

NEW AAS DEGREE PROGRAM PROPOSAL

ASSOCIATE OF APPLIED SCIENCE (AAS) DEGREE  
IN  
BUSINESS ADMINISTRATION

Business Studies Department  
National Technical Institute for the Deaf  
Rochester Institute of Technology

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## 1. RIT PROGRAM DESCRIPTION AND PURPOSE

### ***a. Academic program catalogue description***

The Associate of Applied Science (AAS) in Business Administration degree focuses on general business operations and the critical decision-making process required for success in today's fast-paced work environment. Students will learn the fundamentals of business planning, interpersonal skills, and communication skills needed to succeed on the job. This program blends practical business experiences with theory and teaches students how to apply these concepts in actual business situations through case studies, interactive sessions, and a co-op work experience. This degree is for students contemplating careers in the fields of marketing, sales, retail, advertising, banking, management, human resources, hospitality, and other related fields.

### ***b. Education and career outcomes***

The AAS Business Administration degree focuses not only on management (principles of management, organizational behavior, and personnel administration) but also encompasses the critical areas of business operations (marketing, accounting, economics, ethics, and business law). Students will receive leadership training in addition to becoming proficient in the use of computer software applications necessary to succeed in the business world. Decision-making skills will be stressed throughout the program as well as consensus-building skills that support working in team situations. Graduates will be employed in private and public sector entry-level positions.

The proposed curriculum provides students with abilities to:

- Demonstrate knowledge and competencies in fundamental business concepts and principles in order to gain employment in business.
- Demonstrate knowledge and skills necessary to communicate effectively in a digital society.
- Demonstrate knowledge and competencies needed to effectively advertise a product in today's global society.
- Demonstrate knowledge and skills necessary to work with basic computer software (such as word processing, spreadsheets, database, slide presentations and other current forms of electronic communication).
- Demonstrate appropriate interpersonal business skills that promote effective teamwork.
- Apply independent learning skills to advance personal and professional growth.

The Business Administration AAS program addresses the needs of three unique audiences. It prepares students for entry-level employment in business immediately following graduation; provides a quality education for students interested in transferring to a Bachelor of Science degree; and provides continuing education opportunities for those already working in business and industry. Qualified students will be prepared to continue studies toward a BS degree in Applied Arts and Sciences in the School of Individualized Studies (SOIS). This opportunity is

similar to the agreements we have with SOIS and the AAS in Accounting Technology and the AAS in Administrative Support Technology. (The department also has an articulation agreement between the AS in Business program and BS programs in the College of Business.) The last audience mentioned will be better served, and able to access various courses without attending traditional classes, as more and more business studies courses are being redesigned for blended learning and online offerings. This is currently a key initiative by a small group of faculty in the department.

**c. *Program Fit to Institute's mission, vision, values, and reputation***

RIT values NTID students and looks to them to make unique and innovative contributions to RIT's academic community. President Destler, in his 2009 Address to the Institute, states that "NTID is one of the crown jewels of RIT, and we must do all we can to take advantage of opportunities that the presence of this college on our campus provides."

NTID is committed to recruiting and preparing its students to meet the RIT president's expectations. The NTID Strategic Decisions 2020 states as one of the institute's primary strategies the expansion of associate's + bachelor's degree programs. The Strategic Decision 2020 targets enrollment of 255 deaf and hard of hearing students in the associate's + bachelor's programs by the year 2020. For the academic year 2016, there were 232 NTID students enrolled in associate's + bachelor's degree programs. An enrollment increase of 9 percent is needed to meet the targets set by the Strategic Decision 2020. The transfer agreement between NTID and the School of Individualized Study articulates the ease of the transfer credits from the proposed AAS Business Administration program.

The *Academic Blueprint Characteristics* met by this program proposal are as follows:

- *Innovative Teaching and Learning:*  
Much of the instruction in this program will be interactive and will include the use of current business technology. However, faculty will introduce new information and skills needed to utilize emerging devices utilized in the global business world.
- *Experiential Learning:*  
After the completion of one co-op experience, students in the Leadership Essentials course will work with faculty, peers, and business contacts to achieve a professional presentation on such leadership elements as developing goals and objectives; decision-making; time management; team building; plus dealing with conflicts, changes, ethics, and diversity issues.
- *Inclusive Excellence:*  
NTID students will be preparing for careers in a field where no NTID AAS degree programs currently lead. Students will have access to such jobs in fields such as marketing, sales, retail, advertising, banking, management, human resources, and hospitality. Students will also take general education coursework in other colleges of RIT, thus adding to the breadth of student experiences.

The *Academic Blueprint Criteria* met by this program proposal are as follows:

- *Centrality:*  
In response to NTID's Strategic Plan 2020, the Business Studies Department reviewed its portfolio of career-focused degree programs and concluded the need to add an AAS Business Administration degree option. Through a unique blend of curricular and experiential learning, this program prepares its students to broaden their thinking, their perspectives, and their actions through personal and professional development, which will prepare "T-shaped graduates" described in RIT's 2015-2025 Strategic Plan. This program will also add another potential path for transfer purposes in order to further a graduate's education.
- *Marketability:*  
The Business Studies Department has had no problem attracting students to our general business sequence of courses. These courses are always in high demand and many students will elect to take an additional general business course with the instructor's permission while completing their final Perspective courses. In the past, we have had students from the Applied Computer Technology and Design and Imaging Technology programs request permission to register for some of these courses. In addition, this program is targeting students who did not meet the entry requirements for the AS in Business degree. Scott Hooker, Director of NTID Office of Admissions, fully supports the development of a new AAS degree in Business Administration. "Based on marketing research, application trends, and admissions anecdotal information, the AAS in Business Administration will meet our needs, be of interest to many of our prospective and current students, and help with NTID's enrollment."
- *Quality:*  
Current faculty members within the Business Studies Department have sufficient expertise to teach the technical courses, assuring quality course delivery. Innovative and effective pedagogical approaches that support student centered learning, including alternative delivery systems and technology, are the cornerstone of NTID Business Studies faculty approach to course delivery. This program will incorporate the same high standards for rigorous academic learning and outcomes for our students' career preparation as demonstrated in our current AAS Accounting Technology and Administrative Support Technology programs.

**d. *Justification and RIT's strategic plan priorities***

Graduates from an AAS Business Administration program will have a solid foundation in basic business competencies as well as the skills needed to succeed in a number of diverse businesses. Employment in the following diverse areas is projected to grow at the following rates from 2014 to 2024: lodging managers by 8 percent; financial clerks by 6 percent; property, real estate, and community association managers by 8 percent; and insurance sales agents by 9 percent; to name a few potential job opportunities for our graduates (<http://www.bls.gov/ooh/a-z-index.htm>). Individuals with business administration credentials

are competitive candidates in the eyes of many future employers because of the depth and breadth across multiple skills and competencies.

Due to the continued demand for individuals with a broad business foundation plus the knowledge, skills, and values needed for a variety of entry-level positions in a wide-range of businesses, an AAS degree in Business Administration would be an important addition to the program portfolio of NTID's Business Studies Department. An AAS Business Administration degree is a standard business program offered at sixteen of eighteen New York State community college programs reviewed for comparison purposes. Current and former students have continually mentioned this major as an area of interest. They often desire to someday participate in the management of their family's business or own a business. Furthering our educational offerings with this type of program would be a great starting point for students who have broader-business related ambitions than the areas of applied accounting and administrative support currently offered in the department.

Based on the proposed articulation agreement for the AAS Business Administration program qualified deaf and hard-of-hearing students will have a greater chance for success in entering a program in the School for Individualized Study than if they needed to apply on their own. The services of NTID, with its expertise in addressing the needs of deaf and hard-of-hearing students, will be utilized during the first two years to create an educational climate within which these students will have a greater chance to achieve their educational goals. In particular, this program will contribute to RIT's Strategic Plan in the following Dimension Section.

#### *Dimension One: Career Education and Student Success*

A key objective of the proposed Business Administration program is to serve the needs of deaf and hard-of-hearing students who meet the admissions criteria for the program. Students with these characteristics would likely be confronted by many challenges at any other college if admitted directly to a BS business program. Students who complete the proposed Business Administration program will earn a marketable AAS degree. In addition, students will be better prepared to transfer to the School of Individualized Study at RIT or another 4-year college program external to RIT and then pursue a bachelor's degree.

#### *Dimension Two: Student Centered Research University*

Undergraduate AAS students and faculty from diverse backgrounds in the Business Administration program can come together and conduct research on a business topic of their choosing through the undergraduate NBUS-285 research course or faculty grant work. This will expose students to research practices and prepare a future generation of scholars for developing partnerships between NTID and other colleges of RIT or other groups external to the Institute.



To facilitate and support student and faculty scholarship, research and creativity, and with the goal of increasing the number of NTID-supported students who do research with faculty members at NTID, applications for an NTID micro-grant of up to \$1,000 to support a specific research project, summer stipends, and/or support for student conference travel can be completed.

*Dimension Four: Affordability, Value, and Return on Investment*

The NTID Department of Business Studies conducts an annual Student Satisfaction Survey by program within its department. The results of the survey will be reviewed annually within the department along with other feedback received through our Outcomes Assessment plan and Co-op Supervisors feedback.

*Dimension Five: Organizational Agility*

The proposed Business Administration program will undergo an intensive annual outcomes assessment review with the objective of meeting RIT's program effectiveness goals. Led by the chairperson, the results of the review process will be discussed in our annual department retreat, and will be reported to RIT's Assessment Management System.

*e. Curricular features*

The world we live in continues to change the landscape for how we conduct business, how we communicate, and how new opportunities are created in the global marketplace. Business is currently in a state of flux and is redefining organizational structure, leadership styles, hiring practices, communication expectations, and increasing its demand for greater cyber security. Businesses have shifted to knowledge-based management, more and varied kinds of electronic communication, plus updating product delivery to meet customer specifications. There is a much broader pool of potential employees based on individuals working from remote locations. Maintaining current and secure information is the cornerstone off which any business works.

The proposed Business Administration Associate's degree focuses on general business operations and the critical decision-making processes required for success in today's fast-paced work environment. Students will learn the fundamentals of business planning, interpersonal skills, and communication. This program blends practical business experiences with current business theory and teaches students how to apply these concepts in actual business situations through case studies, interactive sessions, and a co-op work experience. The AAS Business Administration degree is developed for students contemplating careers in the fields of marketing, sales, retail, advertising, banking, personnel, management, human resources, hospitality, and other related fields. All courses shown in this mask are part of our existing AAS program masks except for Business Law, Organizational Behavior, and Leadership Essentials.

Students will benefit from the Intro to Web Development course (NACT-170) from the NTID Applied Computer Technology AAS program in the Department of Information and Computing Studies. This course provides technical skills utilized by businesses in the global marketplace.

The Applied Ethics, Fundamentals of Management, Essentials of Human Resource Management, and Essentials of Business Communication courses, all incorporate interactions between the students, NTID Center on Employment, and outside speakers in an effort to prepare students for the challenges they will face in the workplace. The Business Administration students will take these required classes with students in the AAS Administrative Support Technology program and the AAS Accounting Technology program. Business students from these majors will learn to share the common language of business as the various concepts and theories of business are applied to coursework. The three new courses in the Business Administration program mask could be electives for students in our other AAS degree programs.

*f. Curricular interconnections between other disciplines, programs, and colleges at university*

Adapting to current and new generations of information tools needed to support business activities is critical to our graduates' success on the job. Elissa Olsen, Chair of the Information and Computing Studies Department, has indicated her support for the required Intro to Web Development course (NACT-170) in the AAS Business Administration program mask. This course introduces students to designing and coding a multipage website. Topics include an overview of the internet and web addressing, coding valid HTML and CSS, design principles, implementation on a server, and use of web development software. The use of hyperlinks, graphics, and multimedia in web pages will be covered. This course will provide base knowledge and skills needed to navigate basic levels of the ever-changing digital landscape in most business environments.

The Business Studies Department has established a transfer-articulation agreement with the School of Individualized Study for this AAS degree program as we have with our other AAS degrees in Administrative Support Technology and Accounting Technology. The School of Individualized Study articulation agreement is shown in Appendix H.

*g. Describe the role of the faculty in the program's design*

The Business Studies Department discussed the concept of an AAS Business Administration degree beginning in August 2015. These discussions continued throughout the fall semester (Academic Term 2151) within the larger department as work began on the AAS Business Administration concept paper. Whenever issues arose needing department consensus, discussions occurred in our Department meetings. The Administrative Support Technology Team members took the lead and designed this program proposal. During January 2016, the concept was vetted with Marianne Gustafson, Associate Dean for Curriculum and Special Projects. Once the appropriate revisions were made, the Program Concept Paper was submitted to NTID's

Curriculum Committee for their review. Once again, recommendations were made and edits completed when we finally submitted our Program Proposal Concept paper to the Provost to be vetted by the RIT Community. No feedback was received during the vetting process.

The Department has a small team of faculty members who worked on developing the three new business courses needed for this program proposal. Everyone who has the credentials to teach any of these new courses has been involved in the feedback loop for this degree proposal.

*h. Describe the input by external partners*

Since this proposed program includes an internal transfer agreement between NTID and the School of Individualized Study, they worked with us on the development of this agreement. A transfer articulation agreement has been established with SOIS. This agreement allows Business Administration AAS graduates to transfer into a BS degree program in Applied Arts and Science. The articulation agreement is shown in Appendix H.

It was suggested by B J Trivedi, Director of the Financial Reporting Bureau Office of the Comptroller, Commonwealth of Massachusetts, that the NTID Business Studies Department add a basic course in Personal Finance to the program mask. The Business Studies Department has a Personal Finance course in its Accounting Technology and Administrative Assistant Technology AAS degree programs. We added Personal Finance to this proposed AAS program mask.

Jeffrey W. McCaw, CPA, COMA, Chief Financial Officer of Goodwill Industries International in Rockville, Maryland is a member of the NTID Foundation Board of Directors. He is “. . . even more convinced of the need for a new Business Administration degree in our program portfolio.” Our other external partners support the need for leadership training, business ethics, business law, and technical skills utilized in retail, advertising, marketing, banking, HR, and hospitality industries. These letters are all shown in Appendix D.

*i. Enrollment projections for Year 1 through Year 5 and retention rate, graduation rate and job placement*

For years the Business Studies Department has had no problem attracting students to our general business sequence of courses (Orientation to Business, Fundamentals of Marketing and Fundamentals of Management). These courses are always in high demand. Often students from the Applied Computer Technology program have taken one or more of these courses.

We anticipate that we can fill the enrollment demand primarily from students that would not otherwise come to NTID. Students accepted into this program will be screened to meet the enrollment criteria of this associate degree, meaning they have demonstrated the necessary ACT scores indicating readiness to take the courses identified in the first semester of the planned course mask.

Enrollment projections and graduation rates, certified by Jim Miller, Senior VP of Enrollment Management, are summarized in the following table and details are shown in the Appendix B for years 1-5. This summary table shows that we anticipate enrolling 6 students the first year. We project 90% retention with 5 students persisting to year 2 and 7 students enrolling in year 2, yielding a total of 12 students in the fall semester in year 2. By year 3 there would be 5 students persisting from year 1, 6 students persisting from year 2, and 8 students enrolling for a total of 19 students in year 3. Students from year 1 will graduate after the fall semester of year 3, reducing spring semester enrollment to 14. Similar patterns are projected for years 4 and 5.

<b>Enrollment</b>	<b>Year 1 AY 18-19</b>	<b>Year 2 AY 19-20</b>	<b>Year 3 AY 20-21</b>	<b>Year 4 AY 21-22</b>	<b>Year 5 AY 22-23</b>
Enrollment Fall Semester	6	12	19	22	25
Enrollment Spring Semester	6	12	14	16	18
Total Semester Enrollment	12	24	33	38	43

It would be reasonable to expect a graduation rate of approximately 50 percent, to be evaluated on an annual basis beginning with the third cohort of incoming students. The official enrollment table, which shows student persistence, is included in Appendix B.

## 2. PROGRAM COURSES AND SCHEDULE

The proposed AAS Business Administration program offers a comprehensive curriculum of 75 total credits of which 48 are technical credits, 24 are liberal arts and science credits, three credits for a free elective and a required Freshman Seminar course (0 credits). The 75 credit hours will be taken over five semesters with one co-op experience between the fourth and fifth semester.

Required and elective courses in the program

- Total of 75 credits, 24 courses, projected over five academic semesters
- Technical Components = 48 credits/16 courses
- Liberal Arts and Sciences Components = 24 credits/8 courses
- Elective course = 3 credits/1 course
- Other courses = 0 credits/2 courses (Wellness Education and Freshman Seminar)
- Co-op Work Experience between fourth and fifth semester = 0 credits
- An ASL/Deaf Cultural Studies (AASASLDCS) course is required for graduation. It can be taken in any semester and can be taken at NTID or another college of RIT. In order to fulfill this requirement as part of the credit hours in the program, it should be a course approved by both AASASLDCS and an LAS Perspective or LAS Elective or it can be used to fulfill an Open Elective.

### **General Education Requirements in RIT/NTID AAS programs:**

#### **Foundation:**

RIT LAS Elective

RIT First-Year Writing (UWRT-150)

#### **Perspective Categories – One from each of the following:**

LAS P1 Ethical

LAS P2 Artistic

LAS P3 Global

LAS P4 Social

LAS P6 Scientific Principles: NTID Science course at the 120-level or above. Whether or not an NTID Science course can be counted toward baccalaureate degree requirements will depend on specific agreements between NTID programs and RIT baccalaureate degree programs or transfer credit analysis by the appropriate RIT department.

**Table 1a: Undergraduate Program Schedule: Business Administration (AAS)**

- Indicate academic calendar type: \_\_x\_\_ Semester \_\_\_\_ Quarter \_\_\_\_ Trimester \_\_\_\_ Other (describe)
- Label each term in sequence consistent with the Institute's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Copy/expand the table as needed to show additional terms

ASL/Deaf Cultural Studies*											
Term: Fall Year 1		Check course classification (s)				Term: Spring Year 1		(Check course classification (s))			
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)	Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
NCAR-010 Freshman Seminar	0					UWRT-150 First Year Writing	3	x			
LAS Elective	3	x				LAS Perspective 6	3	x			
NACC-130 Personal Finance	3		x			NACT-170 Intro to Web Development	3		x		
NBUS-200 Orientation to Business	3		x			NBUS-217 Fundamentals of Management	3		x		
NAST-160 Fundamentals of Spreadsheet Applications	3		x			NACC-201 Accounting 1	3		x		NAST-160
LAS Elective NMTH 140 or higher	3	x									
Term credit total:	15	6	9			Term credit total:	15	6	9		
Term: Fall Year 2		Check course classification (s)				Term: Spring Year 2		(Check course classification (s))			
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)	Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
LAS Perspective 3	3	x				LAS Perspective 4	3	x			
NBUS-213 Applied Ethics	3		x			NBUS-224 Business Law	3		x	x	NBUS-213
NAST-210 Essentials of Business Communication	3		x			NAST-220 Fundamentals of Database Applications	3		x		
NBUS-221 Essentials of Human Resource Management	3		x			NBUS-223 Fundamentals of Marketing	3		x		
NACC-202 Accounting 2	3		x		NACC-201	NBUS-226 Introduction to Organizational Behavior	3		x	x	NBUS-217, NBUS-221
Term credit total:	15	3	12			Term credit total:	15	3	12		
Term: SUMMER before Year 3		Check course classification (s)				Term: Fall Year 3		Check course classification (s)			
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)	Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
NAST-299 SUMMER CO-OP	0		x			LAS Perspective 1	3	x			
						LAS Perspective 2	3	x			
						NBUS-228 Leadership Essentials	3		x	x	NBUS-217, NBUS-221
						NBUS-220 Introduction to Economics	3		x		
						Open Elective	3				
Term credit total:	0					Term credit total:	15	6	6		
<b>Program Totals:</b>		<b>Credits: 75</b>		<b>Liberal Arts &amp; Sciences: 24</b>			<b>Major: 48</b>		<b>Elective &amp; Other: 3</b>		

\*An ASL/Deaf Cultural Studies (AASASLDCS) course is required for graduation. It can be taken in any semester and can be taken at NTID or another college of RIT. In order to fulfil this requirement as part of the credit hours in the program, it should be a course approved by both AASASLDCS and an LAS Perspective or LAS Elective or it can be used to fulfill an Open Elective.

**a. *Internal Letter of Support for course provided by another department.***

See **Appendix C** for internal letter of support.

**b. *Non-traditional schedule (e.g. off campus, on-line, etc.)***

Initially, all of the courses will be offered on campus in classrooms or labs. Eventually, more and more business studies courses will be repackaged for blended learning and online offerings.

**c. *Current catalog descriptions for NTID Business Studies courses:***

**NBUS-200 - Orientation to Business**

This course introduces students to a broad overview of the form and structure of multinational organizations. It provides students with a basic knowledge of the history, organization and operation of business and its particular vocabulary. Class 2, Lab 2, Credit 3 (Fall, Spring)

**NBUS-213 - Applied Ethics**

This course introduces ethical issues facing the business community. Students will learn about common work-related ethical issues, and evaluate problems concerning professional conduct and moral conflict. Students will also learn about ethical behavior, how to recognize ethical behavior, and how to model ethical behavior in the workplace. Individual, organizational and societal needs will be taken into consideration during the students' decision-making process. Class 2, Lab 2, Credit 3 (Fall, Spring)

**NBUS-217 - Fundamentals of Management**

This course focuses on the management aspect of organizations. Students will learn a variety of methods management uses to stay organized, lead and motivate employees as well as how controls are established to ensure company goals are met. Emphasis will be placed on understanding the multi-faceted roles of leaders and managers in the workplace. (NBUS-200) Class 2, Lab 2, Credit 3 (Fall, Spring)

**NBUS 220 - Introduction to Economics**

This course gives an overview of economic concepts. Students examine economic problems in a rational manner by learning the fundamental processes of economic analysis and the skills of economic reasoning. This course includes selected knowledge and skills from the economic discipline presented in the form of concepts and applications that are most important to economic literacy for students. Class 2, Lab 2, Credit 3 (Fall)

**NBUS-221 - Essentials of Human Resource Management**

This course acquaints students with the basic concepts of Human Resource Management. Exposure to the changing nature of Human Resources relates to employee retention, legality, EEO/Diversity, job analysis, recruitment, selection, training and development as well as performance management, compensation, benefits, employee relations and labor relations. An overview of the range of duties and levels of responsibilities found in this sector of the business environment will allow students to identify similarities between job function required of an administrative assistant and of a human resources assistant. (NBUS-217) Class 2, Lab 2, Credit 3 (Fall, Spring)

**NBUS-223 - Fundamentals of Marketing**

This course introduces the field of marketing and its focus on how consumer behavior effects in the marketplace (domestically and internationally). Emphasis will be placed on understanding the marketing mix and its impact on the external market environment. (NBUS-200) Class 2, Lab 2, Credit 3 (Fall, Spring)

**NACC-130 - Personal Finance**

This course provides students with information and resources needed to understand the creation and implementation of a budget, use of credit and borrowing money responsibly, financial rights and ways to safeguard their money, and factors used to determine their readiness to buy a home or make other major purchases. Information on financial institutions such as banks, credit unions, and savings and loan organizations will also be covered. This course will provide students with basic financial literacy so they can develop sound financial management of their personal income as well as an understanding of the economic events that can influence their financial well being and society as a whole. Class 2, Lab 3, Credits 3 (Fall, Spring)

**NAST-160 – Fundamentals of Spreadsheet Applications**

Emphasis will be on creating, formatting, and enhancing worksheets; creating and applying formulas and functions; building and formatting charts; using What-If analysis and creating templates. Upon completion, students will be able to design and enhance basic spreadsheets. Class 2, Lab 3 Credits 3 (Fall, Spring)

**NAST-210 - Essentials of Business Communication**

This is a course in the essentials of business communication for today's fast-paced global environment. Emphasis will be on the message and the modes of communication used in the business environment. Participants will engage in effective communication skills through writings (traditional and electronic), face-to-face interactions, and team presentations. Course content will also include emphasis on non-grammar language applications in business communication. Class 2, Lab 2, Credits 3 (Fall, Spring)

**NAST-220 – Fundamentals of Database Applications**

This course introduces the fundamental concepts of a database management system for creating, maintaining, manipulating, retrieving, and printing business data. Students will learn to create various forms and design reports for storing and displaying data. In addition, the student will create switchboard systems and allow users to view data in multiple dimensions. Students will also learn to save database objects in HTML format so they can be viewed by a browser and imported or exported in XML format. Class 2, Lab 2, Credits 3 (Fall, Spring)

**NACC-201 - Accounting 1**

Introduction to accounting principles for both accounting and non-accounting students. Both service and merchandising (retail/wholesale) businesses are introduced. Areas covered include: analyzing and recording of business transactions using the double-entry accounting system; end-of-period adjustments; worksheet; financial statements; closing entries; and post-closing trial balance. Students complete a comprehensive "accounting cycle" project. Computerized spreadsheet applications are required. (Prerequisites: This class is restricted to NTID supported



students who have completed NAST-160 or equivalent course.) Class 2, Lab 3, Credits 3 (Fall, Spring)

### **NACC-202 - Accounting 2**

This course is a continuation from Accounting 1. Topics covered include: accounting principles and procedures related to notes payable and receivable, the valuation of receivables, inventories, fixed assets, partnerships, capital stock, retained earnings, taxes, dividends, bonds, the statement of cash flow, and the analysis of financial statements. A comprehensive capstone project is completed. Computerized spreadsheet applications are required. (Prerequisites: This class is restricted to NTID supported students who have completed NACC-201 or equivalent course.) Class 2, Lab 3, Credits 3 (Fall, Spring)

### **NACT-170 - Intro to Web Development**

This course introduces students to designing and coding a multipage web site. Topics include an overview of the internet and web addressing, coding valid HTML and CSS, design principles, implementation on a server, and use of web development software. The use of hyperlinks, graphics, and multimedia in web pages will be covered. **Class 2, Lab 2, Credits 3 (Fall)**

See **Appendix A** for new course outlines.



