

# **Perspectives**

**Spring 2010**

**AHEAD and PEPNet:**

## **Coming Together as a 'Community of Practice'**

*Submitted by Dianne Brooks, Director, PEPNet-Northeast*

The Association of Higher Education and Disability (AHEAD) and the Postsecondary Education Programs Network (PEPNet) will co-convene a national conference in Denver, Colorado, July 12 -17, 2010. This milestone event will mark AHEAD's 33rd annual international conference and PEPNet's seventh biennial conference. We also hope that it will signal the beginning of a dynamic and vibrant "community of practice."

Why have we decided to co-convene this conference? Both organizations have notable, successful histories of providing expertise and resources to educational institutions and service providers. By hosting one conference together, we have the opportunity to bring together a vast network of professionals in education, rehabilitation, disabilities, and related disciplines that share the common goal of advancing equal access to educational opportunities for people with disabilities.

### **About the Organizations**

AHEAD is a professional membership organization for individuals involved in developing policy and providing quality services to meet the needs of persons with disabilities in all areas of higher education. Since 1977, the AHEAD network has trained higher education personnel

through conferences, workshops, publications, and consultation activities. AHEAD's 2,500 members represent a diverse cross-section of individuals from both the United States and abroad.

Since its initial 1996 funding through the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), PEPNet has provided numerous activities designed to enhance secondary and postsecondary access and support services for individuals who are deaf or hard of hearing. Under a National Strate-

*See "Together," p. 6*

**AHEAD & PEPNet Co-convene July 12-17, 2010 Denver, Colorado**

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# TechSpectives

## Automatic Speech Recognition

# Technology Poised to Ease Internet Video Captioning

Submitted by Aaron Cucci, Project Manager, PEPNet-Midwest

Captioning became available on American televisions in 1980, with WGBH of Boston spearheading the effort. Today, captioned TV programming is commonplace, but relatively little online media is captioned.

Within the last few years, however, online tools have become available to caption Internet videos. One is [www.overstream.net](http://www.overstream.net), whose mission is to provide an easy interface to caption videos on sites such as YouTube using

subtitles in any language, or as its tag line states, "Add your thoughts to video." Overstream's captioning interface is an easy way to add subtitles to videos, but it takes approximately 30 minutes to caption three minutes of video in transcribing and applying timing sequencing to sync up caption and voice. Very few videos online are captioned today because it is so time intensive.

A few months ago, Vint Cerf, Vice President and Chief Internet Evangelist for Google and hard-of-hearing "Father of the Internet," announced that select partners of YouTube are beta testing software enabling computer-generated captioning. The software uses Automatic Speech Recognition (ASR) technology to turn spoken (or recorded) words into computer text, then creates the necessary captions. It's not perfect, but it allows complete access within the current limitations of voice recognition technology. With some improvements in ASR, YouTube users could have the ability to click "Transcribe Audio" within the interface and automatically generate captions from a video's soundtrack. Cerf worked with Kenneth Hammerstein, a software engineer at Google who is deaf, on the project.

Cerf believes the new technology will appeal to all Internet users, not only people who are deaf or hard of hearing, but also speakers of 51 other languages, due to YouTube's built-in text translator.

Hammerstein notes that machine-generated captions will take a long time to reach the quality of human-generated captions, due to problems with background noise, music, heavy accents, and complex vocabulary. Google and YouTube personnel believe, however, that the quality of machine-generated captions will only improve over time.

Since text files used in conjunction with ASR already are available on YouTube, the only

thing a YouTube user needs is a transcript of the video's sound track saved to a text file. ASR technology will do the rest. A few clicks on YouTube's interface will upload the text file and ASR will then automatically generate captions by matching the uploaded text to the soundtrack and inserting the appropriate time sequencing.

