



Top 10 TAs for FACETS from pepnet 2

www.pepnet.org

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If you have any questions about the below information, please contact either Cassie Franklin at cassie.franklin@pepnet.org or Bambi Riehl at bambi.riehl@pepnet.org

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
 - c. 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
 - 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 – section 35.104
 - b. How and where it can be used/logistics
 - c. Technology to be considered – microphones, cameras, laptops or tablet PCs (mobile)