### **3. FACULTY**

FTE faculty allocated for the program will be 3.05 FTE. This includes faculty listed below in Table 2 who will teach the Business Administration required technical courses, as well as faculty needed to teach the NACT technical course and LAS math and science courses. This does not include faculty to teach the LAS elective foundation and LAS Perspectives courses which are not housed at NTID.

With the anticipated replacement for a FTE lecturer and the replacement of a FTE tenured faculty member in the Business Studies Department, we do not anticipate the need to hire new faculty for this program. There will be no negative impact on our current AOS and AAS programs.

**Table 2: Current Faculty, Full-Time**

Faculty will teach courses as needed; not all faculty listed will teach these courses every term.

**Note:** Full faculty Curricula Vitae must be included in Appendix F (below)

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Expected Program Course Assignments**	Percent of Teaching Time to Program	Highest and Other Applicable Earned Degrees and Disciplines (include College/ University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Basile, Mary Lou Department Chair Business Administration Program Director -Full Professor	N/A	0%	Master of Business Administration Management, 1990  Rochester Institute of Technology Rochester, New York	41 years in Higher Education as teaching faculty and department administrator
Alvin Boyd -Lecturer	NBUS-200 Orientation to Business	16.67%	Ed. D., Executive Leadership, 2016  St. John Fisher College Rochester, New York	New York State Teacher Certifications, 2007.  National Business Education Association, 2011-present.

Kathleen Brady -Lecturer	NBUS-220 Introduction to Economics NBUS-224 Business Law	25%	Master in Business Administration, Concentration: Leadership and Management, 2011  Rochester Institute of Technology Rochester, New York	Business Manager, Integrity Engineering PLLC, 3/2014- 3/2015;  Sr. Financial Analyst, NTID/RIT, 2/2012-12/2013;  Business Studies Faculty Tutor for: Financial and Managerial Accounting, Business Law, Micro and Macro Economics, Business Ethics and Corporate Social Responsibility, and Personal Financial Management, 2016-present.
Adriana Kulakowski -Senior Lecturer	NACC-130 Personal Finance NAST-220 Fundamentals of Database Applications	33.3%	Master of Business Administration Accounting, 2012  SUNY Oswego Oswego, New York	NYS Permanent Teaching Certification in Business and Distributive Education 2004.  National Business Education Association, 2014-present.  2015/2016 Provost Award for Excellence in Student Learning Outcomes Assessment.  Nicoletta Associates, Accountant/Admin., 1997-2004.

Tracy Magin -Senior Lecturer	NAST-210 Essentials of Business Communication NBUS-221 Essentials of Human Resource Management NBUS-226 Organizational Behavior	50%	Master of Business Administration Concentration: Human Resource Management 2012  Rochester Institute of Technology Rochester, New York	Master of Science in Vocational and Technical Education, Concentration in Business and Marketing, 2004. New York State Teaching Certification in Initial 2005-2010.  National Business Education Association, 2014-present.  2015/2016 Provost Award for Excellence in Student Learning Outcomes Assessment.  Wegmans Food Markets Employee Rep Assistant, 2006.
Kathleen Szczepanek -Senior Lecturer	NBUS-213 Applied Ethics	16.67%	Master of Science – Professional Studies Concentration: Human Resources, Management, and Secondary Education of Students Who are Deaf or Hard-of-Hearing , 2008  Rochester Institute of Technology Rochester, New York	National Business Education Association, 2006-present.  Society for Ethics Across the Curriculum, 2011-present.  2015/2016 Provost Award for Excellence in Student Learning Outcomes Assessment.  NTID Non-Tenure Track Teaching/tutoring Award, 2017.

Charlotte Thoms -Associate Professor	NBUS-217 Fundamentals of Management NBUS-223 Fundamentals of Marketing NBUS-228 Leadership Essentials	50%	Ed. D. Higher Ed Administration, School of Education and Human Development, 2011.  University of Rochester Rochester, New York	U of R and RIT, Joint MS Educational Specialist Program, Concentration: Strategies for Teachers of the Deaf, 1991.  National Business Education Association, 1995-present.  Numerous leadership roles at NTID & RIT as chair, co-chair, coordinator or director of AALANA initiatives and Academic Governance, etc., 1991-present.
Melissa Youngman -Senior Lecturer	NAST-160 Fundamentals of Spreadsheet Applications NACC-201 Accounting 1 NACC-202 Accounting 2	50%	Master's in Business Administration Concentration: Business Administration, 2000  Rochester Institute of Technology Rochester, New York	Teachers of Accounting at Two Year Colleges (TACTYC), 2011- 2013 & 2015-present.  Administrative Assistant, Business Studies Department, RIT/NTID, 1991-2009.





#### 4. FINANCIAL RESOURCES AND INSTRUCTIONAL FACILITIES

- a. Space, Equipment and Computer facilities: There are no new resource implications for this program. Currently we have five classrooms/computer labs dedicated to the Business Studies AAS/AOS programs. We do not share this space or equipment with any other programs. All equipment is on a five-year replacement plan managed by NTID as a college. Currently three of these five classroom labs are available for more 8 a.m. and 4 p.m. class sessions. Given the AAS Business Administration program design, we will offer an additional section of our core general business courses (Orientation to Business, Fundamentals of Marketing and Fundamentals of Management) during the first three semesters of the mask. We have the necessary faculty, space, equipment and computers needed for these additional course sections.
- b. The NTID cost model analysis in Appendix G, includes four tables detailing projected expenditures and revenue over the first five years, plus Table 5 shown below of the program that shows new expenditures in the first three years. There are no anticipated capital expenditures. Faculty/staff salary and benefits plus costs such as computers, instructional supplies, telephone, software licenses, travel/conferences, and tuition payment for RIT credits total approximately \$1,950,500. These costs are projected to be offset by more than \$2,262,600 in tuition revenue. Total revenue minus expenses over the five years is estimated to be approximately \$312,100. [Note that NTID's tuition is applied to support all academic and non-academic programs accessed by students and the program does not fit into the Net Tuition Revenue Model used by other RIT colleges. Tuition is subsidized by federal appropriations and is therefore not cost related.]

<b>Table 5: New Expenditures</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Personnel			
Library			
Equipment			
Laboratories			
Supplies & Expenses (Other Than Personal Service)	\$19,100	\$28,400	\$50,400
Capital Expenditures			
Other	\$52,900	\$72,400	\$81,600
<b>Total all</b>	<b>\$72,000</b>	<b>\$100,800</b>	<b>\$132,000</b>

## 5. LIBRARY RESOURCES

- a. According to Joan Naturale, in her support letter dated October 12, 2016 the RIT library currently maintains appropriate resources for the AAS Business Administration and the various BS degree options within this School. Resources include journals, books, e-books, and access to a variety of other resources.
- b. Joan specified that the program will have minimal impact on the library's services and collection of books, journals, and databases. RIT Libraries now use a demand/user-driven model of acquisition for the majority of its book purchases, ensuring books purchased are those that users want. Our current holdings (journals and databases) are at acceptable levels for associate's level programs. This is based on requests for books not published yet and new journal titles.

## 6. ADMISSIONS AND ENROLLMENT

According to RIT/NTID admission process, students must demonstrate a significant hearing loss and demonstrate the ability to benefit from models used at RIT/NTID designed specifically to provide access to academic programs for deaf and hard-of-hearing students. Students seeking admissions to this program are expected to submit records of previous academic performance (high school and/or college) and entrance exam scores.

Specific guidelines for admission include:

- a. **ACT:** Students with an ACT composite score of 16 or higher will be considered for direct admission to this program.
- b. **English:** Placement in a First Year Writing course such as Writing Seminar (UWRT-150). Students that place into UWRT-100, Critical Reading and Writing would also be considered.
- c. **Mathematics:** Placement into NTID Mathematics (NMTH-140 or higher). Typically, students entering this major have completed at least two years of high school mathematics.
- d. **Science:** Typically, students entering this major will have completed at least two years of high school science.

Freshman: A college preparatory program including the following (Program Proposal fills in requirements, as appropriate):

Math	Required	Recommended	Notes
Algebra		√	
Geometry		√	
Trigonometry			
Pre-calculus			
Science	Required	Recommended	Notes
Biology		√	
Chemistry		√	
Physics			
Additional requirements and recommendations			i.e., Are other courses required or recommended? Are students required to submit a portfolio of original artwork? NA

**a. Internal transfers**

Course recommendations without an associate's degree	Recommended associate's degree program for transfer
Successful completion of Critical Reading & Writing (UWRT-100)  Overall GPA in courses at NTID/RIT of 2.5 and higher	NA

Successful completion of NTID Math course of 140 or higher	
Successful completion of NBUS-200, Orientation to Business	

***b. Describe the process for evaluating exceptions to admission requirements***

Requiring at least an ACT composite score of 16 is consistent with published ACT “standards for transition” suggesting that “16-19 (is the) minimum level of performance to enter credit-bearing college courses” for potential transfer degree purposes. The typical students who satisfy the math and English entrance requirements will be prepared to complete the AAS degree within five (5) semesters or two and a half (2.5) years. The department chairperson will reserve the right to evaluate borderline applicants through the normal NTID admissions process.

The Office of NTID admissions reviews each applicant’s record, and they will confer with the academic program if exceptions to admission requirements seem warranted. RIT will grant credit for prior experience/prior learning on an individual basis as determined by the academic program.

***c. Enrollment by persons from groups historically underrepresented in the discipline***

While limited to students who meet the RIT and NTID admissions criteria, this proposed AAS career-focused degree program is expected to enhance enrollment by attracting new and retaining existing NTID students. The proposed course of study offers business students from all demographics an attractive alternative program to qualify them for admission to the School of Individualized Study and subsequently graduating with a Bachelor of Science degree. This type of AAS business degree program has never been offered by the Business Studies Department nor has it been marketed to individuals seeking a broad business foundation with the knowledge, skills, and values needed for a variety of entry-level positions in a wide-range of businesses.

RIT/NTID is committed to recruiting and enrolling a diverse student population who are deaf and hard-of-hearing. An important component of RIT’s Strategic Plan is to recruit students from underrepresented groups, especially AALANA and women, particularly into STEM fields. The university sponsors on-campus programs and conducts many Outreach Activities specifically designed to increase the populations of those groups in the admissions pipeline.

## **7. ACADEMIC SUPPORT SERVICES**

The Business Administration program will use a variety of approaches for advising and counseling its students. The Business Studies Department has academic counselors assigned to work with the Business Administration students from the NTID Counseling Services. Presently, all programs within the Business Studies Department employ the following strategies:

- Use the RIT “Starfish” program on a semester basis which identifies at-risk students. Their NTID counselor, and the Chair are notified of potential academic challenges. Appropriate early intervention strategies are then planned.
- Hold team meetings with students placed on probation or returning from suspension. The Chair and counselor will conduct individual meetings with students to discuss possible academic/social barriers, to determine solutions, and to establish performance expectations.

Additional strategies will be considered if students are not succeeding in courses and transferring at the anticipated rate since some of these students have the goal of transferring to a BS level program.

In addition to academic advising, the Business Studies Department will facilitate acquiring tutoring services for Business Administration students taking courses in other colleges of RIT.

## **8. EXTERNAL REVIEW OF GRADUATE PROGRAMS**

Not applicable for this AAS degree program.

## **9. CREDIT FOR EXPERIENCE**

The Business Administration program will grant credit for previous experimental learning experiences based on successful completion of a course examination given prior to registration for the course. Credit will be given for the course if performance on the exam meets the required standard.



## 10.PROGRAM ASSESSMENT AND IMPROVEMENT

### Program Level Outcomes Assessment Plan

Program Name/College: Business Administration AAS/NTID

College Contact for Program Assessment:

Mary Lou Basile, Chairperson

Program Goals	Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items and Dissemination
Please List program-level goals	Students will be able to:(task, capability, knowledge, skills, and dispositions) Use measurable verbs.	Alignment to the five RIT essential outcomes - check all that apply	Assessment opportunity (course/experience) method/measures, assignment/rubric)	Standard, target, or achievement level (usually a %) Statement of student Success	Identify when and how data are collected, aggregated, and analyzed	Identify who is responsible and list key findings	Identify how results are used and shared. List any recommendations or action items
Acquire a high degree of business knowledge and competencies in order to gain entry-level employment in a business administration position.	Demonstrate knowledge of fundamental business concepts and principles by analyzing issues related to business operations.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<i>Introduction to Organizational Behavior</i> (NBUS-226)  Organizational Behavior Project	70% of students will earn an average rating of 80% or better on the Organizational Behavior project rubric.	At the end of each semester when <i>Intro to Organizational Behavior</i> is offered.	Department Co-op Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.
	Gain entry-level employment in the Business Administration field.		NTID Center on Employment (NCE) Graduate Employment Report	80% of graduates seeking employment will be employed.	Data collected annually one-year post graduation	NCE & Alumni Survey Personnel	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports

			Co-op Employer Evaluation	80% of students will receive a score of “3” or higher (5-point scale) on the Co-op Employer’s Evaluation question #29 (students overall performance).	End of each semester in which co-op experiences occur—Triennial Survey		
Apply the knowledge and skills necessary to communicate effectively in a digital society.	Prepare effective visual and written business communications.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<i>Essentials of Business Communication</i> (NAST-210)  Job Portfolio	85% of students will earn an average rating of 85% or better on the Job Portfolio rubric.	At the end of each semester when <i>Essentials of Business Communication</i> is offered.	Department Co-op Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.
Apply the knowledge and competencies needed to effectively advertise a product in today’s global society.	Describe the interrelatedness of social, cultural, and business factors that shape and impact the globalization of products in today’s marketplace.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<i>Fundamentals of Marketing</i> (NBUS-223)  Marketing Project	70% of students will earn an average rating of 80% or better on the Marketing project rubric.	At the end of each semester when <i>Fundamentals of Marketing</i> is offered.	Department Co-op Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.



Demonstrate the knowledge and technical skills necessary to work with basic computer software programs.	Utilize business software to create, edit, and manipulate information.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<i>Fundamentals of Database Applications</i> (NAST-220)  Database Project	75% of students will earn an average rating of 80% or better on the Database project rubric.	At the end of each semester when <i>Fundamentals of Database Applications</i> is offered.	Department Co-op Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.
Establish core interpersonal business skills that promote effective teamwork.	Demonstrate appropriate interpersonal business skills and teamwork in a professional environment.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<i>Leadership Essentials</i> (NAST-228)  Team Project	80% of students will earn an acceptable rating score averaging 80% or higher on interpersonal skills and teamwork rubric.	At the end of each semester when <i>Leadership Essentials</i> is offered.	Department Co-op Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.
Apply independent learning skills to advance personal and professional growth	Tech Skill 1: Demonstrate aptitude/ability to learn quickly and apply technical knowledge	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	Co-op Supervisor Evaluation of Student Job Performance on Tech Skill 1 & 4.	80% of students will be rated at 3 or greater on Tech Skill 1 & 4.	At the end of each semester in which co-op experiences occur.	Department Co-op Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.
	Tech Skill 4: Demonstrate ability to transfer knowledge of business concepts and principles to employment situations						

NOTE: Program Assessment Plan was reviewed (2161) by Laurie Clayton and Dr. Anne Wahl, Assistant Provost for Assessment and Accreditation and revisions were made prior to new program proposal submission.



## **11. NEW/EMERGING FIELD AND ALLIED HEALTH AREAS**

Not applicable for this AAS internal transfer degree program.

## **12. TRANSFER TO BACCALAUREATE PROGRAMS**

The AAS Business Administration program prepares qualified NTID students for admission into the School of Individualized Study baccalaureate program offerings with junior-year status. Students who graduate from this proposed program should be as well prepared as any student transferring to RIT with a two-year college education experience. Entry into other four-year programs outside of RIT will be possible as well, although the number of courses accepted for transfer may be less.

The proposed AAS degree requires a minimum of 75 credits of which 60 (80%) are transferable to the School of Individualized Study. The articulation agreement (see Appendix H) shows the required AAS courses and demonstrates the transferability of them to the Applied Arts and Sciences baccalaureate program.

## **13. APPLICATION FOR DISTANCE EDUCATION FORMAT**

Not applicable for this AAS internal transfer degree program.



## APPENDIX A: NEW COURSE OUTLINE FORM

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# ROCHESTER INSTITUTE OF TECHNOLOGY

NTID  
BUSINESS STUDIES DEPARTMENT

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NTID-NBUS-224

Business Law

### 1.0 Course Information

**a) Catalog Listing** (click [HERE](#) for credit hour assignment guidance)

Course title (100 characters)	Business Law
Transcript title (30 Characters)	Business Law
Credit hours	3
Prerequisite(s)**	NBUS-213
Co-requisite(s)	None

**b) Terms(s) offered** (check at least one)

<input type="checkbox"/>	Fall
<input checked="" type="checkbox"/>	Spring
<input type="checkbox"/>	Summer
<input type="checkbox"/>	Other
<input type="checkbox"/>	Offered biennially

*If "Other" is checked, explain:*

**c) Instructional Modes** (click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Classroom	2	10
Lab	2	10
Studio		
Other (specify, i.e. online, workshop seminar, etc.)		

**2.0 Course Description**

**NBUS-224**

**Business Law**

This course will provide students with a comprehensive view of the American legal system. It will begin with an introduction to the fundamentals of business law and traverse into actual case studies for the purpose of observing the development and applications of legal principles in a business activity. Topics covered include the foundations of law, courts and court procedures, crimes and torts, employment and agency relationships, contracts, sales, and negotiable instruments. Students will exit the class with a working knowledge of the legal framework within which formal business organizations must operate. (NBUS-213) Class 2, Lab 2, Credit 3 (S)

**3.0 Goal(s) of the Course**

- 3.1 To learn the basic terminology, definitions, concepts, legal issues and theories that apply to the American legal system.
- 3.2 To develop technical reading and writing skills by identifying and formulating the legal issues and theories that apply to a given case study or business situation.
- 3.3 To develop basic knowledge of the nature and sources of ethical standards related to the legal profession.
- 3.4 To integrate legal concepts and theories across all functional business domains within the AAS Business Administration degree.

#### 4.0 Intended course learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
<p>4.1 To learn the basic terminology, definitions, concepts, and legal issues and theories that apply to the American legal system (Goal 3.1)</p> <p>4.1.1. Explain and classify the various types of laws</p> <p>4.1.2. Describe the key elements of the United States Constitution as they relate to business environment</p> <p>4.1.3. Describe the structure of the federal and state court systems</p> <p>4.1.4. List and explain the generally recognized business torts</p> <p>4.1.5. Define and discuss the nature of crime and the essential elements to be convicted of criminal behavior</p> <p>4.1.6. Explain the elements of a contract, the sources of laws governing contracts, and the conditions for an offer to be valid</p> <p>4.1.7. Explain the laws pertaining to employment, including health and safety, union, discrimination, and privacy</p>	<p>Assignments</p> <p>Quizzes/Exam</p>
<p>4.2 To develop technical reading and writing skills as well as the ability to identify and formulate the legal issues and theories that apply to a given case study or business situation. (Goal 3.2).</p> <p>4.2.1 Analyze and explain conclusions reached for case studies and legal issues using critical thinking, decision-making, teamwork, and communication skills.</p> <p>4.2.2 Identify and apply legal concepts to case studies in a logical manner that typically arise in personal and business situations.</p>	<p>Case Studies</p> <p>Class Presentation</p> <p>Quizzes/Exams</p>

Course Learning Outcome	Assessment Method
<p>4.3 To develop basic knowledge of the nature and sources of ethical standards related to the legal profession (Goal 3.3).</p> <p>4.3.1 Explain the difference between ethics as opposed to values, morality, and laws</p> <p>4.3.2 Identify or list legal rules and ethical restraints within the legal profession.</p> <p>4.3.3 Identify and analyze legal issues shown in case studies using problem solving and ethical decision-making skills.</p>	<p>Assignments</p> <p>Case Studies</p> <p>Quizzes/Exams</p>
<p>4.4 To integrate legal concepts and theories across all functional business domains within the AAS Business Administration degree (Goal 3.4).</p> <p>4.4.1 Identify and apply the rules of law that relate to the study of accounting, business, finance, economics and management.</p>	<p>Case Studies</p> <p>Quizzes/Exams</p> <p>Class Presentations/Mock Trials</p>

**5.0 Topics** (should be in an enumerated list or outline format)

**5.1 Introduction of Law**

- 5.1.1. Our System of Law
- 5.1.2. Ethics and the Law
- 5.1.3. Criminal Law
- 5.1.4. Tort Law
- 5.1.5. Constitutional Law
- 5.1.6. Administrative Law

**5.2 Contracts**

- 5.2.1. Introduction to Contracts
- 5.2.2. Offer and Acceptance
- 5.2.3. Mutual Agreement
- 5.2.4. Consideration
- 5.2.5. Competent Parties
- 5.2.6. Legal Purpose of Contracts
- 5.2.7. Form of Contracts
- 5.2.8. Operation of Contracts
- 5.2.9. Discharge of Contracts

**5.3 Sales, Agency, and Business Organizations**

- 5.3.1. Transfer of Title
- 5.3.2. Sales
- 5.3.3. Warranties
- 5.3.4. Agency
- 5.3.5. Business Organizations
- 5.3.6. Bankruptcy

**5.4 Commercial Paper**



- 5.4.1.Introduction to Commercial Paper
- 5.4.2.Transfer and Discharge of Commercial Paper

## **5.5 Property**

- 5.5.1.Real and Personal Property
- 5.5.2.Bailments
- 5.5.3.Landlord – Tenant Relations
- 5.5.4.Wills, Intestacy, and Trusts

## **5.6 Business and Technology**

- 5.6.1.Intellectual Property
- 5.6.2.Computer Privacy and Speech
- 5.6.3.Conducting Business in Cyberspace

## **5.7 Legal Environment**

- 5.7.1.The Employer – Employee Relationship
- 5.7.2.Employment Law
- 5.7.3.Product Liability
- 5.7.4.Professionals' Liability
- 5.7.5.International Business Law
- 5.7.6.Business and the Environment
- 5.7.7.Health Care Law

## **6.0 Possible Resources** (should be in an enumerated list or outline format)

- 6.1 *Essentials of Business Law*, Anthony Liuzzo, 9th Edition, McGraw Hill, 2016, ISBN 0: 1259673650
- 6.2 *Business Law Today*, 11th Edition, Comprehensive, Roger, LeRoy, and Miller, Cengage ISBN 0-1-305-57501-6

## **7.0 Program outcomes and/or goals supported by this course** (if applicable, as an enumerated list)

- 7.1 Demonstrate knowledge and competencies in fundamental business concepts and principles in order to gain employment in business.
- 7.2 Demonstrate knowledge and skills necessary to communicate effectively in a digital society.

## **8.0 Administrative Information**

### **a) Proposal and Approval**

Course proposed by	Business Studies Department
Effective term	2185 (Spring AY 2018-19)
Required approval	Approval granted date
Academic Unit Curriculum Committee	9-14-16
Department Chair/Director/Head	1-12-17

College Curriculum Committee	3-2-17
College Dean	3-21-17

**b) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
	General Education	
	Writing Intensive	
	Honors	

**c) This outline is for a...**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

	Course title		Mode of Delivery
	Credit hour		Course Description
	Prerequisites		Special Designation
	Contact hour		
	Other (explain briefly):		

**d) Additional course information** (check all that apply)

<input checked="" type="checkbox"/>	Schedule Final Exam
-------------------------------------	---------------------

	Repeatable for Credit   How many times: 1
	Allow Multiple Enrollments in a Term
X	Required course   For which programs: <b>Business Administration AAS</b>
	Program elective course   For which programs:

#### e) Other relevant scheduling information

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Computer Lab with connections to online services and media projection equipment are required for course delivery.

#### 9.0 Colleges may add additional information here if necessary

(e.g., information required by accrediting bodies)

N/A

#### Endnotes:

\* **College-Alpha-Number-Name:** As in the file name in the Further Instructions below. Note: the suffix ‘-X’ is used for cross-listed courses only and, if appropriate, must appear in this place on the form, but only in this place. The ‘-X’ must be included in the course outline forms for both courses in such cases.

\*\* **Prerequisites:** These may be: major, year within major, and/or completion of specific courses. Note that these are system-enforceable prerequisites, and a student will not be able to register for the course without meeting this exact prerequisite course or an equivalent that can be detected by the system. To list course prerequisites, use CourseAlpha-Number (as in ISTE-101). If more general skill-based prerequisites are needed, they should be listed at the end of section 2, such as, “Note: One year of programming is helpful” or “Note: One semester of descriptive Statistics is recommended”

\*\*\* **Optional course designation; approval granted date:** This is the date the optional course designation curriculum committee approves a course for the requested optional course designation. The chair of the appropriate optional course designation curriculum committee is responsible to fill in this date.