Guidelines for captioning videos can be found via Described and Captioned Media Program (DCMP), a non-profit organization funded by the U.S. Department of Education. Visit its website at [www.dcmp.org](http://www.dcmp.org)

## Internet Captioning Links

- View a short video that explains and demonstrates captioning using Google/YouTube's Automatic Speech Recognition: [youtube.com/watch?v=kTvHIDKLFqc](http://youtube.com/watch?v=kTvHIDKLFqc)
- View a 55-minute presentation featuring Vint Cerf, Vice President and Chief Internet Evangelist for Google discussing ASR: [googleblog.blogspot.com/2009/11/automatic-captions-in-youtube.html](http://googleblog.blogspot.com/2009/11/automatic-captions-in-youtube.html)
- Another free Internet captioning tool (Though not ASR): [opencaptions.com](http://opencaptions.com)



# Assessment Essential for Well-planned Transition

*Submitted by Catherine Fowler, Ph.D., Project Coordinator,  
National Secondary Transition Technical Assistance Center*

In recent years, the legal requirements of secondary transition planning have gained attention in public schools, due to increased accountability for implementing the requirements (U.S. Department of Education, Office of Special Education Programs, 2009). One requirement that has been in the law for students with disabilities, including students who are deaf or hard of hearing, is that of transition assessment. The law requires that the Individualized Education Program (IEP) of a student 16 or older (younger in many states), must include a transition component that identifies measurable postsecondary goals based on transition assessment (IDEA, 20 U.S.C. § 1401 [602][34]). The law, however, does not define transition assessment.

Transition assessment is the ongoing process of collecting data on an individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments (Sitlington & Payne, 2004). A position paper from the Division on Career Development and Transition of the Council for Exceptional Children suggested that assessment data be the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (Sitlington, Neubert, & Leconte, Career Development for Exceptional Individuals, 1997).

Transition assessment is the



first step in transition planning for a student with a disability. Data gathered on all students (e.g., academic performance, career interest inventories) can serve as a starting point for determining what other information could be useful. Sitlington and Clark (2007) suggest that transition assessment answer three questions:

1. Where is the student presently?
2. Where is the student going?
3. How does the student get there?

Many states have adopted "8th Grade Plans" or other post-school focused documents for students. The theory behind such plans is that students are more engaged in their educational programs when they understand how their current performance relates to their course of study. Typically, academic and interest inventory assessment information contributes to these plans. The same should be true (and is required by the law) for students with disabilities and their IEP planning.

The following points are from the *Transition Assessment Guide* and an article (Mazzotti, Rowe, Kelley, Test, Fowler, Kohler, & Kortering, 2009) from the November/December 2009 issue of *Teaching Exceptional Children*, both developed by National Secondary Transition Technical Assistance Center.

- Transition assessment data consists of informal and formal measures.

- Data should reflect multiple sources (e.g., formal academic measures, classroom observations, student and family interviews) over time.
- Transition assessment should begin in middle school or earlier.
- Transition assessment typically examines:
  - (a) vocational interests and skills,
  - (b) self-determination skills, and
  - (c) other transition-related performance (education/training, employment, independent living).

## Resources

View the resources below on the NSTTAC home page:

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

- A *Transition Assessment Guide*, and *Annotated Bibliographies* on transition assessment are under the **NSTTAC Products tab**.
- Under the **National Resource Map** tab search "transition assessment" to view how states address transition assessment and planning for students.
- Coming soon: A captioned PowerPoint on conducting and using transition assessment.
- An online transition portfolio tool for documenting transition assessment over time is available at:

[pepnet.org/itransition4.asp](http://pepnet.org/itransition4.asp)

## *Teaching Thinking and Learning by Doing*

# NM Program Teaches Cognitive and 'Soft' Job Skills

*Submitted by Mila Mansaram, B.A., Program Director of Direct Services, Community Outreach Program for the Deaf – New Mexico*

**T**ransition from school to employment is difficult for many individuals who are deaf or hard of hearing. Along with specific "hard" (i.e., technical) skills, many lack cognitive and "soft" (problem solving, interpersonal communication, and so on) skills which are also critical for successful employment.

The Community Outreach Program for the Deaf – New Mexico (COPD-NM), the New Mexico Division of Vocational Rehabilitation, and Quota International of Albuquerque have jointly created *Teaching Thinking and Learning by Doing*, an innovative program that teaches these skills to individuals who are deaf or hard of hearing.

### **Overview**

*Teaching Thinking and Learning by Doing* is a group rehabilitation program that combines cognitive skills-based theory and soft skills methodology. The program, housed at COPD-NM, addresses the vocational, language, cultural, and other needs of at-risk youth and adults who are deaf or hard of hearing. It also addresses the skills identified by employers and the U.S. Department of Labor needed for competitive employment.

