

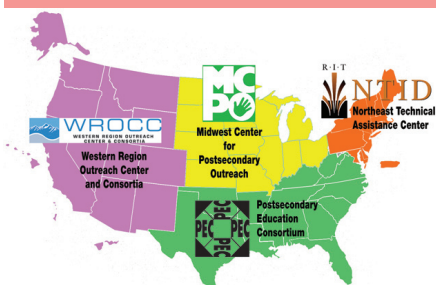


PEPNet

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



Introducing: PEPNet *Perspectives*

Dianne Brooks, Director

Northeast Technical Assistance Center

Colleagues:

I am pleased to introduce yet another exciting joint venture undertaken by the four regional centers that comprise the Postsecondary Education Programs Network (PEPNet). Welcome to the first issue of ...

PEPNet Perspectives!



As many of our readers may be aware, PEPNet came into existence in 1996 when the four regional centers agreed to work in a collaborative and coordinated framework. This partnership was undertaken with several key goals in mind, including efforts to enhance our abilities to reach more of our target audiences, to avoid

duplication of effort, to increase cost-effective practices, and to more effectively address major issues that impact educational access and opportunities for students who are deaf and hard of hearing. Further, it is worth noting that perhaps one of the most distinctive and compelling characteristics of this multi-Center collaboration is that it is structured and implemented around a clearly defined set of strategic objectives and outcomes that are reviewed annually relevant to both quality and impact.

PEPNet Perspectives represents yet another of many strategic initiatives on which the four centers have

collaborated over the past several years and continue to collaborate in a common and shared mission that, ultimately, focuses on expanding the knowledge and skills of educators, professionals, service providers, and educational institutions who work with students who are deaf and hard of hearing.

The newsletter will combine many features of existing local or regionally produced publications, as well as some new enhancements designed to facilitate cross-regional communication and interaction. These enhanced features include, but are not limited to, details and updates of planned intra- and inter-regional activities such as regional and national professional conferences and professional development opportunities. Also featured will be details about new PEPNet products that have been or are in the process of being developed. Articles contributed by regional and national authorities also will be a regular feature. In other words, all four centers will contribute to this joint publication, which will be published in two annual issues (Fall/Winter and Spring/Summer).

It is our hope that this will not be "just another newsletter," but one that offers significant and increased opportunities to benefit deaf and hard-of-hearing students across the country and those professionals who serve them.

Dave Buchkoski, Director

Midwest Center for Postsecondary Outreach

It is exciting to write an article for the first edition of **PEPNet Perspectives**! As a member of PEPNet since its inception in 1996, I have observed scores of positive changes that have enhanced postsecondary opportunities for students who are deaf and hard of hearing. Thousands of professionals working in two- and four-year colleges and universities and community rehabilitation programs have received training, attended the PEPNet national conferences, completed on-line training courses, and received technical assistance from one of the four regional centers.

Working for the Midwest Center for Postsecondary Outreach (MCPO), I have the opportunity of seeing the strength in numbers and the impact of collaboration among the centers and their respective outreach sites. Through collaboration we have developed more and better products in a more cost-efficient manner. The PEPNet national conferences, the Western Symposium on Deafness, national live teleconferences, the national needs assessment, on-line training, this newsletter, and representation at various national professional conferences are a few examples of the activities that provide opportunities for collaboration.

We hope that readers will find the articles valuable to their professional development needs and aid in expanding their knowledge base to provide quality accommodations to students who are deaf and hard of hearing in higher education. We hope that you visit our Web site at www.pepnet.org, which offers information about our current and future activities directed to professionals in the field.



Marcia Kolvitz, Director

Postsecondary Education Consortium

Life is really simple, but we insist on making it complicated. Confucius

How different is life today from life in Confucius' time? Hmmm, it may not be very different when you consider some of the basic facts of human nature! After almost 10 years of working together in PEPNet, we've started to realize that we *can* turn things around and make some complicated things much simpler. One example is this newsletter. Until recently, each regional center had its own newsletter. We recognized that what was printed in one region would likely be helpful in another region. So why not create just one and share it with everyone? I'm very pleased to see this collaborative effort among the four regional centers. Although it's a tremendous opportunity for us to share information across the entire country, we'd also like it to be a resource that addresses timely issues and offers ideas for effective practices. And as always, we welcome your involvement and feedback as we launch this new publication.



Cathy McLeod, Director

Western Region Outreach Center & Consortia

Dream Becomes Reality Within a Year!

As you read our first ever collaborative publication, we have achieved a milestone with the four PEPNet centers creating a national magazine.

Visualize how we would respond in sign: First! Pah! Awesome! Cool! About Time! Good Idea! Makes Sense! Nice! Finally, we have multiple voices in one national magazine for all.

Here in the West, we view this creative publication as an opportunity to learn from one another, to celebrate the efforts and achievements of people from all walks of life as we make postsecondary programs accessible and available. As professionals, this is a remarkable occasion for us to become better advocates and better teachers. Students, faculty, and professionals will all benefit from these diverse perspectives and different approaches.

On behalf of the PEPNet West team – Welcome **PEPNet Perspectives**!

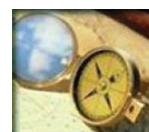


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Get into the loop! Become an active part of the Postsecondary Education Programs Network (PEPNet) Listserv!



The PEPNet Listserv was created as a forum for individuals involved in postsecondary education to ask questions and share their experiences in providing services for students who are deaf and hard of hearing. Please consider using the PEPNet Listserv as a place to exchange ideas, solve problems, share best practices, and sometimes even have a laugh!

Subscribing to PEPNet:

In your Internet browser, type in:
<http://listserv.uwm.edu/mailman/listinfo/pepnet>

Scroll down until you see the header "Subscribing to PEPNet." Follow the instructions, and please enter your name after entering your e-mail address. It is also highly recommended you create a password when you sign up.

If you would like to receive PEPNet as a once-a-day digest, please choose yes after: Would you like to receive list mail batched in a daily digest?

Sending mail to the PEPNet Listserv:

Once you've subscribed to the PEPNet Listserv, you can post messages in the Listserv.

1. Select Compose, new message, whatever you use on your system.
2. In the TO: field type: PEPNet@uwm.edu
3. In the Subject: field, type your topic.