#### **Further Instructions:**

The file that contains this form should be named using the following convention:

#### **COLLEGE-ALPHA-NUM-NAME**

- College is the Alpha College Designation (e.g., GCCIS)
- NUM is the course number including the 4 letter text code and course number (e.g., HCIN-744)
- NAME is the course name, no spaces, each word beginning with an upper case letter
- EXT is the extension (doc or docx). These are the only acceptable extensions

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# ROCHESTER INSTITUTE OF TECHNOLOGY

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF  
BUSINESS STUDIES DEPARTMENT

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**NTID-NBUS- 226\***

**Title of course: Introduction to Organizational Behavior**

**New Topic or Seminar Title:**

## 1.0 Course Information

**a) Catalog Listing** (click [HERE](#) for credit hour assignment guidance)

Course title (100 characters)	Introduction to Organizational Behavior
Transcript title (30 Characters)	Intro to Org. Behavior
Credit hours	3
Prerequisite(s)**	NBUS-217; NBUS-221
Co-requisite(s)	

**b) Terms(s) offered** (check at least one)

	Fall
X	Spring
	Summer
	Other
	Offered biennially

**c) Instructional Modes** (click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Classroom	3	15
Lab		
Studio		
Other (specify, i.e. online, workshop seminar, etc.)		

**2.0 Course Description** (as it will appear in the bulletin)

**NBUS-226**

**Introduction to Organizational Behavior  
(Intro to Org Behavior)**

The purpose of this course is to provide students with the tools to understand and analyze behaviors of individuals, groups and the organization itself. Through class discussions, assignments and case analysis, students will determine the impact of the behaviors on the organization. Students will then determine how the organization can be managed more effectively to enhance employees work experiences while maintaining organizational success. Students will exit the course with a clearer understanding of how to create and maintain a productive work environment that will help organizations perform more effectively. (NBUS-217, NBUS-221) **Class 3, Credit 3 (S)**

**3.0 Goal(s) of the Course**

- 3.1 To develop an understanding of individual behaviors in organizations including attitudes, emotions, personality, and perceptions and their impact on organizational effectiveness.
- 3.2 To develop an understanding of group behaviors in organizations including attitudes, emotions, personality, and perceptions and their impact on organizational effectiveness.
- 3.3 To develop an understanding of organizational behaviors and events that result in cultural changes and the impact on employee effectiveness.
- 3.4 To demonstrate an understanding of how to create and maintain a productive work environment that helps organizations perform effectively based on observations of behaviors in the work environment.
- 3.5 Enhance technical reading and writing as well as critical thinking, decision making, and problem solving skills needed for the understanding of routine organizational problems.

#### 4.0 Intended course learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
<p>4.1 To develop an understanding of individual behaviors in organizations including attitudes, emotions, personality, and perceptions and their impact on organizational effectiveness.</p> <p>4.1.1 Describe individual differences and explain why they are important in understanding organizational behaviors</p> <p>4.1.2 Describe how attitudes are formed and the impact on the work environment</p> <p>4.1.3 Discuss the importance of values and emotions at work</p> <p>4.1.4 Explain how the need for power and belonging influence an individual's behavior in the workplace</p>	Class assignments/activities quizzes, exams, presentations
<p>4.2 To develop an understanding of group behaviors in organizations including attitudes, emotions, personality, and perceptions and their impact on organizational effectiveness.</p> <p>4.2.1 Identify factors that influence group behavior</p> <p>4.2.2 Discuss influences on group effectiveness</p> <p>4.2.3 Describe the role culture plays in group decision making</p> <p>4.2.4 Define leadership and its impact on group dynamics</p> <p>4.2.5 Define followership and its impact on group dynamics</p> <p>4.2.6 Describe the kinds of conflicts in organizations</p> <p>4.2.7 Identify 3 ways to manage conflict</p>	Class assignments/activities quizzes, exams, presentations
<p>4.3 To develop an understanding of organizational behaviors and events that result in cultural changes and the impact on employee effectiveness.</p> <p>4.3.1 Describe the various organizational designs</p> <p>4.3.2 Explain the relationship between organizational culture and performance</p> <p>4.3.3 Describe the different types of diversity and barriers to inclusion that exist in the workplace.</p> <p>4.3.4 Describe how effective organizations manage their culture</p> <p>4.3.5 Identify challenges organizations face developing a positive work environment</p> <p>4.3.6 Identify external and internal forces for change in organizations</p>	Class assignments/activities quizzes, exams, presentations

<p>4.4 To demonstrate an understanding of how to create and maintain a productive work environment that helps organizations perform effectively based on observations of behaviors in the work environment.</p> <p>4.4.1 Apply Organizational Behavior concepts to analyze self and develop a plan to improve self-performance in a working environment</p> <p>4.4.2 Apply Organizational Behavior concepts to analyze group dynamics and improve group performance in a working environment</p> <p>4.4.3 Apply Organizational Behavior concepts to analyze the organizational culture and environment to improve work situations</p>	<p>Written paper, presentations, role plays, team work, quizzes, exams, class assignments</p>
<p>4.5 Enhance technical reading and writing as well as critical thinking, decision-making, and problem solving skills needed for the understanding of routine organizational problems.</p> <p>4.5.1 Point out Organizational Behavior concepts and ideas in class interactions discussions</p> <p>4.5.2 Analyze case studies and write reports/papers that incorporates Organizational Behavior concepts</p> <p>4.5.3 List/Weigh options that individuals, groups and organizations have to create and maintain a productive work environment</p> <p>4.5.4 Describe the nature of conflict and how it can be de-escalated</p>	<p>Written paper, presentations, class assignments, quizzes, exams, class activities, participation</p>

## 5.0 Topics (should be in an enumerated list or outline format)

### 5.1 What is Organizational Behavior (OB)?

#### 5.1.1 Why is OB important?

#### 5.1.2 OB and Diversity

### 5.2 Individual Behavior

#### 5.2.1 Individual differences in demographics, intelligence and learning styles

#### 5.2.2 Personality, perceptions

#### 5.2.3 Motivations at work

#### 5.2.4 Attitudes, Emotions

#### 5.2.5 Performance Management

### 5.3 Group Behaviors

#### 5.3.1 Working groups

#### 5.3.2 Group decision making

#### 5.3.3 Power and influence

#### 5.3.4 Leadership vs. Followership

#### 5.3.5 Conflict and Negotiation

### 5.4 Organizational Behaviors

#### 5.4.1 Organizational design

#### 5.4.2 Organizational culture

#### 5.4.3 Managing change

#### 5.4.4 Managing your career

## 6.0 Possible Resources (should be in an enumerated list or outline format)

- 6.1 Nelson, D., & Quick, J. C. (2015). *ORGB4*. Stanford: Cengage Learning.
- 6.2 Phillips, J. M., & Gully, S. M. (2014). *Organizational Behavior: Tools for Success*. Mason: South-Western.

## 7.0 Program outcomes and/or goals supported by this course (if applicable, as an enumerated list)

- 7.1 Demonstrate knowledge and competencies in fundamental business concepts and principles in order to gain employment in business.
- 7.2 Demonstrate knowledge and skills necessary to communicate effectively in a digital society.
- 7.3 Demonstrate appropriate interpersonal business skills that promote effective teamwork.

## 8.0 Administrative Information

### a) Proposal and Approval

Course proposed by	Business Studies Dept. Administrative Support Technology Team
Effective term	2181 (Fall AY 2018-19)
Required approval	Approval granted date
Academic Unit Curriculum Committee	9-14-16
Department Chair/Director/Head	1-12-17
College Curriculum Committee	3-2-17
College Dean	3-21-17

### b) Special designations for undergraduate courses

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
	General Education	
	Writing Intensive	
	Honors	



**c) This outline is for a...**

<b>x</b>	New course
	Revised course
	Deactivated course

If revised course, check all that have changed

	Course title		Mode of Delivery
	Credit hour		Course Description
	Prerequisites		Special Designation
	Contact hour		
	Other (explain briefly):		

**d) Additional course information** (check all that apply)

<b>x</b>	Schedule Final Exam
	Repeatable for Credit   How many times:
	Allow Multiple Enrollments in a Term
<b>x</b>	Required course   For which programs: <b>Business Administration AAS</b>
	Program elective course   For which programs:

**e) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Computer Lab with connections to online services and media projection equipment are required for course delivery.

**9.0 Colleges may add additional information here if necessary**

(e.g., information required by accrediting bodies)

N/A

**Endnotes:**

\* **College-Alpha-Number-Name:** As in the file name in the Further Instructions below. Note: the suffix ‘-X’ is used for cross-listed courses only and, if appropriate, must appear in this place on the form, but only in this place. The ‘-X’ must be included in the course outline forms for both courses in such cases.

**\*\* Prerequisites:** These may be: major, year within major, and/or completion of specific courses. Note that these are system-enforceable prerequisites, and a student will not be able to register for the course without meeting this exact prerequisite course or an equivalent that can be detected by the system. To list course prerequisites, use CourseAlpha-Number (as in ISTE-101). If more general skill-based prerequisites are needed, they should be listed at the end of section 2, such as, “Note: One year of programming is helpful” or “Note: One semester of descriptive Statistics is recommended”

**\*\*\* Optional course designation; approval granted date:** This is the date the optional course designation curriculum committee approves a course for the requested optional course designation. The chair of the appropriate optional course designation curriculum committee is responsible to fill in this date.

#### **Further Instructions:**

The file that contains this form should be named using the following convention:

#### **COLLEGE-ALPHA-NUM-NAME**

- College is the Alpha College Designation (e.g., GCCIS)
- NUM is the course number including the 4 letter text code and course number (e.g., HCIN-744)
- NAME is the course name, no spaces, each word beginning with an upper case letter
- EXT is the extension (doc or docx). These are the only acceptable extensions

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# ROCHESTER INSTITUTE OF TECHNOLOGY

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF  
BUSINESS STUDIES DEPARTMENT

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**NTID-NBUS- 228\***

**Title of course: Leadership Essentials**

**New Topic or Seminar Title:**

## **1.0 Course Information**

**a) Catalog Listing** (click [HERE](#) for credit hour assignment guidance)

Course title (100 characters)	Leadership Essentials
Transcript title (30 Characters)	Leadership Essentials
Credit hours	3
Prerequisite(s)**	NBUS-217; NBUS-221
Co-requisite(s)	

**b) Terms(s) offered** (check at least one)

<input checked="" type="checkbox"/>	Fall
<input type="checkbox"/>	Spring
<input type="checkbox"/>	Summer
<input type="checkbox"/>	Other
<input type="checkbox"/>	Offered biennially

**c) Instructional Modes** (click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Classroom	2	15
Lab	2	15
Studio		
Other (specify, i.e. online, workshop seminar, etc.)		

**2.0 Course Description** (as it will appear in the bulletin)

**NBUS-228**

**Leadership Essentials**

The purpose of this course is to develop personal leadership skills that can be applied in the business world. The course will focus on concepts of leadership, followership and motivation, and the impact on organizations. Self-examination of leadership skills will result in a personal profile of strengths and weaknesses that students will be able to analyze and use to create an action plan. Leadership elements such as developing personal goals and objectives, decision-making, time management, team building, conflict resolution, dealing with change, ethics, and diversity issues will be explored. By the end of the course, students will have increased their personal and interpersonal awareness and gained a greater understanding of the complex issues facing today's leaders. (NBUS-217, NBUS-221) **Class 2, Lab 2, Credit 3 (F)**

**3.0 Goal(s) of the Course**

- 3.1 To develop an understanding of basic leadership principles related to personal and interpersonal leadership and motivation
- 3.2 To develop an understanding of followership and its role in organization success
- 3.3 To develop the ability to examine “self” in the context of leadership by developing a personal profile of leadership strengths and weaknesses
- 3.4 To understand and apply personal and interpersonal leadership elements including: developing goals and objectives, decision-making, time management, team building, conflict resolution, dealing with change, ethics, and diversity issues
- 3.5. To enhance technical reading and writing skills as well as critical thinking, decision making, and problem solving skills needed for leaders to formulate and implement business strategies

#### 4.0 Intended course learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
<p>4.1 To develop an understanding of basic leadership principles related to personal and interpersonal leadership and motivation (Goal 3.1)</p> <p>4.1.1 Describe the key elements of leadership</p> <p>4.1.2 List the knowledge, skills and abilities needed to be a successful leader</p> <p>4.1.3 Describe the types of leadership principles/styles used today in business</p> <p>4.1.4 Describe the relationship between leadership and motivation</p> <p>4.1.5 Describe how an organization can be successful when leaders are motivated</p> <p>4.1.6 Describe various global leadership practices</p>	Class assignments/activities quizzes, exams
<p>4.2 To develop an understanding of followership and its role in organization success (Goal 3.2)</p> <p>4.2.1 Describe followership and its role in organizational success</p> <p>4.2.2 Outline appropriate guidelines for being an effective follower</p>	Class assignments/activities quizzes, exams, presentations
<p>4.3 To develop the ability to examine “self” in the context of leadership by developing a personal profile of leadership strengths and weaknesses (Goal 3.3)</p> <p>4.3.1 Evaluate personal leadership practices by taking a leadership practices inventory</p> <p>4.3.2 Reflect on personal leadership practices and cultural perspectives and how they impact and influence others within an organization</p>	Class assignments/activities presentations, journal entries
<p>4.4 To understand and apply personal and interpersonal leadership elements including: developing goals and objectives, decision-making, time management, team building, conflicts, dealing with change, ethics, and diversity issues (Goal 3.4)</p> <p>4.4.1 Demonstrate growth in developing personal goals and objectives</p> <p>4.4.2 Explain the decision-making process and its importance to leadership</p> <p>4.4.3 Identify 3-5 best time management practices used by effective leaders</p> <p>4.4.4 Identify steps in building an effective team</p> <p>4.4.5 Identify leadership strategies to deal with conflict and change</p>	Role plays, class assignments/activities, journal entries, teacher observation, written paper and presentation

4.4.6. Identify the impacts of diversity, culture, and ethics on the role of leadership	
4.4.7 Identify the impacts of diversity, culture, and ethics on the role of followership	
4.5. To enhance technical reading and writing as well as critical thinking, decision making, and problem solving skills needed for leaders to formulate and implement business strategies (Goal 3.5) 4.5.1 Identify personal leadership practices and apply them to business situations 4.5.2 Analyze leadership practices through case studies and written analysis 4.5.3 Develop possible alternatives and/or solutions if a leadership practice is considered unethical 4.5.4 Construct conclusions that a leader would use to implement stronger business strategies	Case studies, written paper, presentations, class assignments, quizzes, exams

## 5.0 Topics (should be in an enumerated list or outline format)

- 5.1 What is leadership and motivation?
  - 5.1.1 Leadership styles
  - 5.1.2 Skills needed to be a successful leader
  - 5.1.3 Importance of motivation and leadership
  - 5.1.4 Global leadership practices
- 5.2 What is followership?
  - 5.2.1 Importance of followership
  - 5.2.2 Define followership and the various types
  - 5.2.3 Guidelines to become an effective follower
  - 5.2.4 Being a leader and a follower
- 5.3 Personal leadership profile
  - 5.3.1 Self-assessment of leadership skills
  - 5.3.2 Develop a personal leadership profile
  - 5.3.3 Analyze personal leadership styles
- 5.4 Leadership elements
  - 5.4.1 Develop goals and objectives
  - 5.4.2 Decision-making
  - 5.4.3 Time management
  - 5.4.4 Team building
  - 5.4.5 Conflict
  - 5.4.6 Dealing with change
  - 5.4.7 Ethics
  - 5.4.8 Diversity issues
- 5.5 Developing other leaders

## 6.0 Possible Resources (should be in an enumerated list or outline format)

6.1 Daft, Richard L. The Leadership Experience, 6th Edition. ISBN-10: 1-4354-6285-8 ISBN-13: 978-1-4354-6285-4. Cengage.

6.2 Kouzes, James M., Posner, Barry Z. The Student Leadership Challenge, 2nd edition. ISBN-10: 1118390075 ISBN-13: 978-1118390078 Jossey-Bass

## 7.0 Program outcomes and/or goals supported by this course (if applicable, as an enumerated list)

- 7.1 Demonstrate knowledge and competencies in fundamental business concepts and principles in order to gain employment in business.
- 7.2 Demonstrate knowledge and skills necessary to communicate effectively in a digital society.
- 7.3 Demonstrate appropriate interpersonal business skills that promote effective teamwork.
- 7.4 Apply independent learning skills to advance personal and professional growth.

## 8.0 Administrative Information

### a) Proposal and Approval

Course proposed by	Business Studies Dept. Administrative Support Technology Team
Effective term	2191 (Fall AY 2019-20)
Required approval	Approval granted date
Academic Unit Curriculum Committee	9-27-16
Department Chair/Director/Head	1-12-17
College Curriculum Committee	3-2-17
College Dean	3-21-17

### b) Special designations for undergraduate courses

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
	General Education	
	Writing Intensive	

	Honors	
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**c) This outline is for a...**

<b>x</b>	New course
	Revised course
	Deactivated course

If revised course, check all that have changed

	Course title		Mode of Delivery
	Credit hour		Course Description
	Prerequisites		Special Designation
	Contact hour		
	Other (explain briefly):		

**d) Additional course information** (check all that apply)

<b>x</b>	Schedule Final Exam
	Repeatable for Credit   How many times:
	Allow Multiple Enrollments in a Term
<b>x</b>	Required course   For which programs: <b>Business Administration AAS</b>
	Program elective course   For which programs:

**e) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Computer Lab with connections to online services and media projection equipment are required for course delivery.

**9.0 Colleges may add additional information here if necessary**

(e.g., information required by accrediting bodies)

N/A

**E ndnotes:**



\* **College-Alpha-Number-Name:** As in the file name in the Further Instructions below. Note: the suffix ‘-X’ is used for cross-listed courses only and, if appropriate, must appear in this place on the form, but only in this place. The ‘-X’ must be included in the course outline forms for both courses in such cases.

\*\* **Prerequisites:** These may be: major, year within major, and/or completion of specific courses. Note that these are system-enforceable prerequisites, and a student will not be able to register for the course without meeting this exact prerequisite course or an equivalent that can be detected by the system. To list course prerequisites, use CourseAlpha-Number (as in ISTE-101). If more general skill-based prerequisites are needed, they should be listed at the end of section 2, such as, “Note: One year of programming is helpful” or “Note: One semester of descriptive Statistics is recommended”

\*\*\* **Optional course designation; approval granted date:** This is the date the optional course designation curriculum committee approves a course for the requested optional course designation. The chair of the appropriate optional course designation curriculum committee is responsible to fill in this date.

#### **Further Instructions:**

The file that contains this form should be named using the following convention:

#### **COLLEGE-ALPHA-NUM-NAME**

- College is the Alpha College Designation (e.g., GCCIS)
- NUM is the course number including the 4 letter text code and course number (e.g., HCIN-744)
- NAME is the course name, no spaces, each word beginning with an upper case letter
- EXT is the extension (doc or docx). These are the only acceptable extensions



## APPENDIX B: NTID BUSINESS ADMINISTRATION AAS ENROLLMENT AND MARKET ANALYSIS

	Year 1				Year 2				
	Enroll 6 Students			Total Per Semesters	Enroll 7 Students			Persisting	Total Per Semesters
	Internal Transfer	Would come to NTID w/o program	NEW to NTID	TOTAL	Internal Transfer	Would come to NTID w/o program	NEW to NTID	Cohort From Year 1	TOTAL
Fall Semester	2	1	3	6	2	1	4	5	12
Spring Semester	2	1	3	6	2	1	4	5	12
Total Semester Enrollment	4	2	6	12	4	2	8	10	24

Year 3					Year 4				
Enroll 8 Students			Persisting	Total per Semester	Enroll 9 Students			Persisting	Total per Semesters
Internal Transfer	Would come to NTID w/o program	NEW to NTID	Year 1 & 2 Cohort Total		Internal Transfer	Would come to NTID w/o program	NEW to NTID	Year 3 & 4 Cohort Total	
1	1	6	11	19	1	1	7	13	22
1	1	6	6	14	1	1	7	7	16
2	2	12	17	33	2	2	14	20	38

Year 5				
Enroll 10 Students			Persisting	Total per Semester
Internal Transfer	Would come to NTID w/o program	NEW to NTID	Year 4 & 5 Cohort Total	
1	1	8	15	25
1	1	8	8	18
2	2	16	23	43

## **APPENDIX B (Cont.):**

**Describe and elaborate in Appendix B on the following information:**

**Detailed enrollment projections for the next five years, including as applicable, new students, transfer students, internal transfer students. These projections are to be developed by Enrollment Management and Career Services (EMCS) with an explanation of methodology used. The Vice President for Enrollment Management must formally certify projections in the Concept Paper and Final Program Proposal.**

The projected enrollment for the first year of the program is expected to be 6 students, growing to a maximum incoming cohort enrollment of 10 students beginning year 5. Based on expected attrition and the fact this is a five-semester program, we expect there to be a maximum of 25 students fall semester of the fifth year and 18 students in the spring. Please refer to the following page for a chart that details the enrollment projections for each of the next five years. Dr. James Miller, Vice President of Enrollment Management and Career Services, has formally certified the projections developed by Scott Hooker, NTID Director of Admissions.

### **Anticipated graduation rate (based upon college target and similar RIT programs)**

The anticipated graduation rate for the Business Administration program is, projected, by Richard Dirmyer, NTID Director of Institutional Research and Assessment, to be 52.63% based on comparison with other Business Studies programs that have a similar academic profile, such as the NTID Accounting Technology and NTID Administrative Support Technology. The following statements about graduation rates are from Richard Dirmyer.

As part of the proposed NTID Business Administration (AAS) degree program, expected graduation rates were developed considering the following deaf and hard-of-hearing cohorts:

- NTID Accounting Technology (AAS) degree program students
- NTID Administration Support Technology (AAS) degree program students.

These two cohorts combine to cover the unique aspects about the proposed program, justifying the expected graduation rates proposed. Each of the two cohorts categorize a relatively small number of students, especially when using the IPEDS methodological approach of defining cohorts of first time, full-time degree seeking freshmen. The NTID Business Administration (AAS) degree program, similar to its departmental counterparts, referenced above, will not be prepared for entry into the Saunders College of Business upon graduation, but my later funnel into the School of Individualized Study, under future articulation.

In an effort to moderate the observed variation in graduation rates, three-year averages were calculated. Three time intervals were further considered, staggered, specifically six years, seven

years, and seven and a half years. These intervals are entirely a function of allowing any student who transfers, prior to completing the associate degree, to five-years baccalaureate programs, a complete 150% of their program's designed length of time to graduate. Otherwise, students remaining in this associate degree program for their academic career will be counted as graduated or not, at eight semesters, given the program's designed length of five semesters.

	<b>Graduation Rates (three Year Weighted Average)</b>		
	<b>Six Year</b>	<b>Seven Year</b>	<b>Seven and a Half Year</b>
<b>NTID Accounting Tech &amp; NTID Adm. Support Tech.</b>	50.00%	52.63%	66.67%

The NTID Administrative Support Technology (AAS) program contains cohort sizes that in many years are zero, or less than five. As a result, two degree programs referenced above have been combined, in an effort to recommend an expected graduation rate. Based on the three-year weighted averages above, it would seem reasonable to expect a graduation rate of approximately 53.00%, to be evaluated on an annual basis beginning with the third cohort of incoming students. While the seven-and –a-half year graduation rate is much higher, above, this is largely a function of the 2007 cohort, with more realistic expectations consistent with the 2008 and 2009 cohorts, which is an aggregate graduated at a rate closer to 50.00%The expected graduation rates for the first five cohorts of incoming students follows as:

<b>Fall Cohort</b>	<b>7.5 Year Graduation Rate</b>
2018	52%
2019	52%
2020	52%
2021	52%
2022	52%

To be reviewed annually.

**Competing programs (regional and national) and what RIT's competitive advantage over these programs is.**

An AAS Business Administration degree is a standard business program offered at sixteen of eighteen New York State community college programs reviewed for comparison purposes.

There are no pre-existing AAS Business Administration degree programs offered that serve only Deaf and hard-of-hearing students.

**Anticipated geographic draw (regional, national and international)**

The anticipated geographic draw for the Business Administration program will be on a national basis. The college of NTID also has students from international enrollment, so there may be some draw from the international pool of students.

**Program delivery format (full-time, part-time, on-site, off-site, distance learning, weekend learning)**

The Business Administration program will be using the full-time, on-site delivery format at the inception of this program for its courses. As more and more Business Studies courses are redesigned for blended learning and online offerings, these forms of course delivery will become available at a later date.

## APPENDIX C: INTERNAL LETTERS OF SUPPORT



Memorandum

TO: Mary Lou Basile, Chair, NTID Business Studies Department

CC: Marcia Trauernicht, Interim Director, RIT Libraries  
Sheila Smokey, Manager, Acquisitions & Serials

FROM: Joan Naturale, NTID Librarian, RIT Libraries

DATE: October 12, 2016

RE: Library support for proposed NTID AAS in Business Administration

The following outlines the impact of NTID's Business Studies Department on the Associate's degree program in Business Administration.

This program will have a minimal impact on the library's services and collection of books, journals, and databases.

RIT Libraries now use a demand/user-driven model of acquisition for the majority of its book purchases, ensuring books purchased are those that users want.

Our current holdings (journals and databases) are at acceptable levels for associates' level programs. This is based on requests for books not published yet and new journal titles.