The program utilizes experiential group learning, training

as many as five cohort groups per year. Eight to ten individuals participate in a cohort that meets four or five days per week for six hours a day. The 10-person limit facilitates individual attention while enabling participants to interact in a diverse group. Trained facilitators use skill-building strategies and instructional techniques appropriate to the age and cultural backgrounds of the trainees.

Participants self-identify gaps in their cognitive and soft skills, then work to fill in those gaps. In a typical skill-building session, participants are shown examples of competent skill behaviors, then use role-playing to practice those skills. Feedback from the group helps participants gauge their progress. The role playing also allows participants to explore how new skills can be applied in their daily lives.

Training materials include lesson plans and worksheets for teaching five cognitive skill groups: perspective taking, creative problem-solving, self-control, critical reasoning, and social skills. Among the soft skills taught in the curriculum are communication skills with others, common sense, following rules, punctuality, Deaf Culture and work culture, understanding emotions, anger

management, cause and effect, accountability, commitment, adaptability, teaming skills, work ethics, dependability, flexibility, how to request accommodations, professional etiquette, and so on.

Teaching the combination of soft and cognitive skills proved successful in New Mexico. Of the COPD-NM participants who completed the program in 2009, 53.4% attained and sustained their goal jobs. In 2008, the rate was 59.2%; in 2007, the rate was 55.7%; and in 2006, the rate was 59.4%. Nationally, only 20 percent of individuals who are deaf or hard of hearing attain and sustain their goal jobs.

### **Resources**

- For additional information regarding the *Teaching Thinking and Learning by Doing Program* at COPD-NM, please contact Mila Mansaram:  
[milam@copdnm.org](mailto:milam@copdnm.org)
- *Soft Skills: The Competitive Edge*, available free from The U.S. Department of Labor:  
[www.dol.gov/odep/pubs/fact/softskills.htm](http://www.dol.gov/odep/pubs/fact/softskills.htm)

## Transition Competence Battery

# Software, Video Deliver Signed Transition Test

*Submitted by Cheryl Davis, Ph.D., Director, Regional Resource Center on Deafness, Western Oregon University*

Typically, choosing assessment tools for adolescents and young adults who are deaf involves determining if materials developed for those without hearing loss are adaptable for an audience who is deaf.

This approach has several issues. Clearly, instruments not normed for students who are deaf become invalid for the population once administration procedures are altered, thus providing inaccurate information about the status of the students who are deaf; nonetheless, they must be altered in order to administer them. In addition, the language used in materials developed for students who are hearing often is inaccessible to students who are deaf, resulting in test scores that reflect the English comprehension of a student who is deaf rather than his/her mastery of the subject being tested. This serves neither students nor educators.

Thus, materials developed for students who are hearing become invalid if used to test students who are deaf. And, since they are not developed with students who are deaf in mind, items important to successful transition that would reflect the life experiences of students who are deaf are absent.

The Transition Competence Battery (TCB) is a unique assessment tool designed to measure the transition skills of high school adolescents and young adults who are deaf and plan to enter the work force, job training programs, or two-year colleges. Funded by a grant from the Federal Office of Special Education Programs (OSEP) in 1986, the TCB has evolved, through subsequent follow-up projects and refinements, into a nationally standardized assessment tool whose defining characteristic is its accessibility to students who rely on sign communication. All items are written in a three-option multiple-choice format, are

signed by a deaf model, and then are presented in written English on an answer screen.

The original TCB was made up of the Employment Domain, which includes subtests for job seeking, work adjustment, and job-related social skills; and the Independent Living Domain, which includes subtests for money management skills, health and home, and community awareness. A later grant supported the development of the Mini-TCB, a 46-item screening tool created

Figure 1: Sample question and English response

from specifically selected items in the original six subtests, greatly reducing testing time. More recently, a computerized adaptive testing version (CAT-TCB) was developed that tailors the test to the individual student. Using the results of an Item Response Theory (IRT) analysis, a computer program chooses the next appropriate item to present to the student based on the student's pattern of responses to the previous questions. Rather than six subtests, the CAT-TCB is presented in two domains: Employment and Independent Living. Figure 1 shows a sample of the video and the English response screen.

A reporting function allows for both individual and group data to be compiled for the instructor. Printed reports for students include the item, their response, and the correct response. Students and instructors have responded positively to this new option, which takes about 45-60 minutes to complete.

