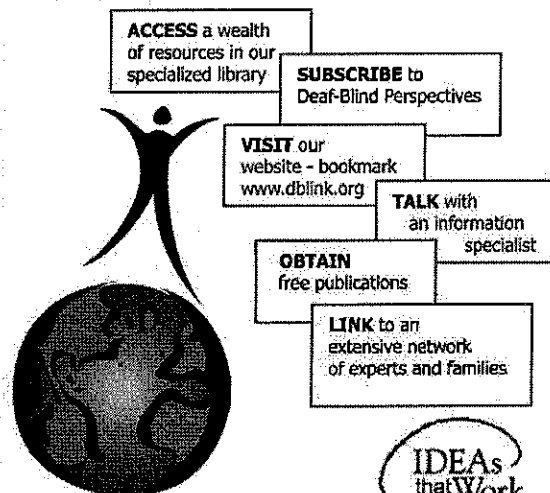


The National Information Clearinghouse  
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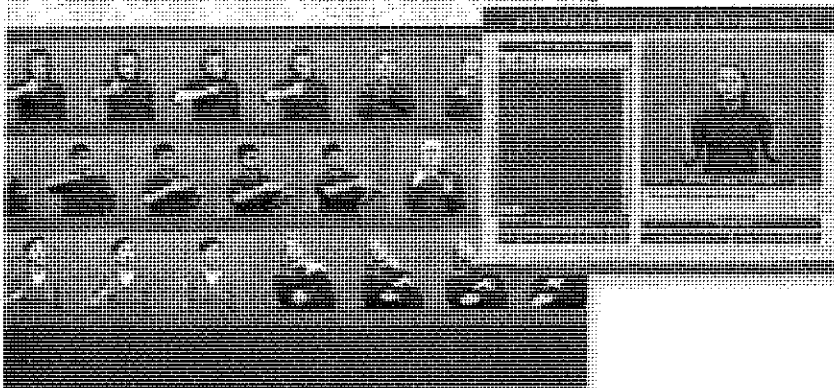
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(800) 854-7013 TTY

[www.dblink.org](http://www.dblink.org)  
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US Dept of Education,  
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Initial funding provided by FIPSE (Fund for Improvement of Postsecondary Education), US Dept. of Education. Additional funding by the Carl and Lilly Pforszheimer Foundation and the Gannett Foundation.



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*In a recent survey of people who are deaf or hard of hearing, 91 percent said they plan to use CART again.*

Visit the Communication Access Information Center, a Web site that contains information specifically for CART consumers:

**[www.CARTinfo.org](http://www.CARTinfo.org)**

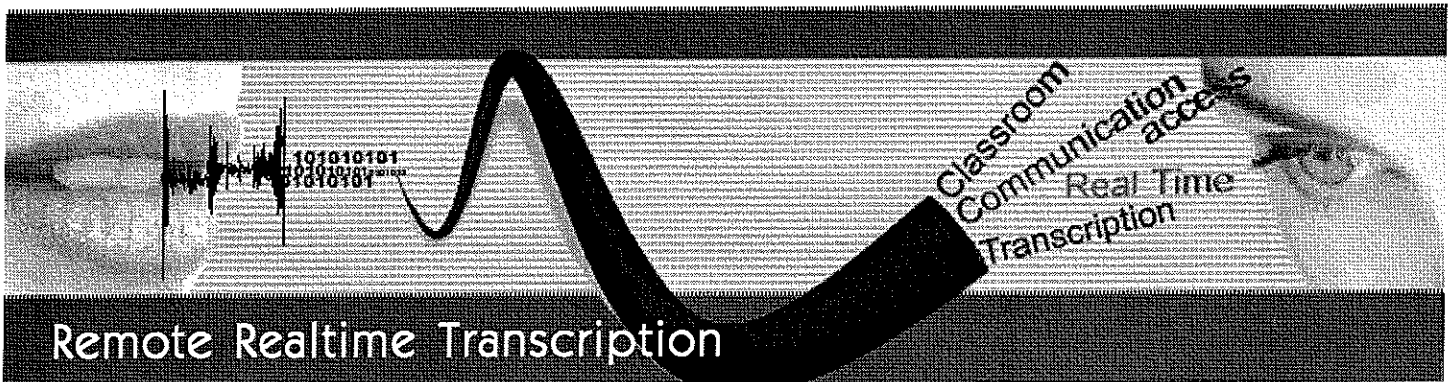
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- ✓ **Join over 1,300 organizations currently involved: Eastern Iowa Community College, Washington State Community College, Tulane University, California State University, Southern Illinois University, University of Wisconsin, Ohio State University, and more!**

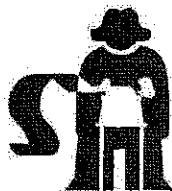
To learn more about how your institution can participate:

- **Visit our Booth at the PEPNET 2004 Conference**
- **Contact the Ticket to Work Program toll-free hotline at 1-866-YOURTICKET**
- **Visit the Ticket to Work website at: [www.yourtickettowork.com](http://www.yourtickettowork.com)**



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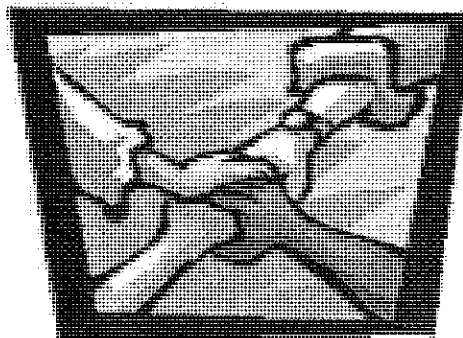
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... the need for a central information resource for consumers, service providers and administrators?