4. In the Message: space, write anything you would like to share with the group. Send message.

To reply to a message:

Use the reply function in your e-mail program. Your answer will go to the entire list. If you want to reply to an individual, copy the sender's address and paste in a new message.

To unsubscribe to the PEPNet Listserv:

In your Internet browser, type in:
<http://listserv.uwm.edu/mailman/listinfo/pepnet>, and scroll down to PEPNet subscribers. Enter your e-mail address and click on Unsubscribe. Your e-mail will be removed within 48 hours.

If you need assistance, contact the PEPNet Listserv Administrator, Cassie Manuel, at csmanuel@uwm.edu or 414.229.3871 (t). (Voice users, please use Sorenson Relay by dialing 1.866.327.8877. Cassie's VP number is 414.229.3871.)



IDEA and transition to life beyond high school *(continued from page 3)*

- disabilities, under Section 1111(b)(2)(C) of ESEA;
- Address graduation rates and dropout rates, as well as such other factors as the state may determine; and
- Are consistent, to the extent appropriate, with any other goals and standards for children established by the state.

In addition, the state has established performance indicators it will use to assess progress toward achieving the goals described in Section 612(a)(15)(A) of IDEA, including measurable annual objectives for progress by children with disabilities under Section 1111(b)(2)(C)(v)(II)(cc) of ESEA. [612(a)(15)(A) and (B) of IDEA]

REPORTING REQUIREMENTS

[The state] will annually report to the secretary and the public on the progress of the state, and of children with disabilities in the state, toward meeting the goals established under Section 612(a)(15)(A) of IDEA, that may include elements of the reports required under Section 1111(h) of ESEA. [612(a)(15)(C) of IDEA]

ALTERNATIVE ASSESSMENTS

Provides for the measurement of the achievement of children with disabilities on alternate assessments against alternate achievement standards.

If the state has adopted alternate academic achievement standards permitted under the regulations promulgated to carry out Section

1111(b)(1) of ESEA, the guidelines developed and implemented under Section 612(a)(16)(c)(i) of IDEA shall provide for alternate assessments that ... measure the achievement of children with disabilities against those standards. [612(a)(16)(C)(ii)(II) of IDEA].

Information in this article was taken from a series of papers issued by the U.S. Department of Education that cover a variety of topics in the IDEA 2004. Topics in this series include: Alignment With the *No Child Left Behind Act*; Changes in Initial Evaluation and Reevaluation; Children Enrolled by Their Parents in Private Schools; Discipline; Disproportionality and Overidentification; Early Intervening Services; Highly Qualified Teachers; Individualized Education Program (IEP) Team Meetings and Changes to the IEP; Individualized Education Program (IEP); Local Funding; National Instructional Materials Accessibility Standard (NIMAS); Part C Amendments in *IDEA 2004*; Part C Option: Age 3 to Kindergarten Age; Procedural Safeguards: Surrogates, Notice and Consent; Procedural Safeguards: Mediation and Resolution Sessions; Procedural Safeguards: Due Process Hearings; Secondary Transition; State Funding; and Statewide and Districtwide Assessments. Documents are available on the OSERS Web site at: www.ed.gov/about/offices/list/osers/index.html.

IDEA and transition to life beyond high school

By Sharaine J. Rawlinson, MSW

PEPNet was originally established to work with colleges and universities as well as community-based rehabilitation centers and other postsecondary options for students who are deaf and hard of hearing. Over time, PEPNet has been given more responsibility to address the transitional needs of deaf and hard-of-hearing secondary students, as it has become increasingly clear that planning transition to life after high school must begin when the student is 16, at the latest. However, many professionals in the field would argue that planning for transition must begin in the 8th grade and continue on throughout the secondary education period. In keeping with this theme then, PEPNet offers this very brief synopsis of the *Individuals with Disabilities Education Act (IDEA) of 2004* and its alignment with the *No Child Left Behind Act (NCLB)*, formally known as the *Elementary and Secondary Education Act of 1965*.

The reauthorization of the *Individuals with Disabilities Education Act (IDEA)* was signed into law on December 3, 2004 by President George W. Bush. The provisions of the Act recently became effective July 1, 2005, with the exception of some provisions related to the definition of “highly qualified teacher” that took effect immediately upon the President’s signing of IDEA. In addition to IDEA, educators of children with disabilities are also held to the standards addressed in the *Elementary and Secondary Education Act of 1965*, which was reauthorized on January 8, 2002 by President Bush under the name *No Child Left Behind Act*.

The following are some of the changes to the IDEA provisions regarding secondary transition; there may be more changes to arise as a result of final regulations.

IDEA 2004:

CHANGE OF TERMINOLOGY

Adds the term “further education” of children with disabilities when describing the purposes of IDEA.

The purpose of IDEA is to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. [601(d)(1)(A)]

CHANGE OF LANGUAGE

Changes language from the term “transition services;” now refers to a “child” instead of a “student.”

The definition of “transition services” is changed to refer to a “child,” rather than a “student,” with a disability. [602(34)]

CHANGE OF DEFINITION

Changes the definition of “transition services.”

The term “transition services” means a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation.

CHANGE IN INDIVIDUALIZED EDUCATION PROGRAM (IEP) AGE REQUIREMENT AND PROCESS

Changes the secondary transition requirements in the IEP.

- Beginning not later than the first IEP to be in effect when the child is 16 and updated annually thereafter, the IEP must include:
 - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
 - The transition services (including courses of study) needed to assist the child in reaching those goals; and
 - Beginning not later than one year before the child reaches the age of majority under state law, a statement that the child has been informed of the child’s rights under IDEA, if any, that will transfer to the child on reaching the age of majority under Section 615(m). [614(d)(1)(A)(VIII)]

In order to align with the provisions in *No Child Left Behind (NCLB)*, the following changes were made to IDEA:

NEW DEFINITIONS

“Core academic subjects.” The term “core academic subjects” is defined as English, reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography. [9101(11) of ESEA] [602(4) of IDEA].