See "TCB," p. 6

### "Together," from p. 1

gic Plan, PEPNet's four regional centers—located in the Northeast, Midwest, South, and West—have been leaders in offering cutting-edge technical assistance and consultation, training, professional development opportunities, online training products, and multimedia resource materials to educational institutions, including but not limited to two- and four-year colleges, universities, secondary education programs, community rehabilitation programs, continuing education programs, adult basic education programs, and vocational and technical training programs.

### Benefits to Stakeholders

A long-term alliance between AHEAD and PEPNet as a "community of practice" will allow knowledge and expertise to be applied in ways that may well yield innovative solutions to recurring and new challenges. Such a joint initiative also has the potential to significantly stimulate and enhance the quality, relevance, and application of services, products and training models across the entire disability spectrum.

Conference participants can share information and experiences, learn from colleagues in related disciplines, and develop themselves personally and professionally. Professionals in the field of deafness often study and adapt practices used in providing services to consumers with other types of disabilities. Being able to discuss services, strategies, issues, and solutions with a larger group of colleagues will provide a much richer experience for all participants.

We encourage you to join us in Denver on July 12-17, 2010 for this exciting opportunity. For more information, please contact:

[pepnetwest@pepnet.org](mailto:pepnetwest@pepnet.org)

### "TCB," from p. 5

To obtain a copy of the test, contact the author:

[davisc@wou.edu](mailto:davisc@wou.edu)

Tests run on a Windows platform only and require QuickTime. Technical support is not available.

#### Other TCB Resources:

- Bullis, M., & Reiman, J. (1992). Development and preliminary psychometric characteristics of the Transition Competence Battery for Deaf Adolescents

and Young Adults. *Exceptional Children*, 59, 12-26.

- Bullis, M., Reiman, J., Davis, C., & Reid, C. (1997). National field-test of the mini version of the Transition Competence Battery for Deaf Adolescents and Young Adults. *The Journal of Special Education*, 31, 347-361.
- Bullis, M., Reiman, J., Reid, C., & Davis, C. (1995). Development and preliminary psychometric characteristics of the "mini" version of Transi-

**AHEAD & PEPNet  
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tion Competence Battery for Deaf Adolescents and Young Adults. *Assessment in Rehabilitation and Exceptionality*, 2, 179-196.

- Bullis, M. & Yovanoff, P. (2005). Final Report: Field-testing and validation of a computer-assisted testing procedure for the Transition Competence Battery for Deaf Adolescents and Young Adults. College of Education, University of Oregon: Eugene.

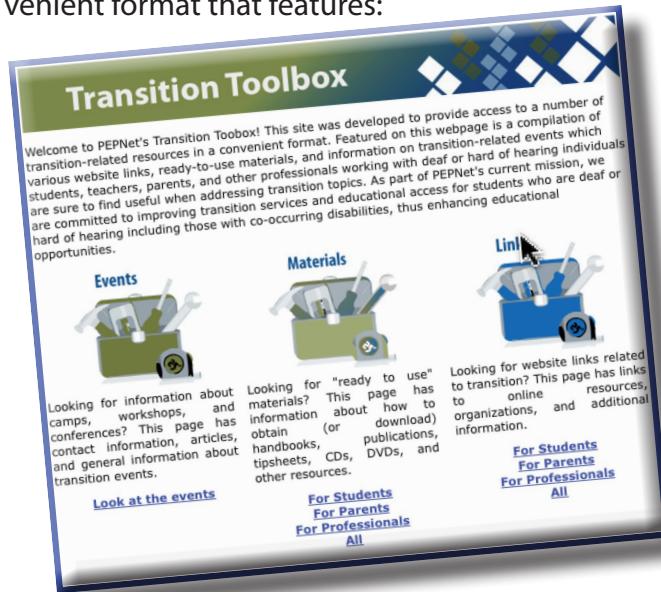
## Transition Toolbox

# Use PEPNet's New Web Page to Share Transition Resources

*Submitted by the PEPNet Transition Toolbox Workgroup*

**PEPNet** has a new Transition Toolbox page on its website! The page is designed with a variety of audiences in mind, including teachers, VR counselors, other professionals, parents, and students.

The Transition Toolbox provides access to a number of transition-related resources in a convenient format that features:



- Events--Learn about transition-related fairs, conferences, workshops, and camps happening

across the country.