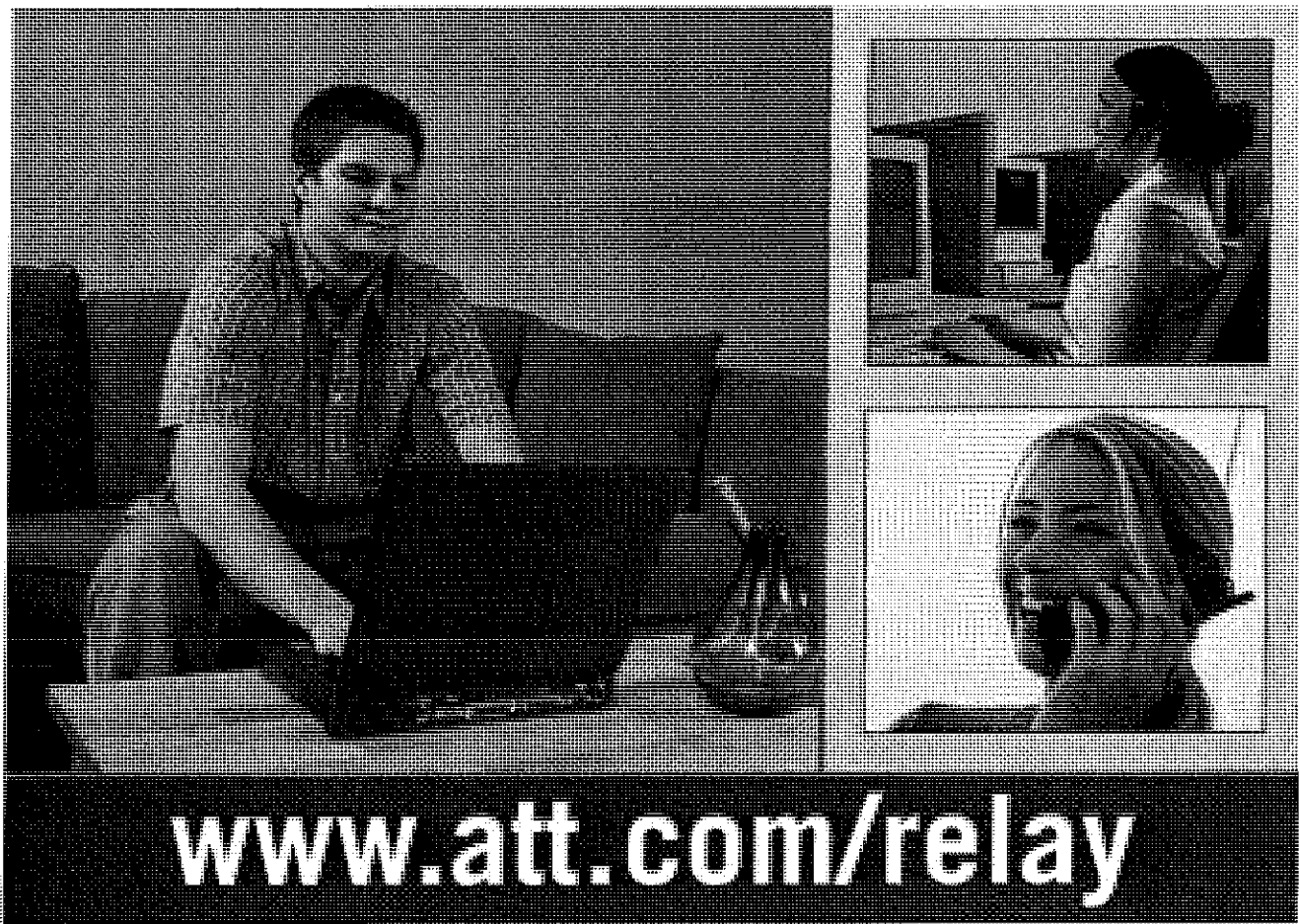
**We do!**

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**Friday, April 23**

**1:45 - 3:00 P.M.**

**"Speech-to-Text Services Network: A New Professional Organization"**



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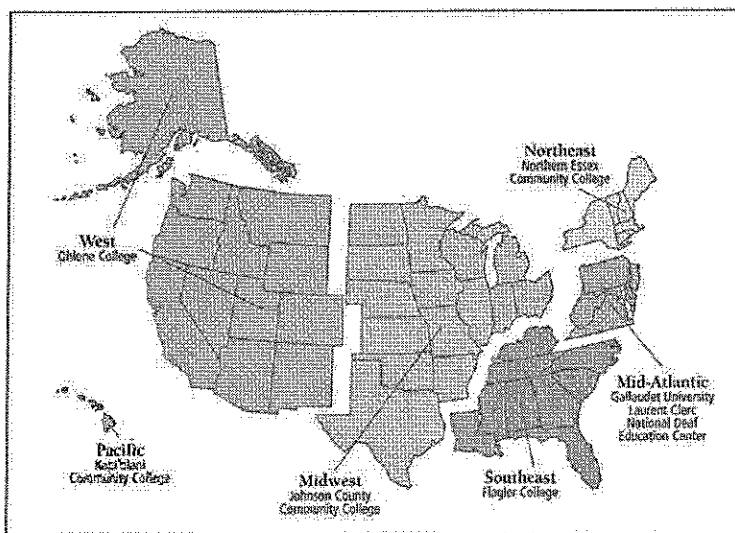
\* Requires a high-speed Internet connection.

# 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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## FOR MORE INFORMATION

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Northern Essex

Community College

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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/tod/index.html>

### SOUTHEAST REGION

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

Flagler College

E-mail: [GRCFagler@aol.com](mailto:GRCFagler@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)

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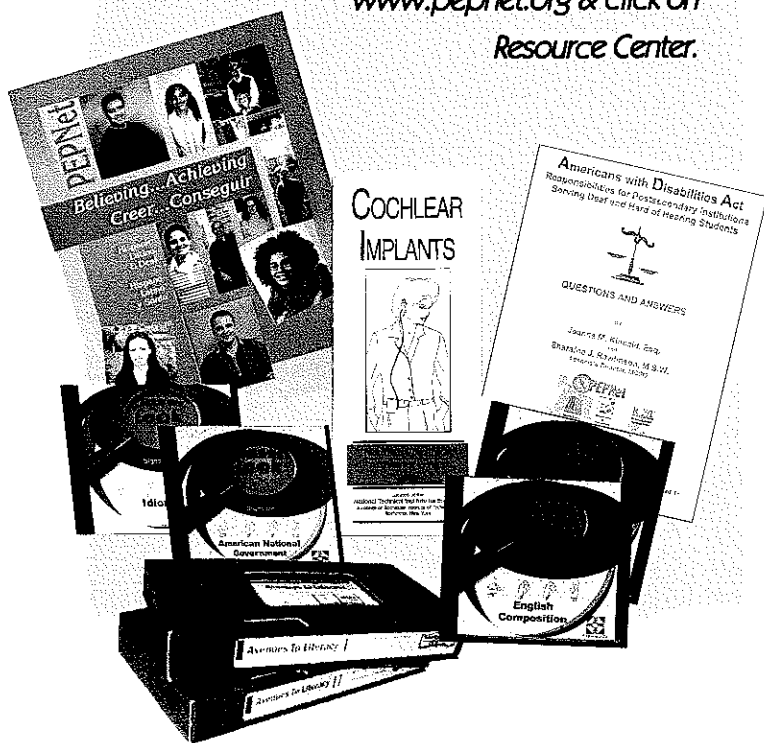
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Resource Center.