The Wallace library's **Business collection of journals, books, and databases** supports the associate degree programs for this proposed program. There is a librarian content specialist for this content area (Jennifer Freer) and she works closely with the College of Business, ensuring the collections are up-to-date. Her InfoGuides on various business related topics can be accessed via this link:

[http://infoguides.rit.edu/prf.php?account\\_id=419](http://infoguides.rit.edu/prf.php?account_id=419)

The library subscribes to **standard core collections of Business databases and books** by professional associations and publishers: for example, Ebsco, Proquest, Global Road Warrior, Hoover's, Hospitality and Tourism Index, Mintel Market Research, Mergent Online, Oxford Handbooks, Oxford Scholarship, Passport GMID, Reference USA, SAGE Journals, SStandard & Poor's NetAdvantage, Vault, Wiley Online Library, and other databases found at this link:

[http://library.rit.edu/dbfinder/index.php?query=%3A\\*&fq\[\]=subject:%22Business%22](http://library.rit.edu/dbfinder/index.php?query=%3A*&fq[]=subject:%22Business%22)

There is a strong collection of both print and e-books in this subject area, particularly if one uses specific business related terms when searching the RIT Libraries Catalog via <http://albert.rit.edu/>

The Wallace library is a member of the Rochester Regional Library Council (RRLC), which provides RIT students, researchers, and faculty access to materials at other Monroe County libraries, using free **RRLC Library access cards**. Requested journal articles and books not owned by the Wallace Library will be obtained on a timely basis through the library's **interlibrary loan and document delivery services (IDS)** and **ConnectNY**.



To: NTID Curriculum Committee (NCC)

From: Elissa Olsen, Chairperson  
Information and Computing Studies Department

Date: December 14, 2016

Subject: Letter of support: NACT-170: Intro to Web Development

On behalf of Information and Computing Studies Department, I support the course offering of NACT-170: Intro to Web Development to students enrolled in AAS in Business Administration. This course will be offered during the spring semester.

Thank you.

Department of Science and Mathematics  
National Technical Institute for the Deaf  
52 Lomb Memorial Drive  
Rochester, NY 14623  
585-475-5923

November 10, 2016

Mary Lou Basile  
Chairperson  
Department of Business Studies  
National Technical Institute for the Deaf

Mary Lou,

As chairperson of the NTID Department of Science & Mathematics, I fully support the proposed A.A.S. degree in Business Administration. In order to partially fulfill general education requirements, students who pursue this degree will be required to take one NTID mathematics course at the NMTH-140 level or higher as well as one NTID science course at the NSCI-120 level or higher. These courses will be offered using resources from my department.

The impact on my departmental for providing math and science courses for students in this major can be handled using existing resources. Students will take the math course that they test into upon arrival at NTID, which means that they will likely be spread across the range of courses that we provide making it easier for us to accommodate them. As for our general education science offerings, I do not anticipate that students in this program will create much of an added burden either. Depending on demand, my department tends to offer two or three 100-level NSCI courses and an equal number of 200-level courses in subjects such as astronomy, environmental science, developmental human anatomy & physiology, physics, and forensics each semester. Given that I am able to assign faculty members to direct instructional and/or tutoring workloads on an as-needed basis and also that students can take math and science courses as they can fit them into their schedule during the five semesters of the program, I feel that we will be able to accommodate these students within our current resources.

I look forward to welcoming the students from the A.A.S. Business Administration degree program into my department's math and science courses.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew A. Lynn". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Matthew A. Lynn, Ph.D.  
Chair and Associate Professor, Chemistry

November 30, 2016

Mary Lou Basile, Department Chair  
NTID Business Studies  
NTID 25 Andrews Memorial Drive  
Rochester, NY 14623

RE: Letter of Support for Business Administration AAS

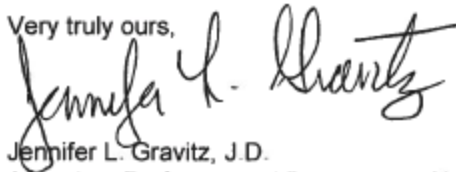
Dear Professor Basile:

It is my honor and pleasure to write a letter of recommendation for the proposed Associate of Applied Science (AAS) degree in Business Administration. For the reasons outlined below, I believe this program will join the long list of NTID degree programs that prepares our students for the workplace.

The course mask reflects solid grounding in business skills as well as the required English, perspectives, math and science courses. The anticipated number of students in this major will be welcomed into the NTID Department of Liberal Studies (DLS) developmental and baccalaureate English course sequences. Our course offerings will easily accommodate these prospective Business Administration students. We also have plenty of room in our general education perspective courses to support these students.

Congratulations on this proposal! The Business Administration AAS degree will be a great addition to the many degree opportunities that NTID provides to our students. On behalf of DLS, I look forward to supporting and seating your new students in our classes and unconditionally support the proposed degree!

Very truly yours,



Jennifer L. Gravitz, J.D.  
Associate Professor and Department Chair

National Technical Institute for the Deaf  
Center on Employment  
52 Lomb Memorial Drive  
Rochester, NY 14623-5604  
585-475-6219 Voice  
585-286-4544 VP  
585-475-7570 Fax  
[www.rit.edu/ntid/coops/jobs](http://www.rit.edu/ntid/coops/jobs)

November 7, 2016

Ms. Mary Lou Basile  
Rochester Institute of Technology  
National Technical Institute for the Deaf  
Business Studies Department

Dear Ms. Basile:

The NTID Center on Employment (NCE) is in full agreement with the proposed establishment of a new Associate of Applied Science (AAS) in Business Administration program. The establishment of this AAS degree program is consistent with what the retail, marketing, advertising, banking, HR, and hospitality industries are seeking.

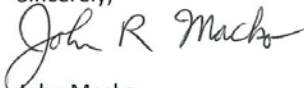
With the ever changing nature of the business world, it is important that NTID Technical programs keep pace with what employers are seeking in skill level of college graduates. The Business Administration program will enhance NCE's opportunity to attract employers seeking our students and graduates for both co-op and full-time positions.

In addition, we are finding that more students considering NTID for their college degree are expecting to subsequently graduate with a BS degree. With a certain percentage of these students not fully academically ready for the BS level, the AAS degree program will allow them to strengthen their skills and be better prepared in two years to move into the BS degree programs.

NCE has continuously developed good working relationships with faculty from the Business Studies department, so we are fully prepared to assist the students as they complete the AAS degree and work with them as they seek entry level jobs or they enter their BS degree program.

We look forward to working with the Business Studies department on this new AAS degree program.

Sincerely,



John Macko  
Director, Center on Employment

Office of the Dean  
College of Liberal Arts  
92 Lomb Memorial Drive  
Rochester, NY 14623

March 31, 2017

Dr. Stephen Aldersley  
Associate Vice President for Academic Affairs  
RIT/NTID

Dear Dr. Aldersley,

As Dean of the College of Liberal Arts, I support the proposal for the AAS in Business Administration from NTID. Our college is happy to provide seats for students in any of a number of courses that have the RIT LAS Perspectives designation.

The proposed enrollment numbers for this degree program (3-8 students per year) may necessitate opening new sections of liberal arts courses, and I am pleased to see that the program has identified some resources to help cover these additional teaching demands. I would also like to highlight the fact that quite a few sections of these liberal arts courses are taught by NTID faculty members, allowing for small class sizes and direct communication between instructor and students.

We look forward to welcoming the students from the AAS Business Administration degree program into courses offered by my college.

Sincerely,



James J. Winebrake, PhD  
Dean, College of Liberal Arts

Department of Access Services  
National Technical Institute for the Deaf  
97 Lomb Memorial Drive  
Rochester, NY 14623  
(585) 475-6455

April 11, 2017

Ms. Mary Beth Parker  
Business Studies Department  
National Technical Institute for the Deaf

Ms. Parker,

The proposed Associate of Applied Science in Business Administration degree program can be efficiently served by NTID's Department of Access Services (DAS). The majority of the courses in this proposal are taught as existing offerings by NTID. Those undertaken in RIT's College of Liberal Arts already see DAS provided interpreting and captioning services. Of course, there are also sections of some English and liberal arts courses that are regularly taught by NTID faculty without the use of access services. Added students would most often be served within existing supported sections of these classes. Lower division courses are generally larger and hold higher numbers of deaf students, making them a relatively good bargain for service efficiency.

With increasing enrollments in sections of baccalaureate-level courses, DAS will continue to see increases in resource requirements but this is impossible to quantify or prevent. We have been seeing slow, consistent growth over our entire history mapped to the increasing success of NTID-supported students in RIT majors. This proposal would fit comfortably within that trend.

We certainly support increased opportunities for deaf students to undertake studies in new areas, especially when the curriculum design does not place extraordinary burdens on Access Services. The proposed AAS in Business Administration program certainly fits this ideal.

Sincerely,



Stephen A. Nelson  
Director of Operations, Access Services

XC: Dr. Richard Peterson, Assistant Dean and Director of Access Services

## APPENDIX D: PROGRAM NEED AND MARKETABILITY

**From:** Trivedi, BJ (CTR) [<mailto:bj.trivedi@state.ma.us>]

**Sent:** Monday, September 19, 2016 1:05 PM

**To:** Mary Lou Basile <[mlbnbt@ntid.rit.edu](mailto:mlbnbt@ntid.rit.edu)>

**Subject:** RE: Concept Paper Request for Review

Dear Professor Basile:

I reviewed your degree program outline with a lot of interest. It is an excellent proposal.

One thing I would suggest, based on my experience with a number of young people, they need a good basic course in Personal Finance. How to manage your income, savings, investments, etc. Even business school graduates do not have basic knowledge of how to borrow responsibly, manage debt and increase savings /investments or wealth. As home ownership is becoming a dream for a lot of middle class people, there is way it can be achieved by some discipline and money management. It would be a good addition to your program if a class or two can be incorporated to cover this basics of real life issue.

Thank you for giving me opportunity to review and comment.

B J Trivedi  
Director, Financial Reporting Bureau  
Office of the Comptroller  
Commonwealth of Massachusetts  
Phone: 617 973 2663  
Fax: 617 727 5000



October 14, 2016

To Whom It May Concern:

In the fast paced, ever changing world of business, two things are necessary to give students a competitive edge as they graduate and move on to the world of work, or to further their education. These things are strong leadership skills and hands on experience with the current technology being used by businesses. As a recruiter of NTID graduates I have come to value the quality of the programs they offer in preparing their students for the work force. With the current rate of business growth in the country a program like this would open up many new career opportunities to NTID students and potentially draw students to NTID that may have otherwise chose to attend another school. I can tell you first hand that the NTID graduates we have hired have been very well prepared to work within our school, and I am confident that such a program would help students to be equally as well prepared for more diverse roles in the business world.

Linda Sutton

Director of Staff Development and Training

Walden School ([www.wsdeaf.org](http://www.wsdeaf.org))

The Learning Center for the Deaf ([www.tlcdeaf.org](http://www.tlcdeaf.org))

848 Central Street

Framingham, MA. 01701

508-626-8581 office v

774-406-3500 sorensen



December 9, 2016

Mary Lou Basile, Chairperson  
Business Studies Department  
National Technical Institute for the Deaf (NTID)  
Rochester Institute of Technology (RIT)  
52 Lomb Memorial Drive  
Rochester, NY 14623-5604

Dear Ms. Basile:

It is my pleasure to provide this letter of endorsement for the newly-proposed Associate of Applied Science (AAS) Business Administration degree program in the Business Studies Department at NTID/RIT. I believe this degree is appropriate for students who wish to enter the workforce at entry-level positions and concur that there is an ongoing demand for graduates with a broad business foundation. This recommendation is based on my experience as a Chief Financial Officer at Goodwill Industries International and as a member of the NTID Foundation Board of Directors.

The proposed AAS Business Administration program emphasizes the need to focus on general business operations for today's fast-paced work environment. Another chief objective of the program is to provide the foundations needed for students to become proficient in decision-making and in developing the consensus-building skills needed in today's business world. Both of these skills are critical in today's rapidly changing business climate.

As Chief Financial Officer at the Goodwill Industries International's (GII) in Rockville, Maryland, I oversee all activities associated with finance, reporting, planning and monitoring of financial functions within a \$50 million annual budget. I am proud of our growing relationship with NTID's Cooperative Education program. This past year, GII successfully brought on three interns from RIT/NTID. My office is excited to continue to hire qualified deaf/hard of hearing interns from RIT/NTID in the future because it aligns well with Goodwill's overall mission to provide customized training and services for people with disabilities who desire job training, to pursue a credential or degree, and strengthen their finances. I believe that the proposed program will only improve future business student's readiness to intern and/or work for GII.

I am also a proud alumnus of the Saunders College of Business at the Rochester Institute of Technology and currently serve as a member of the NTID Foundation Board of Directors. The NTID Foundation is committed to the advancement of career development and personal growth opportunities for deaf and hard-of-hearing students at NTID. My membership on this Foundation Board makes me even more convinced of the need for a new Business Administration degree in its portfolio. I would encourage the New York State Department of Education give this program serious consideration and support.

Sincerely,



Jeffrey W. McCaw, CPA, CGMA  
Chief Financial Officer (CFO)



ROUTE 66 PROMOTIONS  
2111 BENTLEY PLAZA DRIVE  
ST. LOUIS, MISSOURI 63021

TEL: 314-884-1955  
E-MAIL: CONTACT@ROUTE66PROMO.CO

November 22, 2016

Mary Beth Parker  
Coordinator  
Business Studies Department  
National Technical Institute for the Deaf (NTID)  
Rochester Institute of Technology (RIT)  
52 Lomb Memorial Drive  
Rochester, NY 14623-5604

Dear Ms. Parker:


As Chief Executive Officer/Owner of Route 66 Promotions, I am writing this letter of support for your department. I graduated from your Business Studies Department in 2004 with an Associate of Occupational Studies degree in Business Technology. NTID recently recognized me as a successful alumni and selected me to be their Edmund Lyon Lecturer last month. I was very honored by this recognition. My company has hired numerous deaf and hard of hearing employees from RIT/NTID.

I understand that your department is developing a new academic program – an Associate of Applied Science (AAS) degree in Business Administration. I strongly believe in deaf and hard of hearing students at NTID being given the opportunity to pursue this new degree from your department at NTID. It would be beneficial to have this degree as an option to all business majors at NTID.

All of the classes required under this proposed degree program are a great foundation toward career success for your students at your department. I reviewed your department's concept paper related with this new degree; your proposal includes classes in important areas of business operations – marketing, accounting, economics, business ethics and business law. These required classes plus a cooperative experience will be beneficial to the Business Administration student. For the student, the Business Administration degree will allow the student to find an appropriate job in the business world, including my company. Also, an AAS degree will allow the student to continue his or her education toward the bachelor degree level.

In conclusion, I strongly support your efforts toward this endeavor. It is my hope that your proposal will go through the New York State Department of Education's review process. Please do not hesitate to contact me if you have any questions or concerns about this letter.

Sincerely,



Thomas Otto-Bruc  
CEO/Owner – Route 66 Promotions  
NTID Alumni

## **APPENDIX E: SPACE ALLOCATION/RENOVATION REQUEST**

No request for allocation or renovation is requested for this new AAS Business Administration degree program.



## **APPENDIX F: FULL FACULTY CV's**

A CV for each faculty member who will teach in the program and who are listed on Table 2 in the proposal is shown on the following pages.

**MARY LOUISE BASILE**  
**49 SOUTHLAND DRIVE**  
**ROCHESTER, NY 14623**  
mlbnbt@rit.edu

## **EDUCATION**

BA History, Le Moyne College, 1972

Basic Interpreter Training Program, National Technical Institute for the Deaf, 1972

MA Education, Albany State University, 1973

MBA Rochester Institute of Technology, 1990

## **PROFESSIONAL EXPERIENCE**

Rochester Institute of Technology, National Technical Institute for the Deaf. 1975-present.

- **Chairperson** Business Studies Department overseeing five degree programs at the Associate Degree Level. Supervising 14 faculty members and two staff. Budget officer.
- Full Professor, Business Studies Department, 2002-present
- Promoted to Associate Professor, 1983
- Adjunct University Supervisor for Student Teaching, Joint Education Specialist Program (UofR/NTID), 1991-1992
- Teaching Improvement Specialist, Dept. of Faculty Development, 1981-86
- Adjunct Assistant Professor College of Continuing Education at RIT, 1982
- Coordinator and Supervisor of Manual Communication Instruction (staff and student instruction), Communication Division, 1977-1981.
- Awarded Tenure, 1981
- Promoted to Assistant Professor, 1979
- Manual Communication Instructor, 1975-1978

Columbia-Rensselaer County BOCES. 1973-75. Teacher of children with learning disabilities.

## **PROFESSIONAL AWARDS**

RIT Eisenhart Award for Outstanding Teaching, 1998.

National Advisory Group of the National Technical Institute for the Deaf. Award for consistent and exceptional contribution as co-chair of Strategic Vision 2020 Committee, 2009.

## CURRICULUM VITAE

Alvin C. Merritt Boyd, III

acbntm@rit.edu

### SECTION I: ACADEMIC AND PROFESSIONAL QUALIFICATIONS

#### A. EDUCATION

St. John Fisher College – Rochester, NY (2016)

Doctor of Education. Executive Leadership

Rochester Institute of Technology, National Technical Institute for the Deaf– Rochester, NY (2007)

Master of Science in Secondary Education of Students who are Deaf or Hard-of-Hearing.

Delgado Community College –New Orleans, LA (2003)

Associate of Arts. Educational Interpreting for the Deaf

#### B. CERTIFICATES

2013 Microsoft Excel 2010 Certification

Microsoft Access 2010 Certification

2010 Microsoft PowerPoint 2010 Certification

Microsoft Word 2010 Certification

2007 New York State Teacher Certifications:

Liberal Arts and Sciences

Secondary Education Assessment of Teaching Skills – Written

#### C. PROFESSIONAL EMPLOYMENT

##### ACADEMIC WORK EXPERIENCE

Rochester Institute of Technology – Rochester, NY

9/2008 – Present

*Lecturer – Business Studies Department*

## Responsibilities

### Teach

Orientation to Business, Business English, Accounting I, Fundamentals of Marketing, Microsoft Access Records Management & Business Calculations, Payroll & Microsoft Excel Spreadsheet Applications, Personal Finance (Core Courses); Freshman Seminar, Job Search Process and Employment Seminar (Interdisciplinary Courses) develop and update curricula; incorporate computer-generated/Internet activities in coursework; develop simulations; ensure courses integrate English composition; incorporate social media; investigate modifications in pedagogy; test modifications before other faculty implement such as second-life, blended learning model and flipped classroom approaches; establish clear course objectives for faculty and students; co-leader in conversion from quarter to semester system for General Business courses; collaborate with other faculty when upgrading course content.

### Team Leader

Orientation to Business (AOS/AAS), Job Search Process, and Employment Seminar (2010 – present)

### Representative

Represent the Business Studies Department on numerous university, college, and department committees. (2009 – Present)

NTID Center for Employment Co-op. Summers (2010 – 2012)

Collaborated with other teachers in general business, accounting, and office technology programs for curricula designs; developed and implemented curricula modifications that included computer-generated activities and Internet technology in daily coursework; used state-of-the-art strategies to integrate English composition in all courses; established and communicated goals for the courses; ensured that course objectives were clearly stated and understood by faculty and students; provided input to the chairperson on course needs that impacted upon budgetary planning; modified course content to mirror College of Business; maintained a file of course materials;

NTID Steps to Success (STS) in Chicago, Illinois (2009), live simultaneous parent workshop videoconference.

AALANA faculty representative for the NTID STS program (2010)

Steps to Success AALANA stakeholders (2010 – present)

Guided parent and friend from New Orleans, LA, Rudy Dupart, around RIT campus while his daughter was in the NTID pre-college outreach programs Tech Girlz and STS. Set up meetings with key NTID staff (Jeff Porter, Mary Karol Matchett, Gerry Buckley, and Dianne Brooks during the week of (8/2010)

*Outreach Specialist – NTID Pre-College Outreach*

11/2007 – 8/2008



Planning and implementing three key outreach programs.  
Collaborating with Marketing Communications on marketing outreach programs.  
Constructing formative and summative outreach program reports with the use of several Microsoft Office Applications.

*Adjunct Instructor – NTID Science and Mathematics* 09/2007 – 8/2008

Providing group and individual instruction, tutoring and academic support.  
Providing formal and informal advising and mentoring to students.

*Steps to Success Project Assistant – NTID* 05/2007 – 8/2008

Networked with parents and teachers for recruiting AALANA participants for the outreach program.  
Utilized several Microsoft Office Applications.  
National Technical Institute for the Deaf

Indiana School for the Deaf - Indianapolis, IN  
Student Teacher

01/2007 – 3/2007

Taught Mathematics and Science (grades 6-8).

NTID Business Studies Department - Rochester, NY  
Teacher's Assistant

09/2005 – 3/2006

Evaluated, taught, and tutored students in Business Studies courses. Developed additional curriculum.

Board of Cooperative Educational Services #1 – Rochester Area  
*Student Teacher*

3/2006 – 5/2006

Responsibilities: Taught various subjects in three local school districts (grades 3-10).

NTID at RIT – Rochester, NY

9/2011 – Present

*Special Assistant to the NTID President for Diversity and Inclusion*

RIT's Expression of King's Legacy Celebration, Curtis Baber and his mother (2014) co-coordinated, hosted and planned events for guests

Met with various NTID chairpersons, directors, coordinators, and managers during the throughout the academic year to develop strategies for increasing the diversity of students, faculty and staff at NTID and the collaboration of RIT and NTID to maximize the resources available to NTID from RIT. (2012 – 2013)

Served as Lead Consultant to Heather Emerson-Jeremy for her Master's Degree proposal and capstone project. (2012 – 2013)

Attended & lead numerous meetings (in person and via telephone) Winter 20112 & Spring 20113 for the planning of the John Marshall High School students visit (held March 23, 2012) to learn about ASL interpreting careers.

Student Life Team, (2011) role as Special Assistant and future plans

RIT's Expression of King's Legacy Celebration, NTID Poetry Slam, Joshua & Tamera Bennett (2012) co-coordinated, hosted and planned events for guests

NTID Emerging Leaders Group, Subcommittee for Diversity (2012) [Discussion}

Freelance American Sign Language interpreter – Rochester, NY 11/2010 – Present

## INDUSTRY WORK EXPERIENCE

U.S. Postal Service – New Orleans, LA

St. Luke's Community Center – New Orleans, LA

## E. COMMUNICATION SKILLS

Sign Language Proficiency Interview

Advanced Plus to Superior Plus Skill Level Range (in both 2006 & 2013)

## AMERICAN SIGN LANGUAGE (ASL)

- NTID of Diversity in the Classroom. Why? (2014)
- NTID Deaf Presenter Series "What do we know about Black ASL?", Dr. Joseph Hill, (2013)
- ASL Lecture Series, "The New Normal: Deaf-Gain and Biocultural Diversity" (2011)
- Topicalization in ASL: Usage and Teaching workshop, (2010)
- NTID production of "The Bungler," (2010)
- NTID production of Othello, (2009)
- ASL Communication and the SLPI, NTID New Faculty Forum, (2008)
- Reading between the Signs: Connecting our Communities, (2008)
- Diversity within the Deaf Community and Deaf (2008)
- Signing in Public Places (2008)
- Audism Unveiled [Video Presentation and Discussion] (2008)
- Mobile ASL: Making Cell Phones Accessible to the Deaf Community presentation and study, (10/2008 and 12/2008)

## SPOKEN COMMUNICATION TECHNIQUES AND STRATEGIES SEMINARS

- Accessible Views: Seeing Lectures through Deaf Students' Eyes, Raja Kushalnagar (2014)
- New Beginnings, Acquiring and Living with a Cochlear Implant panel discussion (2014)
- Incidental Learning: A Dialogue - What Can We Do? Drs. Mindy J. Hopper and Aaron Kelstone (2014)
- NTID Students' Communication Skills: Information and Access (2012)
- Dealing with Communication Diversity in the Classroom: A Student Perspective (2011)
- Celebration and Working Together with NTID/RIT Students With Vision Challenges (2010)
- How to Instantly Improve Classroom Performance of 10% - 20% of Your Students (2010)
- On Whose Terms? Fostering Classroom Interaction Among Students with Different Communication Preferences (2010)
- Dinner Dialogues series sponsored by the RIT Black Awareness Coordinating Committee (BACC). (2010)

- Classroom Communication Needs for Deaf and H/H Students with Varying Communication Preferences, NTID New Faculty Forum, (2009)
- Roundtable: “Managing the mixed bag of communication in your classroom,” (2009)

## WORKSHOPS, EVENTS, AND CONFERENCES

- Engaging Alumni of Color [Workshop] (2013)
- Issues Related to Diversity, Identity, and the Educational Experience of Deaf Students, Dr. Ila Parasnis, (2012)
- Joshua Bennett and RIT Poetry Group (2012)
- Dangerous Signs NTID Poetry Group (2012)
- Mental Graffiti (2012)
- NTID Admissions Office, interactions with deaf and hard of hearing Rochester City School students during a school visit and Open House Ice Cream Socials (Spring 2012)
- NTID E-Lime-anate Sexual Violence, (2012)
- RIT First Year Enrichment, Pathways: Innovation class, Krysta Banke, (2011) Judged, critiqued and provided feedback for student posters and prototypes
- NTID Ethnic Fest, (2012 – present)
- Deaf/Hoh/Hearing Social Lunch Series for RIT First Year Enrichment [Advisor] (2009 – 2010)
- RIT/NTID New faculty orientation (2008 – 2009)
- NTID PULSE Happy Hours (2010 –present)
- NTID Apple Fest (2007 – present)
- Ebony Club 25th Anniversary banquet and cookout, (2010)
- Presented for the Business Studies Intensive Sampling (Accounting) (2011)
- Explore Your Future sessions. AALANA stakeholder for ensuring that students (and parents) who have participated in pre-college outreach Steps to Success program and who then return to NTID for Explore Your Future are made to feel personally acknowledged by NTID faculty and staff. (2011)
- Thomas Samuels, a NTID NAG member, Past National President of the National Black Deaf Advocates and Black Deaf Historian, (2009), L and social time
- RIT Tiger Walk (2008 – 2012)
- ‘Reality Check’ roundtable discussion at the NTID Student Life Team’s Community Retreat, [Panelist] (2008)
- NTID Job Fair (2008 – present)