This section is constantly updated, so check back frequently.

- Materials-- Here you'll find "ready to use" handbooks, publications, tipsheets, DVDs/CDs, and other resources to download or link to online.
- Links-- This area contains listings of other website links from various organizations and groups that feature transition topics.

The Transition Toolbox offers information in an easy-to-access format that allows you to choose information distinctively geared toward students, parents, or professionals.

We also invite you to share YOUR resources via a "Share Resources" button where you can submit events, materials, and links that you would like others to be informed about. Please feel free to use this option to send us information to incorporate on the page.

We're proud of this new addition to the PEPNet website. Stop by, take a peek, and let us know what you think!

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

## Have you joined the PEPNet Listserv yet?

PEPNet's Listserv delivers useful information and discussions for professionals working for and with students who are deaf or hard of hearing in secondary and postsecondary environments. If current posts don't provide the information you need, you can expand your search into the PEPNet Listserv archives. If you still haven't found the topic you're looking for, you can start a new discussion on the Listserv!

We have more than 700 subscribers from the United States, Canada, and as far away as Japan!

**Why wait? Sign up today at:**

<http://listserv.uwm.edu/mailman/listinfo/pepnet>



# New FAQs from PEPNet's Website

PEPNet has posted seven new Frequently Asked Questions (FAQ) to the website. Five questions address issues related to captioning of materials used for educational purposes. Materials can include videos being shown in the classroom, media presentations, or video clips on the Internet. The FAQs discuss the legal and technical aspects of captioning videos. The other two FAQs discuss providing interpreting services for students in study abroad programs, and providing amplified stethoscopes for students in health science programs.

PEPNet has been developing signed versions of the FAQs. Several are already posted in the FAQ section of our website and more are coming soon. Here are five of our newest FAQs:

## ***What responsibility does a school have for getting uncaptioned video clips captioned?***

Per the ADA (Americans with Disabilities Act) and Section 504 of the Rehabilitation Act, course materials must be provided in an accessible format for students with disabilities. For students who are deaf or hard of hearing, this means presenting audio content as text. The most accessible way to provide the text is to add time synched captions to the video. Methods used to add captions vary by media.

The best method for VHS tapes is to add line 21 captions either as open captions (always viewable) or closed captions (able to be turned on and off, but requiring a caption decoder).

Adding captions to a DVD requires that the DVD be reauthored. If it already contains captions, note whether they are listed as "subtitles" or "subtitles for the hearing impaired." Regular "subtitles" add spoken words for hearing individuals whose first language may not be English and may not include all the information a person with a hearing loss would need. "Subtitles for the hearing impaired" include speaker identification, sound effects, and other auditory information.

Online or digital media are easier to caption since their formats do not need to be altered. Several free or low-cost software options will allow you to add captions in-house.

Institutions may choose to add captions in-house or outsource the project. Adding captions in-house can be time consuming. There are many variables, but the average 30-minute video can require between 10 and 14 hours to caption.

Outsourcing a captioning project can be costly but may save time and frustration in the end. For a list of captioning agencies approved by DCMP (Described and Captioned Media Program), go to:

[www.dcmp.org/caai/nadh11.pdf](http://www.dcmp.org/caai/nadh11.pdf)

Showing only captioned media in the classroom not only ensures accessibility but can benefit all students.

## ***Must a college or university provide an interpreter for study abroad programs?***

Colleges and universities generally offer multiple study abroad options. Programs vary in length of time spent abroad, whether study is arranged individually or as part of a group, and whether credit and tuition are granted from and paid to the "home" or overseas "host" institution. If credit is given, there is no legal distinction between program requirements and optional experiences.

Decisions regarding accommodations for study abroad programs are complex. The 1990 Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 provide a guide for institutions to assist them in developing policies and practices. Legal precedents from court decisions, settlements, and administrative rulings from the Office of Civil Rights (OCR) shape policies and practices as does each institution's mission statement. It is recommended that institutions use their mission statement as a guide and consult their legal counsel when balancing associated costs with the intent of the law. To deny a study abroad option to a student who is deaf or hard of hearing based on the disability may put the university at legal risk.