“Limited English proficient.” The term “limited English proficient,” when referring to an individual, defines that individual as someone:

- Who is aged 3 through 21;
 - Who is enrolled or preparing to enroll in an elementary school or secondary school;
 - Either
 - who was not born in the United States or whose native language is a language other than English;
 - who is a Native American, Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - The ability to meet the state’s proficient level of achievement on state assessments described in Section 1111(b)(3) of ESEA;
 - The ability to successfully achieve in classrooms where the language of instruction is English; or
 - The opportunity to participate fully in society.
- [9101(25) of ESEA] [602(18) of IDEA]

REQUIRES NEW PERFORMANCE GOALS AND INDICATORS

The state has established goals for the performance of children with disabilities in the state that:

- Promote the purposes of IDEA as stated in Section 601(d);
- Are the same as the state’s definition of adequate yearly progress (AYP), including the state’s objectives for progress by children with



(continued on page 2)



Midwest Center for
Postsecondary
Outreach

**PEPNet Midwest:
Midwest Center for
Postsecondary Outreach**

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Community & Technical College
235 Marshall
St. Paul, MN 55102
651.846.1337 (v)
651.846.1537 (t)
651.221.1339 (fax)
email: sue@mcpo.org
www.mcpo.org

Iowa
Illinois
Indiana
Kansas
Minnesota
Michigan
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

PEPNet Midwest/MCPO

Dave Buchkoski has assumed the directorship of PEPNet Midwest, the Midwest Center for Postsecondary Outreach (MCPO), with the retirement of former director, Raymond Olson. Members of the PEPNet family may know Dave from his former MCPO capacity as Training Coordinator and Outreach Specialist. Others may know him as the debonair host of the PEPNet series of satellite teleconferences.

Dave brings to the helm of PEPNet Midwest 31 years of experience in postsecondary education serving individuals who are deaf and hard of hearing and expertise in vocational rehabilitation and vocational assessment. Above all, he brings to the directorship passion for the work that we do. We are fortunate to have him!

Additionally, **Debra Wilcox-Hsu** is on leave from MCPO. In her absence, **Patrick Duggan** and **Wendy Harbour** have taken over the coordination of PEPNet's e-learning transition project. The goal of this project is to improve postsecondary attrition rates across the nation for learners who are deaf and hard of hearing by implementing e-learning transition curricula for use by secondary teachers, secondary students, and first-year college students who are deaf and hard of hearing.

Patrick has worked in the area of deaf student services at Saint Paul College – A Community & Technical College since 1970. During his tenure at the College, he has held the positions of major program counselor, financial aid officer, student assessment coordinator, chief examiner for the GED, Carl Perkins coordinator, and disability coordinator. He recently wrapped up 10 years as the Consortium Counselor/Coordinator for Deaf Students in the Minnesota State College & University system.

Wendy comes to us from Boston where she is a doctoral student at Harvard University, studying deafness and disability in educational settings, as well as applications of universal design for learning principles. She was a deaf student representative on the original MCPO task force and has been active in MCPO and PEPNet since its inception, most recently serving on the FIPSE Transition E-Learning advisory board.

We are excited to have them on board and eagerly await the release of the final modules of the e-learning project!

Read more about changes in PEPNet Midwest at www.mcpo.org/news.asp

Below are a few **new products** from MCPO and links to where they can be found for free:

2005 Survey of Postsecondary Interpreter Services: Salary and Program Demographics

http://www.mcpo.org/interp_survey.asp

Results of a detailed, online survey of salary and demographics of interpreter services and programs at more than 130 institutions. The data can serve as a guide and may be particularly helpful in analyzing programs and services among similar institutions. Available online are the data and contact information from the various participating campuses.

Gates to Adventure

First Year College Success: Be the One!

<http://www.pepnet.org/train.asp>

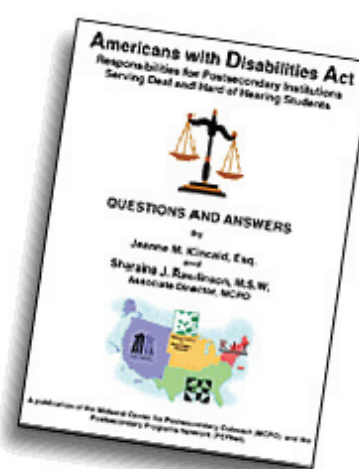
Watch for the March 2006 launching of **Gates to Adventure, First Year College Success: Be the One!** This second installment of the series is an interactive Web-based course for students who are deaf and hard of hearing. The course orients students to the environment they will encounter as they begin their first year of postsecondary education in a college setting. The lesson seeks to develop awareness of many aspects of independent life within the academic college community and teaches advocacy and accommodation procurement skills toward the goal of improving student persistence in college.

Updated ADA Guide Book

Americans with Disabilities Act: Responsibilities for Postsecondary Institutions Serving Deaf and Hard of Hearing Students

www.mcpo.org/products.asp

MCPO has updated its guidebook on the ADA entitled, *Americans with Disabilities Act: Responsibilities for Postsecondary Institutions Serving Deaf and Hard of Hearing Students*, second edition. This is a desktop resource that was created for educators and administrators working in postsecondary institutions.



PEPNet Northeast/NETAC

PEPNet Northeast News: Progress... Congratulations...and Farewell!

PEPNet Northeast bids a fond **farewell** to **Sherlea Dony**, Upstate New York NETAC Site Coordinator/Central Office Project Associate, who retired from the Rochester Institute of Technology after 30+ years of service on February 17. She followed a career path that included tenure as a professional, certified interpreter and was among the very first NETAC Central Office team when the project was first funded in 1996. Sherlea will be greatly missed for her unique wit, style, and commitment to our field!

CONGRATULATIONS are in order for the **Maryland** site for NETAC which was recognized by the Nation’s Capitol Area Disability Support Services Coalition, a regional affiliate of the Association on Higher Education and Disability (AHEAD), for “Outstanding Commitment and Contribution by an Organization that Supports Students with Disabilities.” Send kudos to Florence Cooney, Maryland NETAC Site Coordinator, at fcooney@ccbcmd.edu, 410.455.4369 (v), 410.455.4553 (t).

The University College at University of Maine – Augusta is offering the first statewide captioned interactive television course in **Maine**. A Psychology course, which began January 19 over the ITV network in captioned format, is the first statewide interactive television course utilizing captioning to extend access not just to students who are deaf and hard of hearing or who have learning disabilities, but to any student who might benefit from additional text information.