## F. CURRENCY IN THE DISCIPLINE

- Killing one softly with PowerPoint: Use your creativity and imagination to reach beyond the default (2014)
- Flipped Classroom Series: The Flipped Classroom Model (2014)
- Flipped Classroom Series: Creating Effective Web - based Resources (2014)
- Flipped Classrooms at NTID (2014)
- Flipped Classroom Series (2013), Teaching naked: How moving technology out of your college classroom will improve student learning. J. Bowen. RIT
- How to Use Video in the Classroom: The Flipped Classroom Model [Workshop] (2013)
- Launch of the Teaching & Learning Studio Media Lab [Workshop-Flipped Classroom] (2013)
- How to Improve Active Learning with the Flipped Classroom Approach [Coordinated webinar] (2012)

- Camtasia software training for use for Flipped Classroom with NTID Learning Center Technical Specialist (winter quarter 2012)
- National Business Education Association (2011)  
Annual Convention & Trade Show in New Orleans, LA  
Approved for a mini-grant of \$500 from NTID Professional Development
- RIT Faculty and Learning workshops (2011); Developing Critical Thinkers; Understanding learning-The Key to generating effective teaching strategies, The Good Class and the Not So Good One: What Makes the Difference for Students; Collaborative Simulations - A Powerful Student Learning Experience; How to Annoy Your Department Chair and Get Poor Ratings for Your Teaching Efforts
- Creating and Using Formulas in Microsoft Excel 2007 [Workshop] (2010)
- Using Photographs and Picture Albums in Microsoft PowerPoint 2007 [Workshop] (2010)
- Creating Publications Using Microsoft Word 2007 [Workshop] (2010)
- Fall Faculty Learning Community Retreat (2010); Carl Lundgren: Scholarship, Teaching, Learning; Winning with All Three; Duane Beck: An Introduction to Engaging the Students with Multiple Intelligence Theory; Keith Whittington: How to Infuse Active Learning into the Classroom while Maximizing Student Learning and Satisfaction
- Starting Your Own Business: Lessons of Entrepreneurship (2009) RIT
- Legal Issues in Starting a Business Seminar, (2009) RIT
- National Business Education Association (2009) Annual Convention in Chicago, Illinois. Approved for a mini-grant of \$500 from NTID Professional Development

## PROFESSIONAL DEVELOPMENT

- Understanding Black Deaf Students' College Experience, NDG Presentation Series (2014)
- Leadership Through Storytelling [Presentation] [Initiated and co-coordinated] for RIT/NTID (2014)
- RIT Faculty Teaching and Learning workshops (2013); Jack Uldrich, The Future Requires Unlearning; Bradford C. Berk, MD, Achieving Medicine of the Highest Order: Cultural Transformation Based on "Horton Hears a Who"; Jack Uldrich, The Art & Science of Unlearning; Margaret Sedler, Polarity Thinking: A Look Within for greater Self-Knowledge; Margaret Sedler, Polarity Thinking: A Look across RIT; Lauren Dixon, Engaging + Empowering = WOW!
- Improving SRS Rating [Presentations] (02/2013 and 04/2013)
- MOOCs for the Rest of Us [Webinar] (2013)
- Overview of Scholarship at NTID [Workshop] Ron Kelly, (2013)
- Mentoring at NTID workshops (02/2013 and 03/2013)
- PeopleSoft Training for the New SIS Training Sessions for Faculty, (2012)
- RIT Bias Training, (2011)
- Business Studies Department SmartBoard Training [Coordinated] (2011 & 2012)
- Observations of Business Studies Department faculty members, Mary Beth Parker (2012) and Ann Hager (2012)
- Improving Comprehension Monitoring: Implications for Classroom Learning [Workshop] (2011)
- RIT Faculty and Learning [Workshops] (2010), What Matters to Student Success: The Promise of High-Impact Practices; Advisor and Student Relationship Building; Higher Learning: A Comparative Study of Deaf and Minority College Composition Teaching Strategies; Prudent Use of Technology to Achieve CEE—Connection, Engagement, and Empowerment; Student Learning Communities: Creating Opportunities for Student Success
- Online Media by the National Postsecondary Education Programs Network (PEPNet) (2010) [Live Webcast]

<http://160.36.161.128/UTK/Catalog/pages/catalog.aspx?catalogId=9c0aab5e-1851-4df5-ba75-e3aba6aafbc9>

- Cengage Learning Skills Assessment Manager software (2010)
- RIT Online Learning Training [Webinars] (2008 – 2009)
- RIT Teaching and Learning Center workshop, Preparing and Supporting African American College Students (2008) by Doug Guiffrida, PhD
- Learning Mindsets Sessions “It’s Not What You’re Teaching; It’s What They’re Learning.” (2008)
- Teaching for Understanding - Three-Part Series (March 13, 20, April 3, 2009)
- Faculty Institute on Teaching and Learning (2009), Infinity Systems, Tapping Polarities for Innovation; Using Wiki in Your Online, Blended or Campus Course; Explain Why, When and How; Building Knowledge on Existing Neuronal Networks; Tapping Polarities for Innovation- How to do it?
- Continuing Communications on Security Issues, (2009)
- Entrepreneurship in the Deaf/Hard-of-Hearing Community (2008) RIT
- Understanding the Principles of Assessment for Learning, Rick Stiggins, Ph.D., Assessment Training Institute, (2008) RIT
- NTID Department of Research and Teacher Education Brown Bag Research Seminar Series Presents: With Deaf Heroes and Heroines, (2009)
- Videoconferencing in Courses: Lunchtime Information Session, (2009)
- Various NTID Tutoring Workshops (2008 – 2009)

#### G. AWARDS AND RECOGNITION

- Jacolby Candies named me as his favorite professor on the NTID Business Studies Student Profile website (2012 – 2013)
- Rochester Institute of Technology, “recognition of five years’ service.” (2012)
- Special Assistant to The NTID President for Diversity and Inclusion [appointed by NTID President/RIT Vice President Dr. Gerard Buckley] (2011)
- NTID Focus magazine, Faculty Profile (2011)
- Outstanding Graduate Awards for Business Studies Associate Degree at the NTID Academic Awards Ceremony (2011). Chosen by Business Studies student, Maxwell Shea, [Formal introduction of Student Awardee]
- NTID Business Studies freshman (Jarvis and mother): her informal communications with Business Studies Chairperson, Ms. Mary Lou Basile (paraphrased) “I enjoyed my visit to campus and the class observations, but I just wanted let you know that the Black Deaf male instructor was very impressive.” When told by Ms. Basile to the deaf mother that the Black Deaf male instructor she was referring to was actually a hearing man, the mother responded by saying, “make sure you keep him.” (March 19, 2009-class observation March 20, 2009-comments told to Alvin Boyd by Mary Lou Basile)
- Deaf Discrimination Episode: RIT/NTID Students Appear on ABC’s “What Would You Do?” Program, selected by chairperson [Video clip of my instruction of students]  
<http://www.youtube.com/watch?v=kMu6seiJhqE>

## SECTION II: PROFESSIONAL ACTIVITIES

## A. PUBLICATIONS

Merritt Boyd, Alvin C. III, "Experiences and Perceptions of Full-Time, Non-Tenure-Track Faculty at a Four-Year University" (2016). Education Doctoral. Paper 254.  
[http://fisherpub.sjfc.edu/education\\_etd/254](http://fisherpub.sjfc.edu/education_etd/254)

Boyd, A. C. (2009, October 6). The Trials and Triumphs of Black Deaf Students [Review of the book *Black Deaf Students: A Model for Educational Success*, by C. Williamson] J. Deaf Stud. Deaf Educ. 2010 15: 204 <http://jdsde.oxfordjournals.org/content/15/2/204.full.pdf+html>

Boyd, A.C. (2008). Mathematical Word Problems in Career Exploration for Deaf and Hard of Hearing Students. *The Quarterly Newsletter of the Council of American Instructors of the Deaf*. Winter, 2008 Volume 14, Number 2, Special Interest Group: Mathematics Teachers Section

## B. PRESENTATIONS

Boyd, A.C. (2015) American Sign Language and Interpreting Education (ASLIE) Department and Diversity Plans for Students, Faculty & Staff. ASLIE Department Meeting February 2015. [Seminar]. Rochester, NY

Boyd, A.C. (Summers 2011 – 2014) Resiliency: A Way to Student Success. Steps to Success (STS) program. [Workshops]. Rochester, NY

Boyd, A.C. (2011) First Year Enrichment/Student Life Team Coffee Chat---[Co-lead Seminar]  
Etiquette: How to get on your Professor's GOOD side?

Boyd, A.C. (2010). Faculty debriefing session to discuss second Life with RIT/NTID users of Second Life, RIT Wallace Center's Teaching and Learning Technology Studio

Young M., Boyd A., and Bacot M., (2010) NTID International Technical Symposium, Experimentation with Classroom Capture. [Presentation and formal paper]  
<http://www.rit.edu/~w-tecsym/papers/2010/T2A.pdf>  
<http://www.rit.edu/ntid/vp/techsym/program.html>

Boyd, A.C. (2009) National Council of Teachers of Mathematics Boston Regional Conference and Exposition A Module of Career Exploration for Deaf and Hard-of-Hearing Students Using Math Word Problems [Workshop]

Boyd, A.C. (2009) Council of American Instructors of the Deaf Conference. Steps to Success Transition Planning for Deaf and Hard of Hearing Students [Workshop] Washington D.C.

Brooks, D. & Boyd, A.C. (2008) Regional Conference and Exposition, Weaving Common Threads and Diversity Among Deaf and Hard of Hearing Adolescents. Steps To Success Transition Planning for Deaf and Hard of Hearing Students [Workshop] St. Louis, MO.

Boyd, A.C. (2011) NTID Ebony Club and Caribbean Deaf Club “Building on the Dream” program, [Narrative]

Boyd, A.C. (2010), Memorizing vs Understanding, Solange “Sally” Skyer’s Freshman Seminar class [Presentation]

Boyd, A.C. (2010), A model of supporting the success of African American Deaf Students, Dr. J. Matt Searls’ Master of Science in Secondary Education course, Deaf Students Education and Cultural Diversity [Presentation]

#### D. PROFESSIONAL MEMBERSHIPS

National Black Deaf Advocates (2012 – present)

National Business Education Association (2011 – present)

#### E. MENTORING

RIT/NTID AALANA students in the RIT AALANA Connects Program, mentored two young men (10/ 2009 – 6/2011). Still maintain contact after graduation.

#### F. PROPOSALS

ASL Business Dictionary, Wes Blue, Alvin Boyd, and Marsha Young, (2010), NTID Innovation Fund proposal was submitted but was not approved for funding.

Formative assessment and self-assessment with NTID students, Marc Marschark and a group of NTID faculty (including myself), (2010), NTID Innovation Fund proposal was submitted but was not approved for funding.

AALANA student retention and AALANA parental involvement, Alvin Boyd and Dianne Brooks, (2010). NTID Innovation Fund proposal was submitted but was not approved for funding.

### SECTION III: CONTRIBUTIONS TO THE COLLEGE AND INSTITUTE

#### A. RIT COMMITTEES

- RIT Board of Trustees, Subcommittee for Diversity and Inclusion (2012 – present)
- AALANA Faculty Advisory Council (2013 - present)
- Multicultural Center for Academic Success (MCAS) Advisory Board (2013 - present)
- AALANA Faculty and Staff Association (2008 – present)

#### B. NTID COMMITTEES

- NTID Diversity Group (2012 – present)

- Deaf Professional Advisory Group (2012 – present)
- NTID Administrative Council Member (2011 – present)
- Summer Vestibule Program [SVP] (2009 – present)
- NTID African Deaf Student Union, Faculty Advisor (2011 – 2013)
- National Technical Institute for the Deaf (NTID) Diversity Framework Group Member reports the RIT Inclusive Excellence Report (2011 – present)
- NTID Math Competition [Coordinator, Lead proctor] (2009 – 2013).
- Studying on retention of African American/Black deaf college students by Mary Karol Matchett, [Panelist in a focus group] (2011)
- NTID Business Studies Lecturer (Accounting), Search committee, (1/2011 – 5/2011)
- Business Studies Department Personal Finance course curriculum committee (2011)
- Strategic Decisions 2020 NTID Enrollment Target Committee (11/2010 – 10/2011)
- NTID Marketing Communications Web Developer, Search Committee (8/2009 – 1/2010)
- Search Committee, NTID Pre-College Outreach Specialist (11/2009 – 1/2010)

## SECTION IV: CONTRIBUTIONS TO THE COMMUNITY

### A. PRESENTATIONS

Boyd, A. (2011) [Sermon] Canal Boulevard Baptist Deaf Church, New Orleans, LA

### B. COMMUNITY ACTIVITIES

- South Carolina School for the Deaf and Blind, Applied Academics Center Advisory Board member (2014 – present)
- Junior Achievement and Rochester Institute of Technology's Saunders College of Business, hosted annual collaborative event at the Rochester City School District School No. 41 (2010 – 2013)
- The Father's House Church, Chili, NY
  - ASL Interpreter Team and Deaf Ministry member (2010 – present)
  - rLife Small Group Leader (Home Group) (2012 – present)
- ASL Interpreter for Camp Mark Seven's 5K walkathon/run-a-thon (2011), Old Forge, NY
- North American Division Inclusion Volunteered, American Sign Language Interpreter, (2011) Rochester, NY  
[http://www.disabilitiesday.org/Disabilities\\_Day/Program.html](http://www.disabilitiesday.org/Disabilities_Day/Program.html)
- Beacon Light International Baptist Cathedral "His Hands" Deaf Ministry, New Orleans, LA
  - Director (2001 – 2003)
  - Vice-President (1998 – 2001)
  - Member February (1998 – 2008)



# Kathleen M. Brady

1255 Vroom Rd. kmbnpl@rit.edu  
Spencerport, NY 14559 (607) 382-2730

## PROFESSIONAL OVERVIEW

- Successful career progression that demonstrates excellent work ethic, financial skills, and professionalism
- Wide range of experience in teaching, tutoring, and professional business arenas such as payroll, accounts payable, accounting, budgeting, and forecasting transactions
- Able to communicate clearly in a professional manner to all levels of constituents
- Knowledge of American Sign Language and Deaf culture

## EDUCATION

**Rochester Institute of Technology, Saunders College of Business, Rochester, NY**

Master in Business Administration, Concentration in Leadership and Management, 2011

**Houghton College, Houghton, NY**

Bachelor of Science Accounting and Business Administration, minor in Education, 2007

## TEACHING EXPERIENCE

**January 2016 – Present**

**Lecturer, National Technical Institute of Technology – Rochester Institute of Technology, Business Studies Department.** Taught Personal Finance as a lecture and lab course, creating new course materials to demonstrate financial literacy and financial skills used in personal and professional settings. Provided professional tutoring services for students in the following coursework areas: Financial and Managerial Accounting, Business Law, Micro and Macro Economics, Business Ethics and Corporate Social Responsibility, and Personal Financial Management.

**September 2014 – December 2015**

**Adjunct, National Technical Institute of Technology – Rochester Institute of Technology, Business Studies Department.** Provided professional tutoring services for students in the following coursework areas: Financial and Managerial Accounting, Micro and Macro Economics, Accounting Information Systems, Personal and Small Business Taxation, and Personal Financial Management.

## PROFESSIONAL EXPERIENCE

### January 2015 – Present

**Principal, Kathleen Brady Consulting.** Financial consulting for small business including bookkeeping in Quickbooks, grant work, budget preparation and maintenance, creation of quarterly and annual financial reports for BOD meetings and Grant requirements, financial analysis and recommendation.

### March 2014 – March 2015

**Business Manager, Integrity Engineering, PLLC.** Developed and implemented a jobs-based time tracking system to record time on a weekly basis. Designed and maintain company website. Researched and secured office space for additional business offices. Maintain cash flow analysis for company through organized invoicing, accounts receivable tracking, and collections. Created and retain financial reporting and jobs-based costing for owner and other senior employee use.

### February 2012- December 2013

**Sr. Financial Analyst, National Technical Institute of Technology – Rochester Institute of Technology, Finance and Budget.** Managed daily financial transactions for a multi-million dollar federally funded budget. Reconcile budgets on a monthly basis to make projections for year end results. Work alongside Assistant Vice President of Finance and Budget to forecast future revenue and expenses and determine financial expectations. Make adjustments based on fluctuating federal funding during times of level funding and sequestration. Mentor financial assistants on management of department budgets and proper use of accounting transactions.

- *On boarded into position quickly without training*
- *Performed two successful Year End financial closings with limited guidance*
- *Supported the development of institute grant procedures and processes*
- *Served on both installments of the NTID Administrative Council's Budget Planning Committees*
- *Assisted on special projects requested by the President of NTID*
- *Provided daily and overall financial guidance to over 40 Staff Assistants*
- *Continued to learn and improve knowledge of ASL and signing ability*

### July 2010 – January 2012

**Sr. Staff Accountant, Rochester Institute of Technology, Sponsored Programs Accounting.**

Responsible for administering financial aspects of externally funded grants and contracts including providing direct support to Principal Investigators, accounting, internal and external financial reporting, budget compliance, analysis, and forecasting. Develop and maintain professional, comprehensive knowledge of the requirements of sponsored programs administration. Monitor over 60 grant projects through monthly reporting, making adjustments as necessary and resolving account deficits. Prepare and

provide training presentations to several customer groups around campus. Establish best practices with administrators.

- *Monitored financial compliance through organizing the Effort Reporting Process*
- *Improved upon current training materials to encourage innovative learning*
- *Managed a large grant portfolio while taking on several other major projects*
- *Began learning ASL to improve my customer service and communication*

#### **July 2009 – July 2010**

**Payroll Coordinator, Rochester Institute of Technology, Payroll Department.** In addition to all tasks performed as Sr. Payroll Assistant, I was involved in Accounts Payable duties such as setting up new vendors and taking customer questions. Processed all aspects of gift certificate tracking including preparing gross-up calculations, updating employee's year to date earnings and preparing journal entries to record department expenses.

#### **November 2007 – June 2009**

**Senior Payroll Assistant, Rochester Institute of Technology, Payroll Department.** Execute all payroll processing functions including data and timekeeping entries, pre-processing reports, payroll runs, and post processing analysis. Process payments for Short Term Disability claims utilizing information from Human Resources and handle employee questions by providing excellent customer service. Prepare journal entries to correct costing and year-to-date reconciliations. Calculate new hires, terminations and retroactive employee payments including tax calculations and data entry into the Oracle system.

#### **May 2007 – November 2007**

**Staff Accountant, First Allied Corporation.** Prepare monthly financial statements for company owners, general ledger and bank reconciliations for multiple commercial properties, handle tenant deposits and accounts, analyze expenses and income for multiple operations, and input general journal entries for multiple years of business.

### **RELATED SKILLS & CERTIFICATIONS**

- Pulled together financial operations of a small business collecting and reconciling six months of data and organizing all financial and human resource information in a short period of time.
- Skilled at use of all Microsoft Office applications, particularly Microsoft Excel and Outlook. Daily user of Oracle ERP System and Kronos at a high level of functionality. Experience with Quickbooks.
- Fundamentals of Payroll Certification- 2009

## Adriana C. Kulakowski, M.B.A., M.S., B.S.

979 Oak Ridge Drive ■ Victor, New York 14564 ■ (585) 398-7058 ■ acknbt@rit.edu

“Adriana has an excellent reputation with her peers in the Business Studies Department and with her students. She does not allow students to be satisfied with a mediocre performance. She pushes them to excel and holds them accountable for their own short comings...” -Mary Beth Parker, Associate Professor

### Education

M.B.A, Accounting	University of Oswego, Oswego, NY	2012
M.S., Business and Distributive Education	Nazareth College, Rochester, NY	2004
B.S., Accounting	Rochester Institute of Technology Rochester, NY	1996

### Licensure and Certification

NYS Permanent Teaching Certification – Business and Distributive Education	2004
NYS Permanent Teaching Certification – Work Experience Coordinator	2004
Microsoft Certification (MCAS) in Word, Excel, PowerPoint, and Access	2007-Current

### Teaching Appointments

*Rochester Institute of Technology,  
Rochester, NY*

*2008-Present*

Senior Lecturer—Utilize well-honed skills in planning, preparing, delivering, and assessing. Continuously developed and revised course objectives and materials, based on student goals, selected textbook, and faculty suggestions. Promote a positive environment for in-class learning complemented by ability to bring real-life examples to instruction. Provided individual tutoring to ensure comprehension of material content. Assist students as their Co-op Business Studies faculty advisor. Conduct on-site co-op visits.

#### Accomplishments and Contributions:

- Able to maintain a student feedback rating above 80% during my teaching tenure.
- Assisted with the development of the new NAST curriculum during the conversion from quarters to semesters. Selected textbooks and assignments that would meet the rigor of the course curriculum.

- Revised the entire IDP (Independent Document Production) textbook from Microsoft Office 2010 to 2013 so that the book would be compatible to the software in the classrooms.
- Developed and enhanced the IDP coursework to allow students to solve problems independently and to meet the needs of the high-able students. Introduced workplace Macros to enhance the complexity of the class and to meet the in-demand skill.
- Worked closely with the AST team to initiate and implement the new A.S. Business Administration program.
- Appointed as team leader for the following classes: Essential Document Productions, Advance Document Production, and Spreadsheet Applications for Business. Responsibilities include updating syllabi and grade sheets to meet the compatible with the textbooks.
- Appointed as co-faculty co-op advisor for all students within the business studies program. Responsibilities include assessing and visiting co-op assignments, as well as maintaining a positive relationship with employers.

*Cayuga Community College, Auburn, NY*

*2006-2008*

Adjunct Professor— Used creative and adaptable teaching methods to implement all aspects of the accounting curriculum. Taught students different elements of the accounting cycle for a service and manufacturing industry.

*Seneca Falls Central School, Seneca Falls, NY*

*2005-2008*

Business Teacher—Developed, taught, modified, and assessed lessons for up to 24 students in a classroom. Responsible for teaching college accounting, business math, and business law to upper-level high school students. Instituted effective discipline management to ensure a cooperative classroom at all times. Served as student council faculty treasurer.

Contributions:

- Quickly developed close, trusting relationship with students while gaining respect of lead teacher and building principle.
- In collaboration with Cayuga Community College, introduced the AP Accounting course to the business curriculum; this class was the first college level course in the school's business department.
- Conducted interview and training for the newly hired business teacher.

*Genesee Valley BOCES, Mt. Morris, NY*

*2004-2005*

Work Experience Coordinator —Aligned student interests with potential career opportunities to guide students in effective decision-making regarding their career directions and future fields of study.

Accomplishment:

- Successfully guided 30+ students in finding work experience positions within the government and private sectors.

*DeSales High School, Geneva, NY*

*2002-2004*

Business Teacher—Provided instruction to 5 classes; Keyboarding, Business Computer Applications, Career and Financial Management, Accounting, and Marketing.

Contributions:

- Developed and implemented the school-to-work program.
- Successfully introduced e-commerce to my marketing class by initiating the classroom project, “Selling on eBay”. All donated items sold on e-Bay were donated to the school’s general fund.

### **Professional Experience**

*Nicoletta Associates, Clyde, NY*

*1997-2004*

Accountant/Administrator –Maintained and recorded all receivable and payable accounts. Generated weekly payroll with the use of a self-made Excel program. Assisted in the month-end closing, analysis and financial reporting preparation process. Managed two 24-unit subsidized senior citizen/handicap/disabled apartment complexes. Responsible for maintaining accurate and up-to-date tenant certifications.

*Rochester Riverside Convention Center, Rochester*

*1995-1997*

Junior Accountant – Started as a temporary co-op job but was quickly promoted to a full-time position. Responsible for maintaining and recording all accounts receivable. Allocated all expenses for the events that occurred at the convention center. Generated invoices to include all expenses including use of facility and food and beverages. Entrusted to collect, count, and deposit large sums of money on a daily basis. Responsible for calculating weekly timesheets and generating the payroll for the hourly employees.