## Relevant Case Law

### **College of St. Scholastica (MN), Case No. 05-92-20953, NDLR 196 (OCR Region V 1990).**

"St. Scholastica College . . . was obligated under Section 504 to pay for interpreter services to accompany a deaf student on her (college's) study abroad program in Ireland." OCR found no provision in Section 504 giving the college the right to deny a qualified student with a disability an educational opportunity in an overseas program.

### **Bird v. Lewis & Clark College (1996)**

Student who is a wheelchair user participated in a college-sponsored overseas program in Australia. The student was not permitted to participate in all activities and was carried rather than provided with alternate means of transportation and accessibility. The district court noted that the plaintiff was an American student who attended an American university's overseas program, taught by American faculty. The ongoing requirement of adherence to the Rehabilitation Act and the ADA did not evaporate when Lewis & Clark College faculty accompanied Lewis & Clark students on a college-sponsored program overseas. This decision affirmed on appeal.

### **Arizona State University (OCR 2001)**

A student who is deaf sought accommodations (sign language interpreters) to attend an Irish university for a year. The program was not operated by an American university. ASU denied the request, and the student filed a complaint with OCR. OCR stated that "neither the ADA nor Section 504 prohibit discrimination on the basis of disability in overseas programs." Student attending overseas program that is not part of the program of an American university may not be entitled to protection under American laws.

## Resources:

- National Clearinghouse on Disability and Exchange at Mobility International USA .  
[www.miusa.org/ncde](http://www.miusa.org/ncde)
- Learning Abroad Center, University of Minnesota:  
[www.umabroad.umn.edu/access](http://www.umabroad.umn.edu/access)

- "Arranging for Sign Language Interpretation Abroad: A Disability Service Provider Perspective" and "Attitudes of College Students Toward Study Abroad: Implications for Disability Service Providers." Keen, K. Institute of International Education Network Column: Widening the Circle. 2003. [www.iienetwork.org/?p=29258](http://www.iienetwork.org/?p=29258)

### *What legal issues must be considered when adding captions to videos being shown in the classroom?*

You MUST get written permission from the video's copyright holder before adding captions. Since commercially produced media are copyrighted, adding captions without such permission is a violation of copyright law.

### *Doesn't the Fair Use Law allow educational institutions to make multimedia content accessible by adding captions?*

The Fair Use Law allows instructors or institutions to copy and distribute certain copyrighted materials for educational purposes, with limits on the portion of the total work that may be copied and how long it can be in use. It does not allow users to change the material's format or alter its content, meaning, for example, that a VHS tape cannot be converted to a digital format or vice versa. Most importantly, captions cannot be added without permission of the copyright owner.

**See "FAQs," p.10**

## Captioning and Copyright Resources

- National Captioning Institute: [ncicap.org](http://ncicap.org)
- WGBH in Boston:  
<http://ncam.wgbh.org/dtv>
- Captioning Web: [www.captioning.org/](http://www.captioning.org/)
- FCC: [www.fcc.gov/cgb/consumerfacts/closedcaption.html](http://www.fcc.gov/cgb/consumerfacts/closedcaption.html)
- WebAim:  
[www.webaim.org/techniques/captions/](http://www.webaim.org/techniques/captions/)
- Captioning Laws:  
[www.captioning.org/caplaw.cfm](http://www.captioning.org/caplaw.cfm)

## *Understanding Test Equity*

# Resources Explain Deaf/HH Test Fairness Issues

*Submitted by the PEPNet Test Equity Workgroup*

Like it or not, tests are here to stay. They are part and parcel of America's success ladder. Most people take tests of one kind or another in school or for licensing or certification. And many people feel their anxiety building when the time arrives to be "tested." But perhaps no one looks at test taking with greater anxiety than individuals who are deaf or hard of hearing.

Some people question whether current tests accurately measure the knowledge, skills, or competence of individuals who are deaf or hard of hearing. Recent articles in *PEPNet Perspectives* (Spring and Fall 2009) shed light on issues of fairness in testing a population of students who are deaf or hard of hearing. These issues, particularly language inequities, were raised during PEPNet's Test Equity Summit (August 2008).

PEPNet developed a monograph, "How We Can Improve Test Access for Deaf and Hard of Hearing Individuals," and five mini-documents from the

Summit. The monograph and the mini-documents are now available via the PEPNet Dissemination Center and will soon be posted on a Test Equity page on the PEPNet website to improve understanding of how tests for individuals who are deaf or hard of hearing are—and should be—designed and implemented.