University College is providing captioning of the course, which is seen by all students viewing the course, through a grant from the Maine site for NETAC. If successful, the university may extend captioning to additional general education courses after students are surveyed to determine if the captioning has had any effect on their learning experience. For more information, contact Barbara Keefe, Maine NETAC Site Coordinator at Barbara.Keefe@gbsd.org, 207.781.6209 (v/t).

Plans are underway for the third annual Accommodations Fair to be sponsored by the **Massachusetts** site for NETAC. The Spring 2006 event is structured to provide an opportunity to increase awareness regarding classroom accommodations. Booths are staffed by individuals who are credentialed/knowledgeable in an array of accommodations and will have information about their service, how the service is credentialed (certifications, screenings, etc.) and what to do/where to go if you are interested in learning how to provide the service (workshops, programs, academic institutions).

New Hampshire and **Vermont** NETAC are co-sponsoring a career day activity for deaf and hard-of-hearing high school students called, “You’re Hired! You’re Accepted: Planning for Life After High School.” The event will be held at Northeast Deaf and Hard of Hearing Services in Concord, NH, February 15. For more details, contact either Cate Weir, NH NETAC Site Coordinator, cweir@atech.mv.com, 603.228.2084 (v/t), or Janet Dickinson, VT NETAC Site Coordinator, janet_ed@yahoo.com, 802.258.9521 (v/t).

Plans are underway for a transition conference to be held March 2006 in Western **Pennsylvania**. For more information contact Lori Hutchison, PA NETAC Site Coordinator. lhutchison@state.pa.us, 814.255.8275 (v/t).

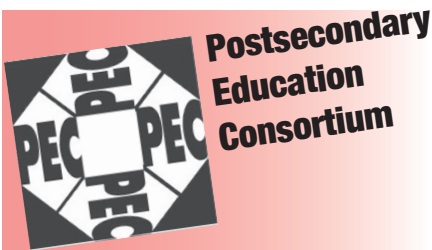
The **Vermont** NETAC/Vermont Center for the Deaf and Hard of Hearing was successful in preparing and receiving a \$10,000 grant from the Vermont Community Foundation for an Intensive Case Management Pilot Project for Deaf and Hard of Hearing Individuals. For more information regarding this initiative, contact the VT NETAC Site Coordinator.



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Northeast Technical
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www.netac.rit.edu

Connecticut
Delaware
District of Columbia
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Puerto Rico
Rhode Island
Vermont
U.S. Virgin Islands





The PEPNet South (PEC) Central Office has moved to new quarters. If you wish to contact the staff, the new location is:
Postsecondary Education Consortium
The University of Tennessee
A 239 Claxton Complex
Knoxville, TN 37996-3442
865.974.0607 (v/t)
865.974.3522 (fax)
email: pec@utk.edu

Alabama
Arkansas
Georgia
Florida
Kentucky
Louisiana
Mississippi
North Carolina
Oklahoma
South Carolina
Tennessee
Texas
Virginia
West Virginia

PEPNet South/PEC

New People, New Locations, New Products

At the PEPNet South, PEC Central Office, **Don Ashmore** retired after serving as Director of the Postsecondary Education Consortium (PEC) since 1999. When Don retired, he was also the Director of the Center on Deafness and the principal investigator for several other projects related to deafness, education, interpreting, and rehabilitation. Also, as one of the PEPNet regional center directors, he strived to improve access in higher education for students who are deaf and hard of hearing. Thank you, Don, for all of your contributions over the years. We will miss you, and we wish you a relaxing, enjoyable retirement.

PEPNet South extends sincere and hearty congratulations to **Marcia Kolvitz** as she assumes the PEC Directorship of outreach activities in the Southern region. She has served capably as the Associate Director, and we all look forward to her creative and innovative leadership.

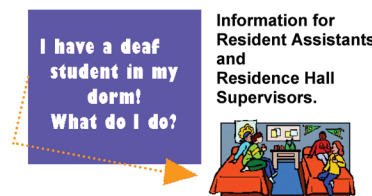
PEPNet South welcomes **Andy Firth** to the Arkansas State Outreach and Technical Assistance Center (SOTAC) as outreach specialist. Andy was an attorney with the FCC in Washington, D.C. prior to joining the PEC. His contact info is: alfirth@ualr.edu, 501.569.8361 (t).

PEPNet South also welcomes Clemson University as the new site for the PEC South Carolina SOTAC under the guidance of **Alton Brant** and **Billie Jordan**. Their contact information is as follows:

Dr. Alton Brant, alton@clemson.edu
864.656.3048
Ms. Billie Jordan, billiej@clemson.edu
864.656.1348

Also recently retired is **Carol Kelley** after serving many years as the PEC coordinator for the state of Mississippi. We certainly wish her much happiness as she makes this transition. **Jamy Dickson** will be assuming many of Carol's duties and can be reached at jedickson@hindsgcc.edu. And we would like to offer a big PEPNet welcome to **Jim Booth** as he takes up the challenge of Outreach Specialist for Mississippi. He can be contacted at jwbooth@hindsgcc.edu.

These new products are available free and are online at <http://sunsite.utk.edu/cod/pec/products.html>



This brochure is provided by the Postsecondary Education Consortium, Center on Deafness at the University of Tennessee, A 239 Claxton Complex, Knoxville, TN 37996-3442

The Postsecondary Education Consortium serves the Southern region of the United States, and is a consortium of state outreach and technical assistance centers which are focused on postsecondary programs serving students who are deaf or hard of hearing. The mission of the PEC is to enhance hearing environments that empower these individuals. PEC promotes quality programs and services through innovative practices and research. A Member of PEPNet. For more copies of this free downloadable brochure, visit <http://sunsite.utk.edu/cod/pec/products.html>

The University of Tennessee is an EEO/AAE/Title VII/ADA/Section 504/ADA/AAEAA institution in the provision of its education and employment programs and services. PA 8 801-1810-011-000-05.

Living on Campus

This brochure was developed for campus staff working in residence halls with students who are deaf and hard of hearing. It offers tips to facilitate communication and enhance interactions among students.