### **Honors and Awards**

Top 50 MyCourses Heavy Hitters (2145 Semester)

The top 50 most interactive courses on RIT’s online system includes:

- NAST.150.01 – Advance Document Production (Ranked #2 tied)
- NAST.150.02 – Advance Document Production (Ranked #2 tied)
- NAST.215.01 – Integrated Document Production (Ranked #15)

Spring 2014

Top 50 MyCourses Heavy Hitters (2141 Semester)

The top 50 most interactive courses on RIT’s online system includes:

- NAST.150.01 – Advance Document Production (Ranked #3)
- NAST.215.01 – Integrated Document Production (Ranked #23)
- NAST.215.01 – Integrated Document Production (Ranked #24)

Fall 2014

NYSED/BTANYS Department of the Year Winner – Seneca Falls SCD

The NYS Business Teachers Association (partnered with the SED) issues this award to a business department that has shown creativity, innovation, and dedication to their business department. 2007

### Professional Affiliations

National Business Education Association (NBEA)	2014 - Present
Business Teachers Association of NYS (BTANYs)	2006-2007

### Professional Development

Title IX Presentation	May 2015
NTID Scholarship Symposium	May 2015
Services and Classroom Accommodations for Deaf-Blind Students	January 2015
Spoken Communication Techniques and Strategies	January 2014
Annual Faculty Institute on Teaching and Learning	May 2009 - 2013
Constructive Feedback: Discovering how teaching impacts efforts to learn	January 2013
Got Feedback? Have you heard about Early Term Feedback (ETF) at NTID?	January 2013
Course Re-design Workshop	April 2012
Facebook Pages for Businesses and Organizations	April 2012
Educational Technology Day at Ithaca College	March 2012
Blogging 101: An Introduction to WordPress	January 2012
Prezi: Hands-On Workshop	January 2012
Brown Bag Seminar: Pre-College Deaf Students Understand Fractal Concepts	January 2012
Dealing with Communication Diversity in the Classroom	March 2011
Brown Bag Seminar: Improving Student Access & Achievement Online Interaction	February 2011
College of Business Women's Leadership Conference	January 2010 and 2011
Delivering an Effective Presentation	June 2010
Improving Student Access and Use of Technical Terminology	May 2010
NTID Innovation Form	April 2010
On Whose Term? Fostering Classroom Interaction	March 2010
Reflections of Effective Communication: Facing the Elephant in the Room	April 2009
New Faculty Forum	2008-2009
Understanding and Servicing Students of Color	September 2008
Teaching Deaf/Hard of Hearing Students with Secondary Disabilities	September 2008
MyCourses Winter Training	December 2008
NTID Professional Development Tutoring Workshop	2008

### Communication Skill Development

Sign Production	25 hours	Spring 2014
ASL Semantics	14 hours	Spring 2014
Receptive Fingerspelling	3 hours	Interession 2014
Business Studies Department ASL Training	29 hours	Fall 2008 and 2012
ASL Receptive Practice II	15 hours	Interession 2013
ASL Receptive Practice	19 hours	Spring 2009
ASL Tutoring	16 hours	Spring 2009

ASL IB	30 Hours	Fall 2008
Intensive ASL for New Faculty	28 Hours	Fall 2008
ASL Semantics	18 Hours	Fall 2008
Intensive ASL for New Faculty	70 hours	Spring and Winter 2008
Classroom Observation	10 hours	Winter 2008
Classroom Observation	18 hours	Spring 2008

### **Presentations**

National Business Education Association (NBEA) 2016 Annual Convention Applying Macros in the Workplace	Anticipate in 2016
National Business Education Association 2015 Annual Convention (NBEA) e-Portfolio with Acrobat Pro XI	2015
Deaf Initiative in Technology Workshops (DiiT) MS Excel – Create an Electronic Worksheet	2011, 2012, and 2013
Deaf Initiative in Technology Workshops (DiiT) MS Access – Create a Database	2010
Deaf Initiative in Technology Workshops (DiiT) Microsoft Office – The Professional Approach	2009

### **Committees and Community Involvement**

Member Business Studies New Faculty Search Committee	2015
Faculty Host NTID Job Fair	2014
Faculty Champion (NTID) United Way	2011 and 2012
Member NTID Learning Consortium Committee	2011 and 2012
Member Revising the Policy on Promotion to the Ranks of Senior and Principal Lecturers Committee	2011
Volunteer Imagine RIT	2010 and 2011



## CURRICULUM VITAE

# Tracy Magin

53 Hawthorne Drive | Spencerport, New York 14559

E-Mail: thdnbt@rit.edu | Phone: 585-478-1370

## EDUCATION

- |         |  |
|---------|--|
| 03/2012 | <b>Master of Business Administration</b><br><b>Concentration: Human Resource Management</b><br>Rochester Institute of Technology   Rochester, New York |
| 12/2004 | <b>Master of Science in Education</b><br><b>Major: Business and Marketing Education</b><br>State University of New York at Oswego   Oswego, New York   |
| 05/2001 | Bachelor of Science<br><b>Major: Business Administration</b><br>State University of New York at Oswego   Oswego, New York                              |

## CERTIFICATIONS

- Master Instructor for Microsoft Office 2007/2010/2013
- Microsoft Office Specialist EXPERT Word and Excel 2003/2010/2013
- Microsoft Office Specialist Word, Excel, PowerPoint and Outlook 2007/2010/2013
- New York State Teaching Certification (Initial 2004 to 2010)
- School Violence Certificate (2004)
- Mandated Child Abuse Reporter (2004)
- Certified Peer Educator (2004)

## AWARDS

### Nominations

- |           |   |
|-----------|---|
| 2011-2012 | Nominated for Outstanding Teaching Award for Non-Tenure Track Faculty |
| 2010-2011 | Nominated for Eisenhart Outstanding Teaching Award                    |

## TEACHING EXPERIENCE

<i>09/2007-Present</i>	National Technical Institute for the Deaf at RIT, Rochester, New York <b>Senior Lecturer, Business Studies Department</b>
<i>03/2005-09/2007</i>	National Technical Institute for the Deaf at RIT, Rochester, New York <b>Adjunct, Business Studies Department</b>
<i>2006-2007</i>	Greece Community Learning Center, Rochester, New York <b>Office Technology Instructor, Workforce Development Program</b>
<i>Spring 2005-06/2006</i>	E.J. Wilson High School, Spencerport, New York Substitute Teacher, Accounting and CO-OP Tutor
<i>09/2005-06/2006</i>	Monroe 2-Orleans BOCES, Spencerport, New York <b>Substitute Teacher/Student Behavioral Assistant</b>
<i>Fall 2004- 2005</i>	E.J. Wilson High School, Spencerport, New York <b>Business Education Tutor</b>
<i>Summer 2004</i>	Monroe 2-Orleans BOCES, Spencerport, New York <b>1:1 Student Aide, Extended School Year Program</b>
<i>Fall 1998</i>	History Department, SUNY at Oswego, Oswego, New York <b>Teaching Assistant</b>

## OTHER WORK EXPERIENCE

<i>04/2006-08/2006</i>	<b>Wegmans Food Markets, Rochester, New York</b> Employee Representative Assistant
<i>07/2005-04/2006</i>	Central Pharmacy Call Center Representative
<i>05/2003-06/2004</i>	<b>The Penn Traffic Company, Syracuse, New York</b> Human Resource Coordinator/Payroll
<i>09/2002-05/2003</i>	Human Resource Coordinator (Store Level)
<i>06/2001-09/2002</i>	<b>M &amp; T Bank, Syracuse, New York</b> Select Banker, Retail Banking

## COMMUNICATION

<i>2012</i>	American Sign Language—Intermediate Plus
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## CURRICULUM DEVELOPMENT

- Spreadsheet Applications for Business (co-developed with Mellissa Youngman)

- Essentials of Business Communication
- Information Management for Business (co-developed with Mellissa Youngman)

## COURSES TAUGHT

### **Administrative Support Technology**

Advanced Applications for Word Processing  
 Advanced Document Production  
 Applied Business Techniques  
 Applied Ethics for Business  
 Business English  
 Business Graphics  
 Desktop Publishing  
 Document Production 1  
 Document Production II  
 Essentials of Business Communication  
 Essential Document Production  
 Essentials of Human Resources  
 Formatting  
 Integrated Document Production  
 Keyboarding  
 Prep for Microsoft Access Certification  
 Prep for Microsoft Excel Certification  
 Prep for Microsoft PowerPoint Certification  
 Prep for Microsoft Word Certification

### **AS Program**

Essentials of Business Communication (co-taught with Jeanne Yamonaco)

### **Tutoring**

Advertising and Promotion Management  
 Buyer Behavior  
 Internet Marketing  
 Marketing Management  
 Principles of Marketing  
 Professional Selling

## WORKSHOPS

2014-2015      *Microsoft Certification for Staff at NTID*

2010	<i>Microsoft Office 2007 Training Overview</i> —Presented to Business Studies Department Faculty
2009	<i>Windows Live, SkyDrive!</i> —Presented to Business Studies Department Faculty

## PRESENTATIONS

- *Microsoft Office Specialist (MOS) Certification for Deaf and Hearing Persons.* Poster Session. NTID Scholarship Symposium. Collaborated with Bill Clymer. (May 2015)
- *Student e-portfolios and assessment methods.* Poster Session. NTID Scholarship Symposium. Collaborated with Mary Beth Parker and Kathleen Szczepanek (May 2015)
- *Showcase Student Work: Create an Adobe Acrobat XI e-Portfolio.* National Business Education Association Annual Conference. Collaborated with Kathleen Szczepanek, Mary Beth Parker, and Adriana Kulakowski (April 2015)
- *Microsoft Office Specialist (MOS) Certification for Deaf and Hearing Persons.* 30th Annual International Technology and Persons with Disabilities Conference. Collaborated with Bill Clymer (February 2015)
- *Dynamic E-Portfolios: Have It Your Way.* Presented a Workshop at the National Business Education Association Annual Conference—Atlanta, Georgia. Workshop was created with collaboration from Allen M. Ford, Kathleen Szczepanek and MaryBeth Parker (April 2013).
- *Open Source, Open Minds.* Co-presented with Allen M. Ford at the International Tech Symposium (June 2010)
- Developed various department Training Sessions related to Windows SkyDrive, Microsoft Office 2010, Windows 8 and other technologies

## COMMITTEE PARTICIPATION

2008-2016	Member, Outstanding Graduate Committee (Served as co-chair 2009-2011; Chair 2011-2015)
2010-2015	Member, Business Studies Department Search Committee
2015	Member, Business Studies Department Chairperson Search Committee
	Member, NCE Search Committee
2013	Member, Business Studies Peer Review Committee

## RIT COMMUNITY VOLUNTEER WORK

2013-2016	Volunteer, Graduation Line-Up
	Volunteer, Commencement Weekend

	Faculty Host, NTID Job Fair
2012	Volunteer, Imagine RIT Volunteer, Commencement Weekend Faculty Host, 12 <sup>th</sup> Annual NTID Job Fair
2009-2010	Volunteer, Commencement Weekend
2008-2011	Participated in Intensive Sampling
2007-2008	Participated in Open House for the Business Studies Department Volunteer, Imagine RIT

## PROFESSIONAL MEMBERSHIPS

2009-2010	Member, Business Teacher's Association of NYS (BTANYS)
2007-2008; 2014-2015; 2015-2016	Member, National Business Education Association (NBEA)

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# Curriculum Vitae

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**Kathleen M. Szczepanek**

**ksgnvd@rit.edu**

## **Academic and Professional Qualifications**

### **Education**

***Master of Science – Professional Studies: Concentrations in Human Resources, Management, and Secondary Education of Students Who Are Deaf or Hard of Hearing***

February, 2008—Rochester Institute of Technology, Rochester, NY

***Master of Science – Secondary Education of Students Who Are Deaf or Hard-of-Hearing***

May, 2001—Rochester Institute of Technology, Rochester, NY

***Bachelor of Fine Arts – Graphic Design***

May, 1993—Rochester Institute of Technology, Rochester, NY

***Associate of Applied Science – Graphic Design***

May, 1992—Rochester Institute of Technology, Rochester, NY

***Associate of Applied Science – Office Technologies***

May, 1990—Rochester Institute of Technology, Rochester, NY

### **Certifications**

Microsoft Office User Specialist Certification in Microsoft Word 2003—Core Level

Microsoft Office User Specialist Certification in Microsoft PowerPoint 2003—  
Core Level

Microsoft Office User Specialist Certification in Microsoft Word 2007—Core Level

Microsoft Office User Specialist Certification in Microsoft PowerPoint 2007—Core Level

Microsoft Office User Specialist Certification in Microsoft Access 2007—Core Level

### **Awards/Nominations**

#### **2015/2016 Provost's Award for Excellence in Student Learning Outcomes**

**Award** for Best Practices in Assessment, Improving Student Learning, and Continuous Program Improvement with Mary Lou Basile, Mary Beth Parker, Adriana Kulakowski, and Tracy Magin. (Ceremony on May 10, 2016)

**Business Mentoring Project Recognition Award 2013** for Outstanding Contribution to the NTID Business Mentoring Program Committee

**Business Mentoring Project Recognition Award 2012** for Outstanding Contribution to the NTID Business Mentoring Program Committee

**Business Mentoring Project Recognition Award 2011** for Outstanding Contribution to the NTID Business Mentoring Program Committee

Nominated for the Eisenhart Outstanding Teaching Award for outstanding teaching during  
AY 2006-2007

### **Professional Experience**

**National Technical Institute for the Deaf**, Rochester Institute of Technology (NTID/RIT)  
Rochester, New York, 1997 – present

***Senior Lecturer, NTID Business Studies***  
*September 2013 – present*

***Assistant Professor, NTID Business Studies***  
*September 2012 – 2013*

***Instructor, NTID Business Studies***  
*August 2008 – 2012*

***Lecturer, NTID Business Studies***  
*August 2006 – 2008*

***Sr. Admissions Counselor, NTID Enrollment and Management***  
*February 2002 – August 2006*

***Adjunct Instructor, NTID Business Studies***  
*September 1999 – February 2002*

***Staff Assistant, Office of the Vice President for NTID***  
*January 1998 – February 2002*

***Staff Assistant, Alumni Relations Office***  
*October 1997 – January 1998*

**Rochester School for the Deaf, Rochester, NY**

***Secretary, Support Services Office***  
*December 1993 – October 1997*

**State Insurance Fund, Rochester, NY**

***File Clerk, Innovative Associates***  
*October – December 1993*

**Enterprise Rent-A-Car, Penfield, NY**

**File Clerk**  
*September – October 1993*

**National Technical Institute for the Deaf, Rochester Institute of Technology**  
Rochester, New York

***Employment Information Center Student Aide, NTID Center on Employment***  
*Center, May 1990 – 1993*

**New York State Library, Albany, NY (Cooperative Experiences)**

***Word Processing Technician (Summer 1989)***  
***General Office Clerk (Summer 1988)***

### **Communication Competence**

Advanced Plus to Superior Plus Skill Level Range, SLPI, 2008



## **Professional Development**

### **Teaching Strategies & Skills**

**Convention of American Instructors of the Deaf (CAID), Rochester, NY (June 26-28, 2016)**

**National Business Educators Association (NBEA) Annual Convention, Chicago, IL (March 31-April, 3, 2015)**

**Convention of American Instructors of the Deaf (CAID), Rochester, NY (June, 2013)**

**Faculty Institute on Teaching and Learning, Rochester Institute of Technology (May 22, 2013)**

**National Business Educators Association (NBEA) Annual Convention, Atlanta, GA (April, 2013)** (Due to NTID budget constraints, one faculty (Tracy Magin) attended in Mary Beth Parker's, Allen Ford's, and my place to present the *Dynamic E-Portfolios: Have It Your Way* on our behalf.

**Delta Pi Epsilon (DPE) Conference** (an affiliate of the National Business Education Association), Cincinnati, OH (November, 2012)

**Faculty Institute on Teaching and Learning, Rochester Institute of Technology (May 30-31, 2012)**

**National Business Education Association (NBEA) conference, Boston, MA (April 3-6, 2012)**

**Northeast Cochlear Implant Convention, Sturbridge, MA (July 8-10, 2011)**

**Deaf Women United Conference, Portland, ME (June 29-July 3, 2011)**

**Convention of American Instructors of the Deaf (CAID), Dallas, TX (June 20-24, 2011)**

**Faculty Institute on Teaching and Learning, Rochester Institute of Technology (May 25-26, 2011)**

**Cochlear Celebration Conference, Orlando, FL (February, 2011)**

**RIT Entrepreneurs Conference Panel, Rochester Institute of Technology (October, 2010)**

**21st International Congress on the Education of the Deaf, Vancouver, British Columbia, Canada (July, 2010)**

**Tech Symposium: Technology and Deaf Education: Exploring Instructional and Access Technologies International Symposium, National Technical Institute for the Deaf (June, 2010)**

Convention of American Instructors for the Deaf (CAID), Washington, DC (June, 2009)  
RIT Entrepreneurs Conference Panel, Rochester Institute of Technology (October, 2009)  
Business Teachers Association of New York State Conference, Rochester, NY (October, 2009)

Conference on Ethics Across the Curriculum Conference, Rochester Institute of Technology (November, 2009)

Communication Alternatives for Students with Cochlear Implants by the Center of Education Research Partnerships (CERP), National Technical Institute for the Deaf (Fall, 2008)

National Business Education Association (NBEA) conference, Chicago, IL (April 7-10, 2009)

Faculty Institute on Teaching and Learning, Rochester Institute of Technology (May 27-28, 2009)

Faculty Institute on Teaching and Learning, Rochester Institute of Technology (May 28-29, 2008)

Tech Symposium: Technology and Deaf Education: Exploring Instructional and Access Technologies International Symposium, National Technical Institute for the Deaf (June 23-25, 2008)

Faculty Institute on Teaching and Learning, Rochester Institute of Technology (Spring, 2006-07)

Cognitive Underpinnings of Learning by Deaf and Hard-of-Hearing Students, National Technical Institute for the Deaf (Summer, 2007)

### **Courses Taught/Tutored**

#### **NTID Business Studies Department—Administrative Support Technology**

<b><i>Taught under the Quarter System</i></b>	
Keyboarding O.A.S. Formatting O.A.S. Document Production I O.A.S. Document Production II Advanced Applications in Word Processing	Business English Business Graphics Desktop Publishing for Business Applied Business Ethics

<b><i>Taught under the Semester System</i></b>	
Essential Document Production Advanced Document Production Business Graphics	Applied Business Ethics Administrative Support Technology Desktop Publishing for Business

### **Innovation, Scholarship, and Research**

#### **NTID Innovation Forum (April 17, 2010)**

- Participated with faculty and staff to develop creative and innovative ideas to bring the recommendations of Strategic Vision 2020 to life in new and exciting ways.

### **Professional Activities and Scholarship (under tenure-track period)**

#### **Scholarship**

I compiled research on each business ethics course being taught by providing pre- and post-assessment questionnaires to measure our students' comprehension level regarding ethics-related terminology as well as determining their reading comprehension regarding the ethics-related language. I've collected data from three ethics courses, as well as I've provided workshops to Administrative Support Technology Seminar and Employment Seminar courses to implant the importance of ethics in the workforce. I have written and published an article called *Business Ethics: How to Develop Ethical Awareness and Introspection in Deaf and Hard-of-Hearing Students* in a peer-reviewed journal *Teaching Ethics—The Journal of the Society for Ethics Across the Curriculum* (Fall 2012). I also have given two presentations about the course development and research findings from the courses I've taught at three conferences.

#### **Research**

Business Ethics Course Development and Implementation as part of my Capstone Project for my Master of Science in Professional Studies at RIT's College of Applied Science and Technology (Spring 2008).

The course was developed due to the need to expose students more fully to the concepts of business ethics, as well as due to the results of a review of the NTID's Business Studies Department's outcomes assessment plan with NTID Center on Employment in Spring, 2006-3, related to meeting our technical benchmark in the Administrative Support Technology program. It was determined that employment opportunities might be lost if a student did not have a baseline understanding of business ethics. We want to teach our students to develop better "soft skills" which includes business ethics in order to be

better prepared to enter the workforce. Also, we help our students to see the depth and breadth of businesses and organizations being faced with increased complexity involving ethical issues; quick-changing employment practices and policies; increased corporate governances and regulations; unprecedented accounting scandals involving U.S. corporations shaking public trust and confidence.

The course was approved by NTID Curriculum Committee as a permanent component of Business Studies department during AY 2007-2008.

### **Department Scholarship (Administrative Support Technology)**

**Delta Pi Epsilon (DPE) Conference** (under the Association for Research in Business Education organization), **Cincinnati, OH (November, 2012)**

**Published in the conference proceedings:** *Portfolios for Tech-Savvy Deaf and Hard-of-Hearing Learners* by MB Parker and KM Szczepanek

*Business Ethics and Deaf Hard-of-Hearing Students: How to Develop Ethical Awareness and Introspection?* by KM Szczepanek

### **Workshop Development**

*Business Ethics* workshops for Administrative Support Technology Seminar and Employment Seminar courses with D. Lucas, S. Atkins as co-presenters, and K. Dollinger-Meyer as an alternate presenter (2010-11)

*NCE Communication Technology* workshop with M.E. Tait, C. Clark, K. Szczepanek and R. Kiperman-Kiselgof (Spring 2009-10)

*Business Ethics* workshops for Administrative Support Technology Seminar and Employment Seminar courses with D. Lucas, S. Atkins as co-presenters, and K. Dollinger-Meyer as an alternate presenter (2009-10)

*Business Ethics* workshops for Administrative Support Technology Seminar and Employment Seminar courses with D. Lucas and S. Atkins as co-presenters (2008-09)

*Business Ethics* workshop as part of Capstone Project formative evaluation for Business Ethics course development and implementation. With D. Lucas and S. Atkins as co-presenters (2007-08)

### **Presentations and Posters**

*Convention of American Instructors of the Deaf (expected to attend/present on June 26-28, 2016)*

“Building E-Portfolios with Adobe Acrobat and Web Builders)” by K. Szczepanek and M. B. Parker

NTID Scholarship Symposium (May 28, 2015)

“Showcasing Student Learning using Portfolios and e-Portfolios” by T. Magin, K. Szczepanek,  
M.B. Parker, and A. Kulakowski

National Business Educators Association (NBEA) Annual Convention, Chicago, IL (March 31- April 3, 2015)

“E-Portfolios with Adobe Acrobat XI” by M.B. Parker, K. Szczepanek, A. Kulakowski, and T. Magin.

Convention of American Instructors of the Deaf (June 26-28, 2013)

“How Student Feedback Helped Shape My Teaching: Early Term Feedback (ETF)” by K. Szczepanek

National Business Educators Association (NBEA) Annual Convention, Atlanta, GA (April, 2013)

“Dynamic Portfolios: Have it Your Way” by A. Ford, K. Szczepanek, and T. Magin.