## PEPNet 2004 *at a Glance*

### Wednesday, April 21

8:00 — 8:00	Registration open
8:30 — 12:00	Pre-conference workshops
12:00 — 1:00	Lunch break
1:00 — 4:30	Pre-conference workshops
7:00 — 8:45	Plenary session
8:30 — 10:00	Reception

### Thursday, April 22

8:00 — 5:00	Registration open
8:00 — 9:15	Poster sessions
9:15 — 5:00	Exhibits open
9:30 — 10:45	Plenary session
11:00 — 12:15	Breakout sessions
12:15 — 1:30	Lunch break
1:30 — 2:45	Breakout sessions
3:15 — 4:30	Breakout sessions
5:00 — 6:00	Plenary session & cash bar

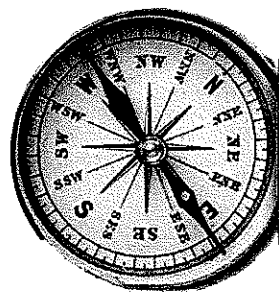
### Friday, April 23

8:00 — 5:00	Registration open
8:00 — 5:00	Exhibits open
8:30 — 9:45	Breakout sessions
10:00 — 11:15	Plenary session
11:30 — 12:30	Hot topics sessions
12:30 — 1:45	Lunch break
1:45 — 3:00	Breakout Sessions
3:30 — 4:45	Breakout sessions

### Saturday, April 24

8:00 — 11:00	Registration open
8:30 — 9:45	Breakout sessions
10:15 — 11:30	Breakout sessions
12:45 — 2:00	Luncheon & Plenary session

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