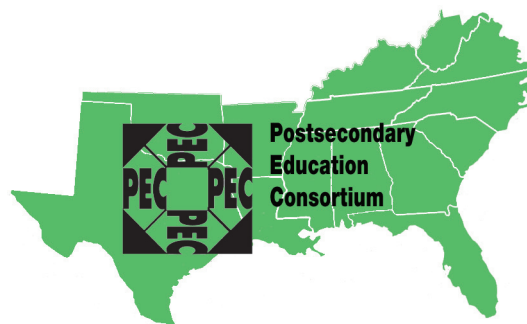
Evaluation and Satisfaction Forms Templates

An addition to the Handbook templates, these evaluation and satisfaction forms provide a feedback method to determine the quality of services being provided to students who are deaf and hard of hearing. Forms include evaluations of tutors, speech-to-text providers, interpreters, and overall service provision from a central department. Add your own contact information and the form is ready to use. Templates are downloadable in Microsoft Word format and include:

- Faculty Evaluation of Interpreter
- Student Evaluation of Interpreter
- Interpreter Observation
- Faculty Evaluation of Services
- Speech-to-text Provider Evaluation
- Student Evaluation of Tutor

MAGpie Training Kit

This kit is designed to provide the tools necessary to conduct a training or workshop on adding captions to multimedia using MAGpie 2. It should be noted that this kit assumes the workshop leader already knows how to use MAGpie for captioning and wants to train others in its use.



PEPNet West/WROCC



The **PEPNet Resource Center** (PRC) has undergone some big changes. If you have not yet seen our newest product catalogue or our updated Web site, take some time to visit <http://prc.csun.edu/>. Look for the picture of Tony, our dedicated (and busy) Resource Specialist. The new site enables visitors to order products online. Streamlining the dissemination, automatic statistic compiling, and time savers like electronic evaluations means that we have seen an increase in the number of products being ordered and shipped.

WROCC has released two **new products** in the past six months.

The DVD “Making Career Dreams Come True Through Resource Leveraging” tells the true story of a young Deaf woman who grew up in Russia and the United States. After graduating from high school, she sets out to achieve her career goal of working in a spa or beauty salon, and she works with a diverse set of partners (including Vocational Rehabilitation, a WIA funded one-stop center, and others) to actualize her training and job placement goals. This is a collaborative product of the WROCC Outreach Site at Western Oregon University and Oregon Health Sciences University (product code #1186).

“Signs of Survival: Health and Public Safety” is a CD-ROM geared for professionals in the fields of health and public safety and presents video clips of professionals interacting with deaf and hard-of-hearing students. The software includes printable tip sheets and a sign language dictionary of important health and safety vocabulary (product code #1181).

Kristin Amey, Project Coordinator at California State University, Northridge, has returned to her former position as an Academic Advisor to deaf and hard-of-hearing students at the National Center on Deafness. Her last day with WROCC was January 13. NCOD is fortunate to have her, and we are glad that she is continuing her service as a role model for students. Congratulations, Kristin, we will miss you!

In the Western region we have seen a dramatic increase in the use of **remote interpreting and captioning services** at colleges, universities, and VR offices. This non-traditional method of service delivery is helping to meet the needs of rural institutions and institutions with a low number of deaf and hard-of-hearing students, as well as to help satisfy the demand for services in the era of video relay. If you are interested in knowing more about these institutions or getting in contact with them directly to learn about their experiences, please contact Mary Morrison, mary.morrison@mso.umt.edu.

This past November, **Cheryl Davis**, Director, Regional Resource Center on Deafness, Western Oregon University, participated in a task force to identify and clarify the special needs and issues of students in postsecondary settings who are hard of hearing. Co-sponsored by PEPNet and RT-31, the group of 16 professionals from across the country is charged with developing a book on the topic directed at transition specialists, VR personnel, and disability services providers. Topics will include the hard-of-hearing identity, cochlear implants, assistive technology, and best practices.

PEPNet West: Western Region Outreach Center & Consortia

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California State University,
Northridge
18111 Nordhoff Street
Northridge, CA 91330-8267
888.684.4695 (v/t) toll free
818.677.2099 (v/t)
818.677.6270 fax
email: wrocc@csun.edu
<http://wrocc.csun.edu/>

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American Samoa
Arizona
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Colorado
Guam
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Idaho
Montana
Nevada
New Mexico
Northern Marianas Islands
Oregon
Utah
Washington
Wyoming

PEPNet Resource Center

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818.677.2145 (v)
818.677.7693 (fax)
888.684.4695 (toll free)
email: prc@csun.edu
<http://prc.csun.edu>



Getting to know you ...

MCPO's Shannon Aylesworth

Many of us lead busy lives, and Shannon Aylesworth is no exception. She's a Speech-to-Text Service Specialist at the University of Wisconsin-Milwaukee (UWM), a full-time weekend student at Alverno College, a wife, a stepmom, and a woman committed to her church. And somewhere on that list she must find the time to sleep!

Shannon has been a member of the Midwest Center for Postsecondary Outreach (MCPO) for five years and loves her work. She's affiliated with the Student Accessibility Center and Deaf/Hard of Hearing Program at UWM. Shannon feels that both the MCPO and PEPNet professionals are dedicated individuals "who work well together and have fun doing the work." It's obvious that she enjoyed the networking and camaraderie which the PEPNet conferences provide!

Family, friends, and church play pivotal roles in her life. Shannon teaches Sunday school and serves on the Fellowship Committee, a group of "party people," she explains. She also finds time to be involved in the United Way Day of Caring and donates blood at the Blood Center of South-eastern Wisconsin. And she even finds time occasionally to crochet and quilt or make personal notes and cards.

Rumor has it, however, that Shannon does relax, either by sitting in her chair massager under a blanket and with her eyes closed or by sitting on her couch gazing out the window and appreciating nature. Hopefully when she finishes school, she'll be able to do these meditations more often!



Shannon and husband Brad

NETAC's Cate Weir

At work, Cate can be found coordinating services for students with hearing or vision loss who attend New Hampshire public schools, as coordinator of the New Hampshire Vision/Hearing Network. You may find her advising a college that is serving students with hearing loss as the NETAC Site Coordinator for New Hampshire. Through her work with the New England ADA and Accessible IT Center, she also may be assisting colleges to make their Web sites more accessible.