Delta Pi Epsilon (DPE) Conference, Cincinnati, OH (November, 2012)

“Business Ethics and Deaf/Hard-of-Hearing Students: How to Develop Ethical Awareness and Introspection?” by K. Szczepanek

“e-Portfolios for Tech-Savvy Deaf and Hard-of-Hearing Learners” by M. B. Parker and K. Szczepanek

Northeast Cochlear Implant Convention Sturbridge, MA (July 8-10, 2011)

Poster: “Cochlear Implant Experience: Education, Technology & Friendship” by Catherine Clark, K. Szczepanek, and Erica Israel (CI Student)

Convention of American Instructors of the Deaf (June 20-24, 2011)

Business Ethics: How to Develop Ethical Awareness and Introspection in Deaf and Hard-of-Hearing Students by K. Szczepanek

21st International Congress on the Education of the Deaf, Vancouver, British Columbia, Canada (July, 2010)

"I Never Thought About It That Way Before: Ethical Reasoning in a Deaf College Writing Classroom by  
S. Polowe-Aldersley and K. Szczepanek

*Tech Symposium: Technology and Deaf Education: Exploring Instructional and Access Technologies International Symposium at NTID (June, 2010)*

E-Portfolio for Work Force Readiness by M. B. Parker and K. Szczepanek

*Convention of American Instructors for the Deaf (CAID) June 22-26, 2009*

Business Ethics: How to Develop Ethical Awareness and Introspection in Our Students by  
K. Szczepanek

### **Institute Presentations**

*Conference on Ethics Across the Curriculum Conference – Rochester Institute of Technology (November, 2009)*

Business Ethics: How to Develop Ethical Awareness and Introspection in Our Students by  
K. Szczepanek

### **Curriculum/Course/Program Development**

#### **Program Development**

AAS Business Administration Degree proposal with Mary Beth Parker and AST Team  
(2015-16) (recently approved by NTID Curriculum Committee—May, 2016)  
Business Studies Semester Conversion Team, 2010 – 2014

#### **Technical Courses**

Business Ethics (A.O.S. and A.A.S level for Administrative Support Technology, Accounting, and Business Technology students) (Approved 2008)

Reviewed and revised course materials for Administrative Support Technology courses  
(2006-present)

Business English Course revision—with T. Magin and M. Youngman (Spring, 2007-08)

### **Professional Organization Memberships**

- Society for Ethics Across the Curriculum (SEAC) (2011-present)
- National Business Educators Association (NBEA) (2006-present)
- Convention of American Instructors of the Deaf (CAID) (2006-2013)

- Business Teachers Association of New York State (BTANYS) (2009-2013)
- Monroe County Business Educator Association (2006-2007)

### **Mentoring**

- Mentored and provided guidance to Donna Tuffner, teaching assistant regarding her master-level courses and teaching (2011 - present)
- Mentor for Donna Melena, AST student, 2015
- Mentor for Ranjan Maitra, Cochlear Implant student, 2010-2013

### **Deaf Culture and Communication Strategies**

NTID Spoken Communication, Deaf Culture and ASL Professional Development  
Seminars/Workshops Series:

The Many Faces of Cochlear Implants (2016)

- ASL Lecture Series: Deaf Disempowerment and Today's Interpreter by T. Suggs (2016)
- The Deaf Heart: A Forty-Year Photographic Retrospective by Willy Conley (2016)
- ASL Features In Simultaneous Communication (Sentence Level) (January, 2015)
- Services and Classroom Accommodations for Deaf-Blind Students (February, 2015)
- Dealing with Communication Diversity in the Classroom: A Student Perspective (April, 2015)
- Automatic Speech Recognition Systems as Tools to Enhance Spoken Communication in the Classroom (October, 2015)
- Deaf President Now's 20th Anniversary presentation by Patti Durr's students (Spring 2012-3)
- Recent Trends in Cochlear Implants (Spring 2012-3)
- Cochlear Implant receptions (Fall Welcome and End-of-Year Party)
- NTID Students' Communication Skills: Information and Access (Winter 2012-3)
- The Hidden Treasure of Black ASL: It's History and Structure (Winter 2012-3)
- Department Sign Class by Sam Holcomb (Fall 2012-3)
- Cochlear Implant Workshop by K. Snell and J. Courser (Winter 2011-12)
  - Participated by giving information on CI Mentorship
- ASL Lecture Series: Introduction to American Deaf Culture by T. Holcomb (2012)
- Cochlear Implant receptions (Fall Welcome, Halloween Party, Holiday Gathering, End-of-Year Party-2012)
- Deaf Japanese Americans' Incarceration in USA concentration camps, 1942-1946 by N. Ely (Spring 2010-11)
- ASLIE Poster Sessions (Spring 2010-11)
- NTID Students' Communication Skills: Information and Access by L. Bryant and L. Scott (Fall 2010)
- Topicalization in ASL by A. Baer (Fall 2010)

- On Whose Terms? Fostering Classroom Interaction by B. Whitehead and S. Barefoot (Spring 2009-10)
- “Managing the Mixed Bag of Communication in Your Classroom” by Purress and Picioli (Winter 2008-09)
- With Deaf Heroes and Heroines by D. McDonald (Winter 2008-09)
- How is Technology Reshaping Deaf Culture? by T. Holcomb (Spring 2008-09)
- Reflections on Effective Communication: Facing the Elephant in the Room Panel facilitated by K. Stoskopf (Spring 2008-09)
- Tutoring Workshops by Anne Hager and Sidonie Roepke (2008-2009)
  - Now I’m a Tutor, What Should I Do?
  - Tutoring Approaches
  - Academic Advising in the Tutoring Environment
  - Liaisons—Why Are These Important to Tutoring?
  - Idea Sharing
- Voice Access Workshop presented by D. Sims and C. Johnstone (Winter 2007-08)
- Rachel Ray and ASL by L. Boling (Winter 2007-08)
- “Touchdown!” by R. Bryant (Winter 2007-08)
- “Watch Your Tone!” by C. Sanders (Winter 2007-08)
- Course – 570 Business taught by L. Boling and B. R. Holcomb (Winter 2007-08)
- Course – Number Signs taught by L. Boling (Winter 2007-08)
- Signing in Public Spaces: A Deaf Scientist’s Perspective by P. Hauser (Fall 2007)
- Trends in ASL presented by B. R. Holcomb (Winter, 2006-07)
- A Comparison of Communication Values facilitated by R. Adams and L. Scott (Winter, 2006-07)
- Classroom Communication Needs of Students in Career Focused Programs presented by L. Scott (Winter, 2006-07)
- Cochlear Implants at RIT: Who, What, How? presented by A. Davis and J. Conklin (Fall, 2006)
- Tiger Walk, Apple Fest, Pulse Happy Hour, RIT Hockey events, Welcome Back and End-of-Year receptions (2006-present)

### **Contributions to the College and Institute at Large**

#### **NTID Committees**

- Visual Support Committee (2015-present)
- Senior Lecturer Promotion Committee (Co-Chair, 2015-6)
- Senior Lecturer Promotion Committee (Chair, 2014-5)
- Communication Access in Classroom Video Development Committee (2015-6)
- NTID Curriculum Committee (2012-2015)
- Lyon Lectureship Committee (2012-2015)



- Northeast Region Representative for Convention of American Instructors of the Deaf (2012-2014)
- Speech Pathologist Search Committee member (2010)
- NTID Admissions Director Search Committee member (2009-10)

### **Institute Presentations and Panels**

- Applied Business Ethics class (Tracy Magin) to discuss Problem-Solving Strategies (2016)
- Panelist (and attendee) Promotion in Rank to Senior Lecturer/Principal Lecturer (2015 & 2016)
- Understanding the Accommodation Process for NTID Students with Disabilities in Addition to Hearing Loss (January, 2015)
- Lyon Lectureship Presentation: Steven Forney (2015)
- Lyon Lectureship Presentation: Drs. Kim Dodge and Jennifer Miller (2014)
- Lyon Lectureship Presentation (committee—I coordinated this): Jarrod Musano (2014)
- Lyon Lectureship Presentation (committee): Michael Bloomfield (2013)
- MSSE Alumni Panel regarding student teaching experiences (2013)
- Lyon Lectureship Presentation (committee): Matt Daigle (2012)
- Business Ethics Workshop as a Student Life Team activity (2012)
- Business Ethics Workshop as a NTID Business Club activity (2012)
- Working Together and Moving Forward for Deaf and Hard-of-Hearing Women Faculty Series (2012-2013)
  - First Meeting (Idea Gathering)
  - How to Get Your Feet Wet with Grant Writing
  - Swimming with and Against the Tide in Academia as a Deaf woman Professor by Caroline Solomon, Ph.D.
- Panel moderator for cochlear implant students and faculty for the *Cochlear Implants at RIT: Who, What, How?* with J. Eggleston and C. Clark, National Technical Institute for the Deaf, (2009-10)
- *Business Ethics: How to Develop Ethical Awareness and Introspection in Our Students* Presenter, Conference on Ethics Across the Curriculum Conference, Rochester Institute of Technology (November, 2009)
- Cochlear Implant Panelist for the *All You Want to Know About Cochlear Implant Users*, National Technical Institute for the Deaf (2008-09)
- Second-year Faculty panel member for the First-Year Faculty, National Technical Institute for the Deaf (2007-08)
- *NTID Business Studies Department: What is It?*, presented with M. Kane, M. Pfuntner, A. Ford, A. Boyd, T. Magin, and T. Lord, Career Sampling Class, National Technical Institute for the Deaf (2007-present)
- Career Exploration – General Sampling Faculty Panelist (2007-08)

- Summer Vestibule Program, presented with various Business Studies colleagues (2007-2011)
- Panelist for First Year Experiences class (Winter, 2000)  
Panelist for Office Technologies Seminar class (1998 and 1999)  
Panelist for Summer Vestibule Program (SVP) (August, 1998)

### **Institute Services**

- College Bowl Practice with C. Kurz and G. Behm with NTID/RIT students (2016)
- Visited/Observed A. Kulakowski's Business Graphics class (students' PPT presentations) (2016)
- Assisted Student Life Team—invited Isidore Niyongabo to visit Business Graphics class to talk about ethics in deaf education in Africa (2016)
- \$20 Business Challenge Poster Session Evaluation (for Scot Atkins' entrepreneurship class) (2016)
- Assisted/tutored Simona Blackshear with her RIT classes, letters for her VR counselor, her email dialogues with her co-op supervisor and co-workers (re: any job openings) (2015-present)
- Assisted Mike Kane and Kim Kurz to pull together the name tags (Mail Merge process) for ADARA conference (2015)
- Tutored João Miranda with his Marketing class assignment (2015)
- Reference for various students for co-op/permanent jobs (present)
- Chilean Visitors Observe Business Graphics class (2015)
- Practice interview with João Ciuba before his co-op interview with Advocacy Services for Abused Deaf Victims organization (2015)
- Participated in NTID Signing in Public Spaces video (being filmed with Ellen Johnson) (2015)
- Catholic deaf attendee observer/advisor to two ASLIE students' interpreting during St. Louis Church masses (2015-16) (Both service for Institute and Community)
- RIT Information Security Digital Self Defense Team (2015)
- Letter of support for Scot Atkins for 3-year tenure review (2014)
- Letter of support for Campbell McDermid for 3-year tenure review (2014)
- Maxine Childress Brown—*To the Beat of Truth* book lecture (2013)
- Provided assistance to several NTID faculty's questions on Microsoft and Adobe Acrobat software (2006-present)
- Assisted Patty Henzel regarding Table of Contents in MS Word for NTID Curriculum Committee Guidelines (2012)
- Assisted Stacy Bick during Brick City Weekend/45<sup>th</sup> Anniversary Reunion with video camera equipment (2012)
- General and Intensive Sampling presentations to Career Exploration students (2006-present)
- RIT Career Women Achievement dinner (2012, 2014-16)
- Explore Your Future (EYF) Career Awareness Counselor (2009 and 2011)

- Ellie Rosenfield Golf Tournament (formerly NTID Golf Tournament) (several years)
- Developed NTID's Business Studies Code of Ethics with M. Kane and T. Magin for the Business Studies Student Handbook, Spring 2011
- Assisted M. P. Magde and D. Laury with the formatting of their *SD 2020 Recommendations for Establishing Flexibility in the Use of NTID's Direct Instruction Model* document (Spring 2011)
- Recognition of my NTID Admissions contribution in the Spring/Summer 2011 *FOCUS* Faculty profile for Business Studies colleague A. Boyd (2011)
- Deaf Professional Group Communications Director (2010-present)
- Featured in the Spring/Summer 2010 *FOCUS* Faculty profile (2010)
- Interviewed by student J. L. Witz for her paper regarding the department's organizational structure (Spring 2010-11)
- Networked at lunch with M. Turcotte, HR Director & Ethics Officer of L-3 Global Communications Solutions, Inc. and A. Foreman (Spring 2010-11)
- Recommended C. Herrera and J. Galvez for Outstanding Student Award (Spring 2010-11)
- Advised C. Herrera regarding Human Resources/Computer Graphics programs at CAST (Fall 2010)
- Advised Tyler (M. P. Magde's student) regarding academic success and seeking appropriate resources and encouraged him to work with Mary Pat) (Fall 2010)
- Provided Keyboarding tips to NTID Engineering Studies student K. Kowalsky (Fall 2010)
- Reviewed/proofread M. McIlwain's and T. Holmes' resumes (Fall 2010)
- Advised C. Kwong-Sito regarding citation process (Fall 2010)
- Provided support for S. Vayo regarding her career and personal goals (Fall 2010)
- Provided information about AST program to prospective student, A. Miniard (Fall 2010)
- Reviewed and provided feedback on NTID's Financial Aid advisor D. Hampton's Capstone Proposal and attended her Capstone presentation (Spring 2009-10)
- Held Future Quest workshop for Center of Outreach (Winter, 2009-10)
- Met with G. Behm and C. Behm regarding Voice of Customers Meeting for the PDA/Cell Phone Notification Project (July, 2009)
- Wrote a letter of recommendation for Dr. S. McQuade, Center of Multidisciplinary Studies Coordinator for the Full-Professor rank (Spring, 2009)
- Advised Information and Computing Studies faculty B. Trager regarding business ethics course development for his department (Fall, 2009)
- Revamped Deaf Women of Rochester website with V. Nelson-Metlay, K. Beiter's Advanced Web Development students, E. Cardenas and B. Shartzter through role-playing activities (2009)
- Reviewed and provided feedback on NTID's Engineering Studies faculty B. Magee's Capstone Proposal, Spring (2008-09)
- Assisted two psychology major students in providing their survey questions to my DP II and Business Ethics classes (Spring 2008-09)
- Participated in NTID's hallway glass case promoting NTID Business Studies programs with M. Pfuntner, M. Kane, and T. Magin (Fall, 2008)

- Participated in the hosting of NTID Business Studies Lab during the NTID 40th Anniversary Alumni Reunion (Summer 2008)
- Wrote letters of recommendation for current and former NTID/RIT students (2008-present)
- Met with a Career Sampling student, K. Geller, to discuss Business Studies/AST programs (2007-08)
- Participated in NTID/RIT students' survey questions related to ethics and teaching (2007-08)
- Assisted RIT hearing students in answering their survey questions about ADA kits in hotel settings and industrial design programs (2007-08)
- Interviewed candidates for Business Studies Department faculty positions (2007-present)
- Summer Vestibule Program Sampling classes (2007-present)
- Attended lunch/presentation by S. Otim (RIT Future Faculty Career Exploration Program) (Fall, 2007)
- Assisted department faculty/staff's questions on Microsoft software program features or functions (2006-present)
- Substituted in variety of Business Studies classes on as-needed basis (2006-present)
- Admissions Open House—met with prospective students and families, and gave them tours of business labs (2006-present)
- Substituted Business Studies courses on an as-needed basis (2006-present)
- Planning Committee member at NTID's 35<sup>th</sup> and 40<sup>th</sup> Anniversary Alumni Reunion (2003/2008)
- TTY-A-THON (Fall, 2001)
- Application and registration support for the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) (April, 2001)
- Explore Your Future (EYF), Lab Assistant (July, 1999)

## **Faculty Development**

### **New/Second-Year Faculty Orientation**

- End of the Year Get-Together at Crystal Barn (Spring 2007-08)
- Scholarship of Teaching and Learning by L. Brewer and C. Monikowski (Spring 2007-08)
- What Do You Need To Know About Promotion? by L. Brewer and faculty panel (Spring 2007-08)
- Creating Successful Tests by J. Porter (Winter 2007-08)
- New Faculty Scholarship and Research Opportunities (Summer, 2006-07)
- Academic Culture at NTID/RIT (Spring, 2006-07)
- Preparing for Tenure Review (Spring, 2006-07)
- Coffee Chats with C. Monikowski (AY 2006-07)
- Diverse English Skills of our Students (Winter, 2006-07)
- Diverse Communication Skills in the Classroom (Winter, 2006-07)
- New Faculty/Staff Orientation & Training (NFSOT) (Fall, 2006)

- Lunch with NFSOT Coordinator (C. Monikowski) (Fall, 2006)
- FSSLEP and OCAS—Sign Language Development and Assessment (Fall, 2006)
- Early Alert System and Student Rating System (Fall, 2006)
- NTID's Welcome Breakfast for New Faculty/Staff (Fall, 2006)

### **NTID Professional Development Workshops**

- First NTID Community Dialogue on Diversity Issues and Intersectionality (2016)
- Let's Chat: Socio. Features of Academic ASL by Raychelle Harris (2016)
- The Michigan Players: The Fence (2016)
- NTID Scholarship Symposium (January 21, 2016)
- Instructional Media: How to Produce and Share Video (2016)
- RIT/NTID Deaf Studies Archive by Joan Naturale (2016)
- Addressing Classroom Communication Issues (2016)
- Workplace Civility and Collegiality (2016)
- NTID Diversity Group Presentation: Advancing in Higher Education: Knowing How and When to Make the Change by K. MacDonald (2016)
- Variation in Deaf and Hard-of-Hearing College Students' Knowledge of Previously Unexplored English Language Properties: Implications for Reading Comprehension and Written Expression by G. Berent (2016)
- NTID Scholarship Symposium (May 28, 2015) (poster session about *Showcasing Student Learning using Portfolios and e-Portfolios* by K. Szczepanek, M. B. Parker, A. Kulakowski, and T. Magin)
- Professional Communications: Report Writing (2015)
- Promotion in Rank to Senior Lecturer (as a panelist) (2015)
- Understanding the Accommodation Process for NTID Students with Disabilities in Addition to Hearing Loss (2015)
- Underrepresented Groups in the STEM field (2015)
- State of Institute Addresses (2015)
- Town Hall Meetings (2015)
- Meet Experienced Flipped Classroom Instructors (2015)
- NTID Diversity Group presentation series: Nurse Bowick (2015)
- High Tech Cheating (Joan Naturale had me as one of her references) (2015)
- Non-Tenure Track meeting with Provost Haefner (2015)
- NDG Presentation Series: I have the personal right...anything else is not acceptable (2015)
- Senior and Principal Lecturer Promotion Orientation (2015)
- Chaired/Co-Chaired the Senior Lecturer Promotion committees (Fall 2014 and Fall 2015)
- AST Seminar Mentor Training Workshop with Tracy Magin (2015)
- Mid-Quarter Luncheon for AST Seminar mentors (Spring 2015)
- Title IX Training (2015)
- 2015 NTID Scholarship Symposium (May 2015)
- Microsoft Excel 2013: Create an Electronic Worksheet (2015)

- The 3 Paragraphs That Help Your Proposal Succeed (2015)
- Issues of Equity and Diversity for D/HH Faculty (2015)
- Working Experience of Four Different Degree Levels of Deaf and Hard-of-Hearing Students on the FCC VATRP Project (2015)
- What's So Hard About Learning ASL at NTID? (2015)
- Responding to an Armed Intruder on Campus (for NTID) (2015)
- NTID Associate Dean of Research (ADR) presentations (2015)
- The Michigan Players: Navigating Departmental Politics (2014)
- Mid-Quarter Luncheon for AST Seminar mentors (Spring 2014)
- MSSE Capstone and Poster Presentations (Spring 2013)
- NTID's Writing in the Disciplines Initiative: What We Learned (Spring 2013)
- Mid-Quarter Luncheon for AST Seminar mentors (Spring 2013)
- Facilitating Cooperative Learning in Student Workgroups (Spring 2013)
- Mentoring at NTID: A Panel Discussion (Spring 2013)
- How to Use Video in the Classroom: The Flipped Classroom Model (Spring 2013)
- Faculty Development Resources at The Wallace Center (Winter 2012-13)
- Working with the Innovative Learning Institute (ILI) at RIT (Winter 2012-13)
- Luncheon Series "What Matters to Me and Why" (Sally Skyer) (Winter 2012-13)
- MOOC's for the Rest of Us webinar (Winter 2012-13)
- Principles That Promote Career-long Growth for Teachers with Maryellen Weimer (Winter 2012-13)
- Panel Member for Early Term Feedback (ETF) Workshop (Winter 2012-13)
- RIT President Destler's live stream regarding cost containment (Winter 2012-13)
- "How to Teach Ethics to Business People" (Winter 2012-13)
- Strategies for Improving Your Teaching and SRS Scores (Winter 2012-13)
- Understanding RIT's Student Learning, Support & Assessment (SLSA) Programs (Winter 2012-13)
- What is it like to be a Deaf and Hard-of-Hearing in the mainstream RIT class? (Fall 2012)
- Flipping the College Classroom: Transform Students into Active Learners webinar (Fall 2012)
- Prominence to Prison: Why Smart People Do Dumb Things by Patrick Kuhse (Fall 2012)
- *Internal Controls and Fraud in the Workplace* by P. Dias and W. Roy (Spring 2010-11)
- *Improving Comprehension Monitoring: Implications for Classroom Learning* by K. Thiede (Spring 2010-11)
- *A Model for Best Practices in Usher Syndrome Support* by S. Morgan Morrow, K. Scoggin, and J. Zeller (Spring 2010-11)
- *Improving Student Access and Achievement* by G. Long, C. Marchetti, R. Fasse, S. Foster and J. Mallory (Winter 2010-11)
- Creating and Using Formulas in Microsoft Excel 2007 by J. Winter (Fall 2010)
- *Myths and Misunderstandings in Deaf Education: What We Know, What We Don't Know, and What We Think We Know* by M. Marschark (Fall 2010)

- *Reading Comprehension: Why Do Some NTID Students Misinterpret What They Read?* by J. Albertini and C. Mayer (Fall 2010)
- *Effect of Postsecondary Education on the Economic Status of Persons who are Deaf or Hard of Hearing* by S. Schley and R. Dirmyer (Fall 2010)
- College Meeting with the Provost (Fall 2010)
- *Meeting Notes Made Easy* (Fall 2010)
- *Preventing and Managing Burnout* by F. Johnston and D. Beck (Spring 2009-10)
- Cengage Learning SAM demonstration workshop provided by T. Magin, (Spring 2009-10)
- MSSE Capstone Presentations/Poster Sessions (Spring 2009-10)
- *Access Services: Interpreting, C-Print, and Notetaking* (Spring 2009-10)
- Strategic 2020 Vision Open Forums (Winter and Spring 2009-10)
- *Greater Expectations* by N. Boulacs and R. Dolittle, (Winter 2009-10)
- *PDA Presentation* by C. Behm, third-year Mechanical Engineering student (Winter 2009-10)
- Bias meeting by S. Aldersley (Winter 2009-10)
- NTID Community Meeting by J. DeCaro (Winter 2009-10)
- *Demystifying the Publication Process* by M. Buehler (Fall 2009-10)
- *Why Do I Need A Will?* by J. Torres (Fall 2009-10)
- *Writing and Deaf Empowerment* by C. Krentz, (Fall 2009-10)
- *Transferring Wealth to Your Heirs* by J. Garrett (Spring 2008-09)
- *What Do You Need to Know About Promotion?* by S. Aldersley (2008-present)
- *Preparing for Tenure* by S. Aldersley (2008-present)
- *Understanding the Student Experience—You May Be Surprised by What You Don't* by M.B. Cooper (Spring 2008-09)
- Town Meeting with A. Hurwitz and L. Brewer regarding terminal degrees and tenure process (Spring 2008-09)
- NTID 2020 Committee Open Forum by M.L. Basile (Spring 2008-09)
- MSSE Capstone Presentations/Poster Sessions (Spring 2008-09)
- Security FAQ meeting (Winter 2008-09)
- *Personal Factors of Deaf Students that Influence Their First-Year Experience* by M.K. Matchett, R. Kelly, and J. Albertini (Winter 2008-09)
- *Innovative Classroom Technologies in Support of Deaf, Hard-of-Hearing and Hearing Students Throughout RIT* by L. Quinsland, C. Marchetti, and K. McDonald (Winter 2008-09)
- *Process of Adjustment and Adaption of Deaf/Blind College Students* by K. Arndt (Winter 2008-09)
- *Non-traditional Estate Planning for Your Life Partner, Friends, Siblings...Anyone Other than a Spouse* by N. Marro (Winter 2008-09)
- *Teaching Deaf/HH Students with Secondary Disabilities* by Ackerman, Ray, Johnstone, Ryan, and Suchak (Fall 2008)
- *Collaboration and Co-Teaching: Win-Win* by S. Schley and S. Foster (Fall 2008-09)

- *Cognitive Intervention for Deaf Learners: Impact on Achievement* by D. Martin, Ph.D., Professor, Gallaudet University (June 21-22, 2007, follow-up session on March 13, 2008)
- *How to Set Personal Boundaries to Improve Productivity and Relationships* by S. Ward, CPCC, President, Wellspring Coaching and Consulting (Spring 2007-08)
- *MyCourses Spring Training Webinar* by K. Kindler and R. Fain (Spring 2007-08)
- *“Deaf Men Walking: Writing the Biographies of Two Living Legends”* by H. Lang (Spring 2007-08)
- *Early Intervention Program* provided by RIT’s Center of Professional Development (Spring 2007-08)
- *Salary Information* by A. Hurwitz, D. Beil, and S. Schley (Spring 2007-08)
- *Planning, Organizing, & Time Management Skills* by G. Hronek of Dynamix Training & Consulting, LLC. (Spring, 2007)
- *General Education: A White Paper for the RIT Community* by R. Clark and members of the RIT Committee (Winter, 2006-07)
- *Writing Skills of Deaf Students* by S. Aldersley (Winter, 2006-07)
- *Civility in the Classroom*, by L. Bryant (Winter, 2006-07)
- *Desktop Publishing & Print Marketing Seminar Training* by B. McKenna of Toshiba Business Solutions (Fall, 2006-07)
- *Getting Started with myCourses* workshop at Wallace Library facilitated by K. Kindler (Fall, 2006-07)
- New York State Association of College Admission Counseling conferences (2001-2006)
- Teaching Excellence to Deaf Students (Fall, 2001)
- Lesson Planning and Class Management (Winter, 2000)
- Leadership Series Workshop (Summer, 2000)
- Child Abuse Identification and Reporting (Fall, 1999)
- Netscape Web Search workshop (Spring, 1999)
- Technology Camp (PowerPoint, Netscape, and digital camera use) (Summer, 1999)
- Excel workshop (Winter, 1998)



### **Contributions to the Community at Large**

- Catholic deaf attendee observer/advisor to two ASLIE students' interpreting during St. Louis Church masses (2015-16) (Both service for Institute and Community)
- Dirty Girl Mud Run, Batavia, NY to support breast cancer (August, 2015)
- Networking with business ethics colleagues at two Ethics receptions at Nazareth College (Winter and Spring 2010-11)
- Deaf Women of Rochester President (2010-2014) Provided workshops/events such as:
  - Iron Jawed Angels DVD movie (October, 2010)
  - "Green Beauty" workshop by Amy Stornello (April, 2011)
  - Self-Discovery and Empowerment by Diana Cho (May, 2011)
  - Ovarian Health and Menopause Informational Workshop by Dr. Karen Duguid (May, 2011)
  - Sonnenberg Gardens Tour (May, 2011)
  - Hosted the DWR table at the Deaf Festival (June, 2011)
  - Holiday Tour at the George Eastman House (December, 2011)
  - Featured in Democrat and Chronicle newspaper (December 1, 2011) and Deaf Weekly about 30-year celebration for DWR
  - Empowerment/Self-Awareness workshop by Diana Cho (2012)
  - Heart Health Workshop by Dr. Michael McKee (2012)
  - Mental Aerobics by Barbara Bruce (2012)
  - DWR Holiday Tour at George Eastman House (2012)
  - Wills and Estate Planning by Jennifer Gravitz (2012)
  - Self-Defense Workshop hosted by DWR and Rochester Deaf Mother's Club (March, 2013)
  - Afternoon Tea at Hicks and McCarthy (January, 2014)
  - Presented the Rochester School for the Deaf Senior award from Deaf Women of Rochester to Sarah Stanislow (June, 2014)
  - Wine Tour at Casa Larga (July, 2014)
  - Fall Get-Away at Camp Mark Seven (September, 2014)
  - Annual Deaf Women of Rochester's Fall Kick-Off Picnic (September, 2014)
  - DWR Craft Event (Fall, 2014)
  - New York State Disaster Preparedness program (2014)
  - Participated in the Annual Holiday Cookie Swap Fundraiser (Winter, 2014 and 2015)
  - Participated in the DWR Awakening: Past, Present, and Future (also gave very brief presentation regarding Dirty Girl Mud Run to Support Breast Cancer for July 2016) (May 2016)
- Participated in Brighton Town Board Meeting to convey appreciation on behalf of deaf/hh Brighton residents for providing RIT/NTID student Jonathan Furman an opportunity to do his internship at the Town Hall (September 22, 2010)
- Deaf Brighton Gathering—met with Town Supervisor Sandra Frankel to discuss accessibility and emergency notification systems (May, 2010)

- Represented DWR at the Hurwitzes' Wish-Well Reception at Rochester School for the Deaf (December, 2009)
- Participated in Deaf Women of Rochester's Fall Get-Away Weekend (October, 2009)
- Rochester School for the Deaf—Deaf Women of Rochester's Best Senior Award to high-performing RSD student (June, 2009)
- Impressionist Exhibition with DWR at the Memorial Art Gallery—June 5, 2008
- Highlights of Women's Rights with DWR to Seneca Falls—June 7, 2008
- Deaf Women of Rochester Secretary (2008-2010) Provided workshops and activities such as:
  - Parliamentary Workshop (October, 2008)
  - Yuletide Tour at Genesee Country Museum (December, 2008)
  - Physical Therapy with Gretchen Roman (January, 2009)
  - "Organizing Important Documents Workshop" by S. Skyer (February, 2009)
  - Became a member of DWR Golf League (Summer 2009)
  - Hosted the DWR table at the Deaf Festival (May, 2009)
- Girl Scout Co-Leader at Rochester School for the Deaf (1994-1997)

### **NTID Alumni Events**

- NTID Alumni events such as NTID/CIAS Alumni Reception for Red Sox – Yankees game
- Attended Faculty/Staff Alumni Luncheon (annual)
- MSSE Alumni Reception
- NTID Holiday Gathering
- NTID Alumni Dessert Reception and *Othello* play

### **Miscellaneous Notations/Grants/Certificate of Appreciation**

*NTID Research Bulletin*—"Notes of Note. 21<sup>st</sup> International Congress on the Education of the Deaf (ICED) in Vancouver, BC, Canada. Presenters: S. Polowe, K. Szczepanek, S. Keenan, A. Rehbaum (MSSE student), and M. Gustafson, *I Never Thought About It That Way Before: Teaching Ethics to Deaf College Students* (Vol. 14, No. 1, Fall, 2010, p. 7).