The monograph, a wide lens for viewing the multiple facets of providing fairness in standardized and psycho-educational tests, reviews many of the concerns about testing individuals who are deaf or hard of hearing as well as how to interpret test accommodations and results. The monograph notes that standardized tests are first tried out with audiences that rarely include students who are deaf or hard of hearing and also describes the critical role of interpreters in the testing landscape.

Each of PEPNet's five mini-documents is aimed at a specific audience. One helps **parents** ensure that their child's ability

is being accurately measured. Another is geared toward **psychologists** who conduct tests and assessments to determine whether a student has a learning disability or other condition that affects learning. A psychologist must take extra steps in evaluating an individual who is deaf or hard of hearing because their testing instruments often have been designed for a hearing, oral population.

Other documents are targeted toward **schools** and **teachers**, as well as to public **policy makers**. These documents call for an examination of how tests are developed, where and why they are mandated, and how their results are used.

In another document, PEPNet outlines its long-term goals for addressing greater test equity for individuals who are deaf or hard of hearing .

To view all of these documents, go to:  
[http://resources.pepnet.org/  
workgroup/resource\\_basic.  
aspx](http://resources.pepnet.org/workgroup/resource_basic.aspx)  
and search for keyword "test."

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"FAQs" from p. 9

### *How do the copyright laws apply to video clips found on the Internet, such as YouTube?*

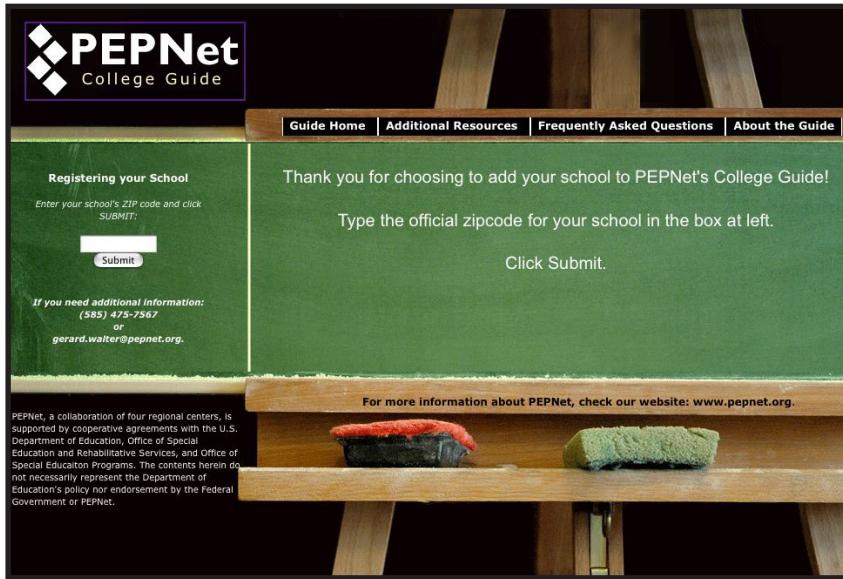
Unless otherwise indicated, such as those licensed under Creative Commons, these video clips are also copyrighted. Anyone who

creates an original work holds the copyright to it. "No publication or registration or other action in the Copyright Office is required to secure copyright."

<http://www.copyright.gov/circs/circ1.pdf>

## PEPNet's College Guide

# Accommodations and Services: Update Your School's Guide Listing



**PEPNet's online College Guide is a two-way street. You can tell the world about your postsecondary school by adding it to the Guide via the web, and you can learn about other schools by visiting the Guide's home page.**

*The links are in the article below.*

Would you like to be part of the country's best resource for college-bound students who are deaf or hard of hearing?

The **College Guide**, published online by the Postsecondary Education Programs Network (PEPNet), invites you to join the 200 other postsecondary programs from around the country who participate in this informative reference. The *Guide* provides valuable information about access services and accommodations that are available at colleges in the United States. You can visit the *Guide* at

<http://projects.pepnet.org/collegeguide/index.html>

You can also add your school to the growing number of colleges listed in the *Guide* by simply clicking the link below (or copying it to your browser's address bar) and completing the online survey. We'll take it from there!