But the work day ends, and what does Cate do then? Often she is donning black clothes to skulk about backstage at local community theaters, because after hours, Cate is a stage manager! For almost 15 years now, she has been filling her off hours making sure actors make their entrances, that sound equipment works, that lights go up and down on cue, and that sets move the way they are supposed to. Most recently, Cate stage managed a summer 2005 production of

Grease—actually her second time around with that classic show. She also has managed productions of *The Odd Couple*, *Play It Again Sam*, *Chapter Two*, *Godspell*, *The Mousetrap*, *Agnes of God*, *Annie*, *The Sound of Music*, and more. This spring, her world will again fill up with the orphans, rich men, and dogs that populate the production of *Annie*, as she has signed up to manage the May 2006 production.

In addition to theater, she loves to prepare gourmet meals for her friends and family, take photographs of cities she visits, and dabble in jewelry making. Cate is also the mother of three (almost) grown up children: Jonathan, who is 21 and studying film at Savannah College of Art and Design, Nathaniel, who is a senior in high school, and Angela, who is a junior. Oh yes, Cate also has an impossibly prissy white dog named Tucker, and a very nice husband named Jeff.



Cate Weir (R) with Florence Cooney (L) and Barbara Keefe

Getting to know you ...

PEC's Jennie Bourgeois

It's true, in the best sense, that Jennie Bourgeois has been around awhile. Her affiliation with the Postsecondary Education Consortium (PEC) began in July 1998 as the Louisiana State Outreach & Technical Assistance Center (SOTAC) Coordinator, a hat she still wears. Jennie's affiliation with PEPNet keeps her in touch with the "best of the best" and maintains her passion and enthusiasm for her work at a high level.

Jennie also wears two other hats. She coordinates deaf and hard-of-hearing services at Louisiana State University (LSU), where she shares information with incoming students and their parents about services they may have never experienced, such as C-Print®. She finds this part of her job to be very rewarding.

And lastly, she coordinates Louisiana's Captioned Media Program (CMP). Jennie loves sharing CMP's remarkable resources, like the printed catalog of available open-captioned media available without cost.

Is there life outside of work for Jennie? Indeed there is. Family includes husband Kirby, son Jeremy, and three dogs, Annabelle, Bogie, and Sasha. Even though Jennie and Kirby both work full time, Jennie homeschools Jeremy (12). The homeschooling experience "has been a remarkable journey for our son," she explains, and "quite rewarding and beneficial for us as a family."

Not one to be idle, in her spare time Jennie enjoys scrapbooking, knitting, crocheting, and reading. She also teaches sign language through LSU's Leisure Courses, where she enjoys watching people "experience" ASL for the first time.

Future plans include attending graduate school and assisting others at LSU and in Louisiana to provide quality services for individuals who are deaf and hard of hearing.



Jennie Bourgeois

WROCC's Tony Ivankovic

As a California commuter, Anthony "Tony" Ivankovic travels 24 miles one way from Valencia to Northridge. By day he's the PEPNet Resource Center Specialist at the Western Region Outreach Center & Consortia (WROCC). Tony enjoys working with people, so his interaction with customers comes naturally. He also enjoys organizing and shipping materials and making WROCC a popular place for people to seek assistance, research, and advice.

Southern California is a very different climate from Kitchener, Ontario, Canada, where Tony grew up. He misses the weekly hockey games he used to attend. (Hockey isn't that popular in

California.) When he was younger, he wouldn't miss a game and wishes for the good old days when he was a regular spectator.

Tony met his wife Patty at Gallaudet where he was a Film and Photography major. Now, nearly 20 years later, they can be seen at softball, baseball, volleyball, or basketball games, cheering on their three very active children, Joelyn (14), Jacquelyn (11), and Jonathan (8). Tony's family is his pride and joy.

On those rare occasions when he has time for himself, he exercises at the Spectrum Club, but he also enjoys time out at home with the couch and remote control all to himself.



Tony (L), Muriel Freedman,
Jed Gallimore

Accommodations

Question: *Where is the line between what the college must provide for accessibility and what would be considered “personal” equipment that the student would be responsible for?*

■ **Person 1** – I started to answer this question many times and each time I came back to the scenario of a student sitting in my office refusing the assistive listening device (ALD) offered by the institution and requesting an assistive listening device that was so specific that only this student would benefit from the device. Each time my gut reaction was to answer this request with no because I could not see that this was the best benefit for the student, given all other factors were equal. That is not to say that each situation should not be considered on a case-by-case basis.

The institution is responsible for providing program access. I believe the institution should also wisely invest in equipment that would provide this access in a broad manner. If the institution purchases the equipment, then the equipment belongs to the institution and will remain with the institution once the student moves on due to transfer, graduation, or whatever. Working for a community college, most of the students I see transfer into the workforce, with a few transferring to a university. If this student does need this specific assistive listening device to have program access, then, in my opinion, this student will also need the specific assistive listening device in their workplace or university setting. If the student owns this equipment, he or she will be able to keep it when he or she leaves the institution. I believe the institution should provide to the student a referral to service provision agencies where the student could receive assistance in obtaining such specific assistive listening devices.

Now, the institution is responsible for providing program access and would need to be able to provide assistive listening devices when shown to be a reasonable accommodation. I believe the institution should also maintain this equipment and keep the equipment up to date. If the institution-owned assistive listening device works with the student’s hearing aids and provides program access within the college/university setting, then, in my opinion, the institution is not responsible for purchasing additional ALDs.

■ **Person 2** – Our community college is one of those institutions that has several ALDs that we lend to students. We have ordered headsets with microphones when a student said that the friction of the clip-on microphone on clothing distracted her concentration.

I have not, will not, purchase an ALD specific to a student’s need or hearing aid. That is clearly a personal use device and is the responsibility of the student and probably VR. When a device is purchased for the exclusive use of one individual and cannot be used by others, it is a personal device. Purchasing a piece that can be used by others is a reasonable accommodation.

■ **Person 3** – Decisions regarding the provision of assistive listening devices (ALDs) mirror the kinds of decisions disability support (DS) professionals struggle with in providing other kinds of assistive technology. In both cases the goal for the student is access. Similarly, in both cases some of the responsibility falls to the student and some to the institution. Students have historically been required to use the computer assistive technology that the school supplies. If the student is not versed in a particular software program, the institution generally takes responsibility to teach or train the student. In response, many institutions update and add to their software choices as students request new and updated technology. It seems the same idea could apply to ALDs.

