



## Top 10 TAs for FACETS from pepnet 2

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

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1. Does the law say we need to keep a TTY even though most students don't use them?
  - a. The real world, use of texting, IM, emailing instead of TTYs
  - b. National Association of the Deaf: "Don't Throw Away Your TTY!"  
<http://www.nad.org/issues/emergency-preparedness/keep-your-tty>
  - c. Coalition of Organizations for Accessible Technology:  
<http://www.coataccess.org/node/10136>
2. What's the best type of visual fire alarm to install in a dorm?
  - a. US Access Board <http://www.access-board.gov/adaag/about/bulletins/pdf/alarms.pdf>
  - b. [www.harriscommunications.com](http://www.harriscommunications.com)
  - c. [www.beyondhearingaids.com](http://www.beyondhearingaids.com)
3. Captioning videos: what does the law say? How do we do it?
  - a. ADA requires access
  - b. Title II: auxiliary aids and services
  - c. State policies: Cal State University System
  - d. George Brown University, "Why Captioning" video  
<http://researchguides.georgebrown.ca/captionedmedia>
4. Deaf students in medical fields: accommodations, equipment, technical standards, admissions.
  - a. Association of Medical Professionals With Hearing Loss [www.amphl.org](http://www.amphl.org)
  - b. Pepnet FAQ, amplified stethoscopes: <http://pepnet.org/resources/faq14>
  - c. Visual, amplified stethoscope: <http://www.medgadget.com/2012/08/new-visual-amplified-stethoscope-for-hearing-impaired-clinicians.html>
  - d. Technical Standards issues: describing behaviors not requiring specific decibel levels required
  - e. Technical standards, Syracuse article:  
<http://surface.syr.edu/cgi/viewcontent.cgi?article=1079&context=lawpub>

- f. Technical standards personal opinion article:  
<http://www.kevinmd.com/blog/2013/02/deaf-medical-student-technical-standards-updating.html>
5. How to determine accommodations for a foreign language class?
    - a. Pn2's FAQ <http://pepnet.org/resources/faq18>
    - b. Analyzing class student/class goals: reading, writing, listening, speaking
    - c. Interesting example, studying Arabic: <http://www.bu.edu/today/2012/torlys-story/>
    - d. Mobility International resource:  
<http://www.miusa.org/ncde/tools/foreignlanguage#deaf-and-hard-of-1>
  6. Where to start when a deaf or hard of hearing student wants to study abroad.
    - a. Pn2's FAQ: <http://www.pepnet.org/resources/faq15>
    - b. Determine where the program originates? Offers college credit? Tuition based?
    - c. MIUSA: <http://www.miusa.org/ncde>
  7. Testing accommodations? What about interpreters to interpret exams?
    - a. Pn2's Testing equity website <http://pepnet.org/resources/testequity/publications>
    - b. The Partnership for Assessment of Readiness for Colleges and Careers:  
<http://www.parcconline.org/sites/parcc/files/PARCCDraftAccommodationsManualforS-WDEL.pdf>
    - c. What different schools do – individual situations
    - d. Percentage/rates of pass/fail of students using interpreters during tests
    - e. Pepnet FAQ, Interpreting Tests: <http://pepnet.org/resources/faq16>
  8. If a student using sign language interpreters skips class, what do we do?
    - a. Secondary vs. postsecondary “policies”
    - b. No-show vs. attendance
    - c. Utah case (OCR): <http://www.galvin-group.com/media/89211/ocr%20letter%20Utah%20valley.pdf>
    - d. Pepnet FAQ: <http://pepnet.org/resources/faq07>
  9. What's the best generic listening device? What about IR loops?
    - a. Digital vs. analog, multiple users, classroom setting, etc.
    - b. Websites: <http://www.beyondhearingaids.com/dss/providers.asp>,  
<http://www.hearingloop.org/>
  10. Video remote interpreting: is it successful? How does a campus set it up?
    - a. DOJ on VRI: [http://www.ada.gov/regs2010/titleII\\_2010/titleII\\_2010\\_withbold.htm](http://www.ada.gov/regs2010/titleII_2010/titleII_2010_withbold.htm) – section 35.104
    - b. How and where it can be used/logistics
    - c. Technology to be considered – microphones, cameras, laptops or tablet PCs (mobile)