[http://projects.pepnet.org/collegeguide/survey\\_page.html](http://projects.pepnet.org/collegeguide/survey_page.html)

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Submitted articles must:

- be no more than 500 words
- be original work or from a non-profit organization
- suggest only resources that are free (or nearly free) and readily available in accessible, electronic formats.

### Perspectives Editorial Board

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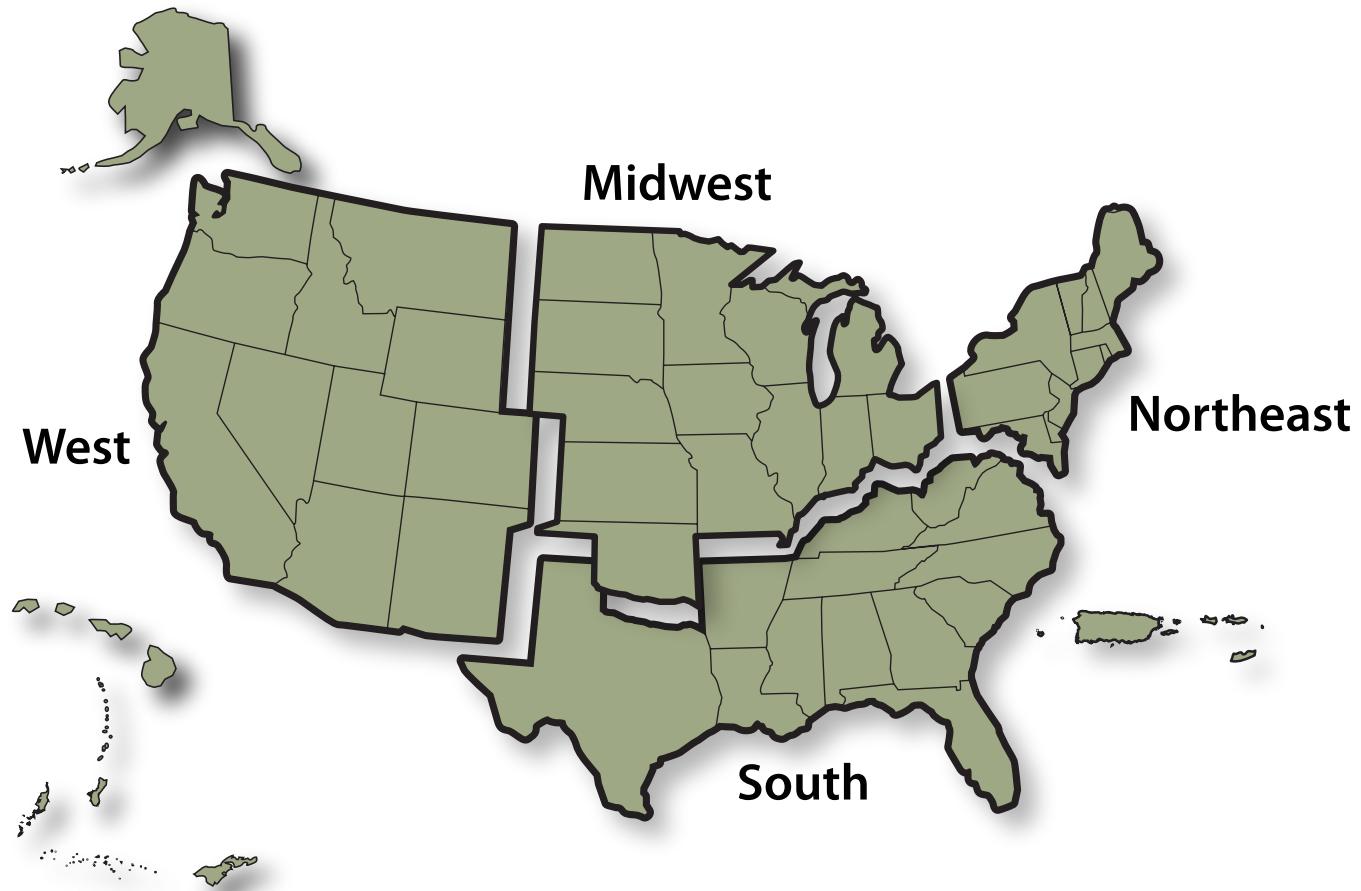
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PEPNet's mission is to improve transition services and educational access for students who are deaf or hard of hearing, including those with co-occurring disabilities, thus enhancing educational opportunities.