Historically, DS offices have purchased FM systems that are the most versatile to the majority of users, both those with and without hearing aids. As a result, offices often purchase a variety of “coupling” devices for students to use with the FM system. These devices include headphones, earbuds, neck loops, and silhouettes. With the advent of cochlear implants came the need for different and sometimes very specific coupling devices. Now some hearing aids have their own “boots” that are needed in order to “couple” to FM or assistive listening systems.

As in all our choices around accommodations, DS offices need to find a balance. We need to recognize that assistive hearing technology is changing (programmable hearing aids, digital hearing aids, cochlear implants, etc.) and find a way to make our ALDs as accessible as possible to the students who want to use them. This might mean purchasing a larger variety of boots, coupling devices, wires, etc. It might also mean having more than one kind of portable FM system available to use, just as we often give students with vision loss or learning disabilities more than one choice of computer software programs to use.

At the same time students need to be held accountable and responsible for their own personal equipment and making it work in a variety of settings. Let students know that your office has a variety of options, but if the student is requesting a very specific coupling device or an ALD that is designed to be compatible with only one brand of hearing aid or cochlear implant, the student should plan on purchasing that device. Ultimately it’s a partnership to make accommodations work. The negotiation includes how broadly usable any one device is for the majority of students with hearing loss and who will take responsibility for which piece.

Access, not service, is protected by law

by Jane Jarrow

Recently, I have been working with several institutions that are struggling with complaints/demands from deaf students regarding the nature and quality of services they are receiving. There seem to be some common themes among these complaints:

1) *Complaints about the quality of interpreter services provided*

In several cases, students have demanded that only *certified* sign language interpreters be assigned to interpret for them. While I know that some states have passed their own statutes to that effect (which, in many instances, has created tremendous problems because of the shortage of certified interpreters in some geographic locations), it is important to note that federal law does NOT require that the interpreters be certified.

Section 504/ADA requires that “qualified” interpreters be available to assure full communication access. The question then becomes one of assessing whether the interpreter is qualified for the task at hand. This is a difficult judgment in many instances (especially when the disability services person is NOT a specialist in this area and thus has limited personal ability to assess competency). The issue needs to be addressed, but it must be addressed in the context of the specific skills and abilities of the interpreter and the nature of the course, NOT in the context of some sterile assessment of past training or formal recognitions. In fact, in one instance the deaf student complained much more bitterly about the two certified interpreters he was working with than the one non-certified, qualified interpreter working with him in another class.

The real question is not about the skills of the interpreter, but of the adequacy of the information being conveyed. It is important to remember that the goal of federal laws is not to provide service(s), but to provide protection from discrimination (in this case, full and equal access to information).

2) *Attempts to co-opt/corrupt the role of the interpreter*

It appears there are still deaf students who see the provision of an interpreter in an educational setting as something more than a communication aid. Rather, they want the interpreter to be providing a level of educational support that goes significantly beyond the limited role that we typically assign to interpreters.

One student wanted the interpreter to read the textbook for her and interpret it (that is, put it into language she could understand). Another made repeated references to dissatisfaction with interpreters who would not “work with her” in classes. When pressed, the student said that all the interpreter was doing was signing what the instructor and others in the class said but was not expanding on spoken communications. Still another wanted the interpreter to both interpret the questions on an examination and also to scribe (translating from sign back to clear written English) on the tests. This last example is something that some institutions choose to do for some students in some circumstances, but it appears to go well beyond the assigned role of facilitating face-to-face communications.

It may be that these misunderstandings arise from the role played by educational interpreters in the K-12 setting, when it often is deemed appropriate for the interpreter to extend his/her functioning beyond strict interpretation. However, such mismatch in expectations can create significant tensions between students, disability service providers, and the interpreters themselves.

3) *Complaints about the lack of institutional focus on deaf services*

Several examples have surfaced recently of students who are distressed because they believe there is not enough attention paid to their needs, as deaf students, within the institutional environment. In one case, this concern manifested as a demand by the student that the institution hire a full-time interpreter to be available when she needed it, any time she needed it. (The student was only in class for 10.5 hours per week.) In another instance, the student maintained that the institution had failed in its responsibility to train the disability service provider to be more sensitive to issues of deafness. Yet another student suggested that having a full-time coordinator for learning disabled students, when there was no comparable staff assignment to cover the needs of the (two) deaf students on campus, was discriminatory. In each case, the focus of the deaf individual seems to be, once again, on the services rendered, rather than on the adequacy of the communication access provided.

It seems appropriate, then, to reiterate one of the basic tenets of Section 504/ADA. Both are considered civil rights statutes. They were both meant to provide equal access. The many pages of federal regulations that support the implementation of the federal laws focus on obligations for fulfilling this mandate for access/opportunity, NOT on how these obligations are to be fulfilled. It is important for both service providers and consumers to keep the focus on nondiscrimination and equal opportunity. Whether or not access is to be provided is never a concern. It must be. How that access is provided is open to negotiation!

Jane Jarrow, Ph.D., is president of Disability Access Information and Support (DAIS). An expert in disability services, she has been providing technical assistance and training to service providers on access and support services for persons with disabilities in higher education and has co-authored or authored numerous books and articles in the field of disabilities in higher education over the past 21 years.

April 2006 PEPNet conference fast approaching!

PEPNet will host its 5th biennial conference in Louisville, Kentucky, April 5-8, 2006 at the Hyatt Louisville. Information about the conference and registration is now available on the PEPNet Web site. The conference theme, *Roots & Wings*, emphasizes the strong history conference participants have in providing services to students who are deaf and hard of hearing and also their creativity in developing new strategies and resources to address the needs of a changing population of students.

PEPNet strives to address issues and concerns expressed by direct-service personnel through informative concurrent sessions designed to promote new strategies in service delivery. Don't miss this opportunity for further professional development as well as networking with peers who provide similar services. A limited number of stipends are available to cover a portion of the costs associated with the conference. For more information, please visit the PEPNet Web site at www.pepnet.org.



R·I·T

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National Technical Institute for the Deaf
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Top 10 PEPNet Resources for Disability Services Directors

1. **ADA: Responsibilities for Postsecondary Institutions Serving Deaf and Hard of Hearing Students (MCPO) – video #1001**
Q & A Book on line at: www.mcpo.org/pdf/second_edition.pdf

Video of May 8, 1997 satellite telecast on the Americans with Disabilities Act, featuring Jeanne M. Kincaid, Esq. The Question and Answer book is a desktop resource that was created from this teleclass for educators and administrators working in postsecondary institutions.
2. **Communication Accommodations for Postsecondary Students who are Deaf or Hard of Hearing (MCPO)**
This site provides information about accommodations frequently used by students who are deaf or hard of hearing in postsecondary settings. This site is the result of a collaborative effort between Dr. Greg Long at Northern Illinois University and the Midwest Center for Postsecondary Outreach. Go to: www.mcpo.org/greg/
3. **DSS Handbook and Evaluation Templates (PEC) – handbooks #1144 evaluations at <http://sunsite.utk.edu/cod/pec/products.html#e>**
These downloadable files in MS Word contain separate handbook templates for students, parents, faculty, captionists, interpreters, and notetakers. These templates may be adapted for use at any postsecondary institution.
4. **Diverse Students, Diverse Stories: Perspectives on Postsecondary Access Issues from Students Who are Deaf and Hard of Hearing (WROCC) - #1064 video/#1083 handbook**
A handbook of responses from students who are deaf and hard of hearing to questions faxed in during the September 1999 telecast. Deaf college students from around the U.S. respond to issues regarding mainstreamed postsecondary education.
5. **NETAC Tipsheets (NETAC) - #1195 for all 34**
The NETAC Tipsheets serve as a quick reference source for anyone who works with or supports people who are deaf and hard of hearing. 34 topics are downloadable at www.netac.rit.edu/publication/tipsheet
6. **On-Line Notetaker Training (NETAC)**
On-line training of student notetakers is now available - comprehensive, interactive and free! Three modules take about 90 minutes to complete. Go to: netac.rit.edu/onlinenotetakertraining.html
7. **The PEPNET Listserv (MCPO)**
The listserv was created as a forum for individuals involved in postsecondary education to ask questions and share their experiences in providing services for students who are deaf and hard of hearing. For information on joining, go to www.pepnet.org/list.asp
8. **Six Habits of Highly Successful Disability Support Service Coordinators (PEC) - #1200**
This timely information will give six important tips for Service Providers and DSS Coordinators in working with faculty and staff who may be new to teaching students who are deaf and hard of hearing. Included are templates for consent forms, request letters, and informational forms that may be used to alert and inform instructors of services being used in the classroom. Also available online: <http://sunsite.utk.edu/cod/pec/products.html>
9. **2005 Survey of Postsecondary Interpreter Services: Salary and Program Demographics (MCPO) - #1207**
A survey of 132 postsecondary institutions regarding interpreters salary, benefits, working conditions, numbers of staff, deaf/hard of hearing students, program size, and policies.
10. **Signs of Survival: Health and Public Safety (WROCC) - #1181**
This multimedia CD-ROM is geared toward professionals in the fields of health and public safety on how to communicate with deaf and hard-of-hearing students. Users will view a variety of video clips that show health and public safety staff using “survival signs” while interacting with deaf and hard-of-hearing students. Other features include printable tip sheets and a sign language dictionary of important health and safety terms.

Top 10 PEPNet Resources for Faculty

1. **Academic Advising: Working with Hard-of-Hearing and Deaf Students (WROCC) - #1079**
Academic advisors can set the tone for students' entire educational experiences. If the student is deaf or hard of hearing, the academic advisor may not be aware of the educational implications for the individual. The purpose of this module is to provide academic advisors with basic information about communicating with individuals with a hearing loss as well as the academic advising issues that may be encountered. PowerPoint presentation with speaker notes.
2. **Believing...Achieving / Creer...Conseguir (PEC) - #1187**
Highlights the hopes, dreams, and successes of selected students around the nation who are deaf and hard of hearing. This publication is an excellent resource for students, parents, educators, and professionals who work with individuals who are deaf and hard of hearing. Contains interviews and biographical information in English and Spanish.
3. **Deafness 101 (PEC) - #1056**
A basic introduction on deafness and deaf issues for novices. Now available online at <http://sunsite.utk.edu/cod/pec/products.htm>
4. **Focus on Faculty and Effective Pedagogy (WROCC) - video #1018 – book #1020**
A compilation of questions and answers based on the WROCC September 1998 teleclass, "Focus on Faculty." Panelists from the live satellite program and others in the field respond to issues such as: college readiness, classroom inclusion, English, reading, writing, mathematics, testing, assessment, and students who are hard of hearing.
5. **Guide to Working with Deaf and Hard of Hearing Students (WROCC) - #1185**
A pocket-sized handbook for professors, high school teachers, and vocational teachers new to interacting with deaf and hard-of-hearing students. Topics include a general understanding of deafness, classroom accommodations, and communication tips.
6. **Make a Difference:**
Tips for Teaching Students who are Deaf or Hard of Hearing (PEC) - #1151
This CD-ROM is for use with faculty teaching deaf and hard-of-hearing students in a classroom/training environment. The CD offers a wealth of tips and guidelines that will improve interactions with students.
7. **NETAC Tipsheets (NETAC) - #1195 for all 34**
The NETAC Tipsheets serve as a quick reference source for anyone who works with or supports people who are deaf or hard of hearing. 34 topics are downloadable from www.netac.rit.edu/publication/tipsheet
8. **Nuts and Bolts Guide: College Success for Deaf and Hard of Hearing Students (PEC) - #1098**
A guide on how to succeed in college for deaf and hard-of-hearing students.
9. **On-Line Orientation to Serving College Students who are Deaf or Hard of Hearing (MCPO)**
The instructional goal of the project is to provide a basic understanding of hearing loss and its implications for communication and learning in a secondary or postsecondary setting. The training is offered at no charge, and individuals who complete the training in one sitting may download and print an official certificate of completion issued by PEPNet. Available at www.pepnet.org/train.asp#orientation
10. **What Faculty Members Should Know about the ADA (PEC) - #1138**
This product is a brief brochure to inform faculty about the purposes of accommodations as well as their responsibilities as faculty members.