Received the FEAD travel mini-grant by the NTID Professional Development for travel to the NBEA conference in Chicago. This was noted on the *NTID Academic Affairs* (March 2009, Issue 1, page 4).

Certificate of Appreciation for planning and implementation for NTID's 35<sup>th</sup> Anniversary Reunion, July 2003.

Certificate of Appreciation for Deaf Professional Group's Leadership Series, June 2000.

## Charlotte LV Thoms, Ed.D.

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[513cthoms@gmail.com](mailto:513cthoms@gmail.com)

### PROFILE

Dr. Charlotte LV Thoms, is an educator of the deaf, tenured associate professor, and leader in academic governance seeking a position in higher education administration. She has published peer-reviewed documents (journals, books, textbook chapters, conference proceedings and presentations). Dr. Thoms is an advocate for people with disabilities, has been keynote speaker and trained leaders on 5 continents, 27 of the contiguous United States, including Hawaii, St. Thomas, Bermuda, and Jamaica. She was principal of an elementary school, taught on the high school levels, and program coordinator in a business college.

### Successes include

- Keynote speaker at the 3<sup>rd</sup> World Assembly for Women with Disabilities in Seoul, Korea.
- Awarded by US House of Representatives and the State of Massachusetts citations for contributions on behalf of people with disabilities and issues relating to women.
- Two book chapters published by IGI Global Publishing.

### EDUCATION

- 2011 Ed.D. *University at Rochester, Higher Education Administration, Warner Graduate***  
School of Education and Human Development, Rochester, New York.
- Dissertation: *Improving student retention at the National Technical Institute for the Deaf.*
  - Internship: Gallaudet University, Model Secondary School for the Deaf. Taught: accounting and keyboarding, Washington, DC
- 1991 M.S. *University of Rochester and Rochester Institute of Technology, Joint***  
Educational Specialist Program (JESP currently Master of Science in Secondary Education), Rochester, New York.
- Concentration: Strategies for teachers of the deaf.
- 1977 B.S. *Youngstown State University, Business Education, Youngstown, Ohio.***
- Concentration: Vocational technology.

### RESEARCH AREAS AND COMPETENCIES

Leadership in Classroom and Work Environment  
Curriculum/Course Development  
Human Resource Management (Diversity & Inclusion)

Technology in the Classroom  
Training Management Leaders  
Faculty Development

## ACADEMIC EXPERIENCE

**Rochester Institute of Technology**  
**National Technical Institute for the Deaf**  
**Business Studies Department**  
**52 Lomb Memorial Drive**  
**60-2757**  
**Rochester, NY 14623**

**2006 – present** Associate Professor  
**1991 - 2006** Assistant Professor  
**1997** Granted tenure

**Instructor:** Direct instruction for the following courses: Orientation to Business, Fundamentals of Marketing and Fundamentals of Management. Develop and update curricula; incorporate innovative methodology; instituted online learning, second-life, blended learning, and the flipped classroom approach. Have also taught Payroll and Spreadsheet Applications, Accounting I & II, Business English, Keyboarding, Formatting, and Office Technology Seminar.

### ALTERNATIVE, INNOVATIVE PEDAGOGICAL STRATEGIES

- Augmented lecture-style teaching with activities/simulations and the infusion of interactive asynchronous computer activities, General Business Courses
- Implemented Blended Learning, General Business Courses
- Incorporated Flipped Classroom Approach, General Business Courses
- Developed & taught using online methodology, Fundamentals of Marketing
- Rejuvenated test reviews by using i>Clickers, General Business Courses
- Built in APA style report writing, Fundamentals of Management
- Wrote & integrated simulation of leadership models, Fundamentals of Management

**Responsibilities:** Collect data for marketing outcomes assessment report to be included in department report. Collaborate with faculty in the general business course offerings of the Accounting and/or Administrative Technology programs in curricula instructional designs. Establish and communicate goals for the courses, translate goals into logically sequenced and related objectives, ensure that course objectives are clearly stated and understood by faculty and students, orient new faculty, provide input to the chairperson on course needs that impact upon budgetary planning, curricula modifications, enhance rigor of courses, maintain a file of course materials, develop classroom activities, initiate necessary changes in textbooks, and seek technological updates relevant to course currency.

**2009 Course Development:** Developed *Essentials of Human Resources* and implemented curricula modifications that include activities and simulations, infusion of interactive computer activities and internet technology in daily coursework, and integration of English composition in all course assignments. Collaborated with W. Scot Atkins and T. Magin.

**2006 Team Leader:** Conduct meetings with General Business team members who teach Business Ethics, Essentials of Human Resources, and Orientation to Business (2006 – present). Coordinate team-training sessions with Cengage (2015). Was team leader for the following courses until assumed responsibility for all General Business courses: Orientation to Business (1992 – 2005); Fundamentals of Management (1995 – present); and Fundamentals of Marketing (1996 – present). Ensure teachers have current materials, classroom activities, syllabi, and communicate goals for the courses. Initiate changes in materials when needs.

**2006 Tutor:** E. Philip Saunders College of Business Principles of Marketing, Buyer

**2007 Behavior, Professional Selling, and Internet Marketing.** Reinforce learning in areas students did not understand during the instruction of the course. Encouraged students by helping them develop strategies for requesting assistance from the instructor when they did not understand lectures or assignments. Guided students in using Institute resources.

**Bryant & Stratton**  
**1225 Jefferson Road**  
**Suite 100**  
**Rochester, NY 14623**

**1989 Instructor:** Taught General Business and typing courses for medical secretaries.

**Ethnan Christian School**  
**1204 Lincoln Avenue**  
**Pittsburgh, PA 15206**

**1985 Principal:** Evaluated teachers from grades K – 6; administrative duties; increased

**1989** Grade levels K-10 with state accreditation; monitored budget; coordinated student recruitment; hired teachers; managed day care center. Awarded Outstanding Administrator from the Allegheny West Conference Educational Department, Columbus, Ohio.

**Teacher:** Taught math from grades 1 – 9.

**Hammel College**  
**885 East Buchtel Avenue**  
**Akron, OH 44305**

**1979 Educational Coordinator:** Planned and implemented professional development

**1984 Activities for faculty:** Established syllabi for legal, medical, and executive administrative assistant students. Awarded Outstanding Teacher in a Proprietary School by Hammel, Inc.

**Teacher:** Taught legal, medical, executive administrative assistant courses; initiated, developed, and implemented the college's first word processing program.

**Akron Board of Education**  
**Adult Continuing Education Program**  
**Department of General Business**  
**70 North Broadway Street**  
**Akron, OH 44308**

**1983 Instructor:** Taught General Business courses and machine transcription in the evening classes.

Youngstown College of Business  
(Opened under the name ITT Technical Institute)  
1030 North Meridian Road  
Youngstown, OH 44509-4098

**1978 Instructor:** Taught beginning, intermediate, and advanced keyboarding.

## ACADEMIC SCHOLARSHIP

### BOOK CHAPTERS

- Burton, S.L., Thoms, C.L.V., Burrell, D.N., Brown-Jackson, K.L., Bessette, D., & White, Y.W. (2016). Developing learners in the 21<sup>st</sup> century: A case study. In J. Whatley & C. Nerantzi (Eds.), *Teaching with Team Projects in Higher Education*. Hershey, PA: IGI Global Publishing.
- Thoms, C.L.V. & Burton, S.L. (2015). Understanding the impact of inclusion in disability studies education. In C. Hughes (Ed.), *Impact of Diversity on Organization and Career Development* (186-213). Hershey, PA: IGI Global Publishing.

### JOURNAL

- Thoms, C.L.V., & Burton, S.L. (2016). Learning, development, and training: The synergies through educational evolution. (Accepted for publication). *International Journal of Adult Vocational Education and Technology*.
- Thoms, C.L.V., & Williams, H.D. (2008). Using student response systems to promote retention of course content in an engaging learning environment. *Journal of Interactive Instruction Development*, 20(1), 3-10.

### CONFERENCE PROCEEDINGS

- Burton, S.L., Thoms, C.L.V., & White, Y.W. (2014). 'Critical thinking: Guiding learners to succeed in the 21<sup>st</sup> century'. *Paper presented at the Center for Instructional Development and Educational Research (CIDER)*, Virginia Tech, Blacksburg, VA.
- Thoms, C. (2013, June). 'Maximizing the blended learning curriculum by using the flipped classroom approach in the workplace.' *Paper presented at the International Conference on E-learning in the Workplace (ICELW)*, Columbia University, New York, NY.
- Thoms, C. (2013, March). 'Is there a pedagogical connection between blended learning and the flipped classroom?' *Paper presented at the New Learning Technologies Conference, Society for Applied Learning Technology (SALT)*, Warrenton, VA.
- Thoms, C. (2012, November). 'Enhancing the blended learning curriculum by using the flipped classroom approach to produce a dynamic learning environment.' *Paper presented at the International Conference of Education, Research, and Innovation (ICERI)*, Madrid, Spain.

Thoms, C.L.V., & Williams, H.D. (2010) 'Using student response systems (clickers) in redesigning a blended learning curriculum.' *Paper presented at the International Conference of Education, Research, and Innovation (ICERI)*, Madrid, Spain.

#### PRESENTATIONS

Thoms, C.L.V., & Burton, S.L. (2016). Learning vs. Training: Which Is Your Practice? International Conference on Interdisciplinary Research. George Washington University, Washington, D.C.

Thoms, C.L.V. (2015). [Keynote Speaker]. Beyond discrimination toward solidarity: Education and empowerment for sustainable jobs. *3<sup>rd</sup> World Assembly of Women with Disability. The Women Striving for a Brighter Tomorrow, United Nations non-governmental organization*. Seoul, Korea.

Thoms, C.L.V. (2015). Economic conditions for women with disabilities in underdeveloped countries. *3<sup>rd</sup> World Assembly of Women with Disability. The Women Striving for a Brighter Tomorrow, United Nations non-governmental organization*. Seoul, Korea.

Thoms, C.L.V. (2015). The charge: Where do we go from here? *3<sup>rd</sup> World Assembly of Women with Disability. The Women Striving for a Brighter Tomorrow, United Nations non-governmental organization*. Seoul, Korea.

Thoms, C.L.V. (2015). Have we come a long way? Moving disability studies in education into the framework of the diversity model of organization and career development. *Scholarship Symposium*. National Technical Institute of Technology, Rochester, NY.

Burton, S.L., Burrell, D.N., Thoms, C.L.V., & White, Y.N. (2014). Practices for faculty development in distance education employing andragogical application of learning that is influenced by technology. *11<sup>th</sup> Annual Yale Bouchet Conference on Graduate Education*. Yale University, New Haven, CT.

Thoms, C.L.V. (2014). A more accessible and inclusive educational system for people with disabilities: Making government and the private sector work for persons with disabilities. *University of West Indies, Mona Regional Disability Studies Conference*. University of West Indies. Kingston, Jamaica.

Thoms, C. (2013). Maximizing the blended learning curriculum by using the flipped classroom approach in the workplace. *International Conference on E-learning in the Workshop, (ICELW)*. Columbia University, New York City, NY.

Thoms, C. (2013, March). Is there a pedagogical connection between blended learning and the flipped classroom? *New Learning Technologies. Society for Applied Learning Technology, SALT*. Orlando, FL.

Thoms, C. (2012, November). Enhancing the blended learning curriculum by using the flipped classroom approach and i>clickers to produce a dynamic learning environment for deaf and hard-of-hearing students. *Convention of American Instructors of the Deaf (CAID)*. National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY.

\*Thoms, C. (2012, November). Enhancing the blended learning curriculum by using the flipped classroom approach to produce a dynamic learning environment. *International Conference of Education, Research, and Innovation (ICERI)*, Madrid, Spain.

- \*Thoms, C.L.V., & Williams, H.D. (2010). Using student response systems (clickers) in redesigning a blended learning curriculum. *International Conference on Education, Research, and Innovation (ICERI)*, Madrid, Spain.
- Thoms, C.L.V., & Williams, H.D. (2009). Engaging your learning environment with clickers. *Networking in Higher Education: Building Bridges for a Better Tomorrow*. University at Buffalo Minority Faculty and Staff Association and Buffalo State College Association of Faculty and Staff of African Descent. Buffalo, NY.
- Thoms, C.L.V., & Williams, H.D. (2008). The use of clickers to promote retention: Make it stick? Use a click! *Society for Applied Learning Technology (SALT)*, Orlando, FL.
- Thoms, C.L.V. (2005). Is it all in the hands? The challenges of teaching at NTID and the progressive efforts of the Business Studies Department as it implements the new Administrative Technology Program. *Aloha State Association of the Deaf*. Honolulu, HI.
- Thoms, C.L.V., & Rohlin, C. (2005). Tax savings strategies. *Deaf Women of Rochester*. Rochester, NY.
- Shannon, N., Ortolani, V., Basile, M.L., Thoms, C.L.V., Hazelwood, A., & McGee, E. (2003). Reading across the curriculum. *NTID Professional Development*. National Technical Institute for the Deaf, Rochester, NY.
- Thoms, C.L.V. (2003). English across the curriculum. *NTID Professional Development*. National Technical Institute for the Deaf, Rochester, NY.
- Thoms, C.L.V. (2002). Taking the mystery out of ministry. *Disabilities Ministries Conference*. Newbold College, Binfield, Bracknell, Berks United Kingdom.
- Thoms, C.L.V. (1998). Hersey-Blanchard leadership model. *The Three-in-One Leadership Conference*. Columbus, OH.
- Thoms, C.L.V. (1996). Computer-generated visual cues as a strategy for the acquisition and retention of business vocabulary. *NTID Professional Development Center for Technical Studies*. National Technical Institute for the Deaf, Rochester Institute for the Deaf, Rochester, NY.
- Beil, D., Thoms, C.L.V., & Kleper, M. (1995). Around the web in 80 minutes. *NTID Professional Development Center for Technical Studies*. National Technical Institute for the Deaf, Rochester Institute of Technology. Rochester, NY.
- Thoms, C.L.V. (1991). Total quality management: Using the Hersey-Blanchard leadership model for managers. *Bausch & Lomb Leadership Conference*. Rochester, NY.

#### POSTERS

- Burton, S.L., Thoms, C.L.V., & White, Y.W. (2014). Critical thinking: Guiding learners to succeed in the 21<sup>st</sup> century. *Conference on Higher Education Pedagogy*. Virginia Polytechnic Institute & University, Blacksburg, VA.
- Thoms, C.L.V., & Williams, H.D. (2010). Innovative curriculum model (ICM) for redesigning blended learning. *Faculty Institute on Teaching and Learning, FITL*. Rochester Institute of Technology. Rochester, NY.



Thoms, C.L.V., Williams, H.D., & McDonald, K. (2009). Second life in the orientation to business course. *Imagine RIT Innovation & Creativity Festival*. Rochester Institute of Technology. Rochester, NY.

#### REVIEWER

Thoms, C.L.V. (2015). (Reviewer). Do clickers work for students with poorer grades and in harder courses? *Journal of Further and Higher Education*. New York, NY: Feminist Press.

Thoms, C.L.V. (2014). (Reviewer). The perceived relationship among globalization, diversity, and education. In Claretha Hughes, *Impact of Diversity on Organization and Career Development*. Hershey, PA: IGI Global Publishing.

Thoms, C.L.V. (2014). (Reviewer). Workforce diversity career development: A missing piece of the curriculum in academia. In Claretha Hughes, *Impact of Diversity on Organization and Career Development*. Hershey, PA: IGI Global Publishing.

#### PANELISTS

Toscano, R.M., Rubel, L., Roepke, S., Kelstone, A., Simpson, T., Behm, G., Thoms, C., Schwenzer, E., & Stein, M. (2013, June). *Writing in the discipline at NTID: Innovation project AY 2012-2013*. Convention of American Instructors of the Deaf Conference, CAID. National Technical Institute for the Deaf, Rochester Institute of Technology. Rochester, NY.

Toscano, R.M., Rubel, L., Roepke, S., Kelstone, A., Simpson, T., Behm, G., Thoms, C., Schwenzer, E., & Stein, M. (2013, April). *Writing in the discipline at NTID: Innovation project AY 2012-2013*, NTID Professional Development Presentation. National Technical Institute for the Deaf, Rochester Institute of Technology. Rochester, NY.

Thoms, C.L.V., & Panara, J. (2013). (Coordinators & Moderators). *Strategies for improving your teaching and SRS*. Panelists: Cuculick, J., Hoffmann, K., Mousley, K., Roepke, S., Siple, L., & Warfield, T. NTID Professional Development Presentation. National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY.

Conley, P., Thoms, C., Grcevic, P., & Lomaglio, L. (2009). *Elephant in the room*. Communication Issues Committee. National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY.

Thoms, C. (1991) Joint Educational Specialist Program for student teachers relating their experiences at the Model Secondary School for the Deaf, NTID Professional Development. National Technical Institute for the Deaf, Rochester Institute of Technology. Rochester, NY.

#### GRANTS

ogilvie, dt., Smith, D., Crawford, K., Cummings, T., & Thoms, C.L.V. (2015) Promotion & Tenure (P &T) SMARTS Grant. (\$10,000.00) Rochester Institute of Technology. Rochester, NY. Advance/Connect grant – focus on issues facing women of color in higher education

Thoms, C. (2011). Principles and techniques of fundraising and grant writers seminar. (\$1,000.00). Purdue University. West Lafayette, IN. Tuition grant – focus on partial payment to attend four-day workshop on successful strategies for grant writing

- Thoms, C.L.V. (2010). Innovation grant. (\$18,630.87) National Technical Institute of Technology, Rochester Institute of Technology. Rochester, NY. Research grant – focus on securing equipment, transcribers, interpreters, and interviewing support staff for addressing the dissertation question
- Thoms, C. (2010). Inclusion of people with disabilities in community organizations. (\$22,000.00). VersaCare Grant, Riverside, CA Inclusion Grant – focus on establishing a model facility for people with disabilities
- Thoms, C.L. (2010) Grow your own scholarship. (\$23,000.00). Rochester Institute of Technology. Rochester, NY. Tuition grant – focus on resources for last year of graduate school
- Thoms, C. (2007). Kaplan. (\$1,049.00). Faculty evaluation and development grant. National Technical Institute for the Deaf, Rochester Institute of Technology. Rochester, NY. Tuition grant – focus on techniques for studying the graduate record examination (GRE)
- Thoms, C., & Snell, K. (1996). Provost productivity grant. (\$7,500.00). Rochester Institute of Technology. Rochester, NY. Innovation Grant – focus on building a computerized tool for the acquisition and retention of business vocabulary

## AWARDS AND HONORS

- 2015 Represented the United States at the 3<sup>rd</sup> World Assembly for Women with Disabilities for the Women Striving for a Brighter Tomorrow, a United Nations non-governmental organization (NGO).
- 2014 POD Leadership Institute Scholarship. Inclusive leadership in a diverse world: Leading the change conversation in your institute. Ithaca College, Center for Faculty Excellence.
- 2012 United States House of Representatives, United States of America gives this “certificate of Special Congressional Recognition to Dr. Charlotte L. V. Thoms in recognition of your faithful service and dedication to the people you serve.” Stephen F. Lynch, Member of Congress.
- 2012 Commonwealth of Massachusetts. The House of Representatives “offers it sincerest congratulations to Dr. Charlotte L. V. Thoms in recognition of your outstanding contributions, hard work and dedication to women and individuals with disabilities.” Robert A. DeLeo, Speaker of the House.
- 2012 Northeastern Conference Women’s Ministries Service Award to “Dr. Charlotte Thoms in recognition of your dedicated service and commitment to Women’s Ministries.” Mireille St. Pierre, Director.
- 2011 President’s Service Award is “hereby given to Dr. Charlotte Thoms for her passionate service of 15 years to the Atlantic Union as Women’s Ministries Director.” Dr. Donald King, President.
- 2010 Western New York Women’s Ministry Community Adventist Award presented to Charlotte L. Thoms “for coordinating and presenting God’s High Calling for Women in the Home, Church and Community.”
- 2008 – 2011 The Institute Effective Teaching Committee—Excellence in Teaching Award, Rochester Institute of Technology.

- 2006-2007 Certificate of Accomplishment, Commission for Promoting Pluralism, Rochester Institute of Technology.
- 2006 and 2008 Focus. Recognized as one of the outstanding and innovative professors.
- 2006, 2003, 1995, 1994, 1993, 1991 Nominated for Eisenhart Award, Rochester Institute of Technology.
- 2005 Issac L. Jordan, Sr. Faculty-Staff Pluralism Award, Rochester Institute of Technology. Rochester, NY.
- 2004 Finalist Eisenhart Award for Outstanding Teaching, Rochester Institute of Technology. Rochester, NY.
- 2003 Commissioner of the Year. North American Division Disabilities Ministries. Silver Spring, MD
- 2001 Commonwealth of Massachusetts House of Representatives Speaker of the House Citation of Dedication Women's and Disabilities Ministries, Boston, MA.
- 2001 Woman of the Year, North American Division Women's Ministries, Silver Spring, MD.
- 1993 Bausch & Lomb Award, Group Dynamics and the Hersey-Blanchard Leadership model for manager-employee relationships. Rochester, NY
- 1993 Innovation Award Atlantic Union Conference Women's Ministries Department, South Lancaster, MA.
- 1993 Provost Excellence in Teaching Award, Rochester Institute of Technology. Rochester, NY.

## MENTORING

### MASTER'S THESIS COMMITTEE

Thoms, E.L.N. (2004). *Accessible Solutions: The Value of Accessible Web Design*. College of Imaging Arts and Sciences, Rochester Institute of Technology, Rochester, NY

### MENTOR

#### FACULTY

Anne Strauch (2012)  
 Benjamin Magee (2012)  
 Alvin Boyd (2007)  
 Marcus Holmes (2006)

#### MASTERS OF SCIENCE IN SECONDARY EDUCATION GRADUATE STUDENTS (\*SPECIAL ASSIGNMENT)

Kelsey Gallagher (2014)  
 Conniree Francis (2009)  
 Kimberly Gessler (2007)  
 Shannon Winter (2007)  
 Theeratrorn Lersilp (2006)\*  
 Alvin Boyd (2006)  
 Avery Dominguez (2005)  
 Rob Rice (1993)\*

## PROFESSIONAL MEMBERSHIPS

### LEADERSHIP ROLE\*

2015 – present	Women Striving for Brighter Tomorrow (WSBT) Foreign Advisory Board*
2012 – present	Convention of American Instructors of the Deaf
2012 – present	American Association of People with Disabilities
1996 – present	Society of Learning Technologies
1995 – present	National Business Education Association
2000 – present	e-Learning Guild
1996 – 2002	American Association of University Women
2001 – 2003	President, Monroe County Business Educators Association*

## SERVICE TO THE NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

### LEADERSHIP

2015 – present	*Chairperson NTID Curriculum Committee
2014 – present	*Co-chairperson NTID Faculty Congress
2014 – present	Salary Committee (Invited)
2012 – 2013	Professional Development Steering Committee [Teaching]
2011 – 2012	*Chairperson Senior Lecturer Promotion Committee
2011 – 2012	*Co-chairperson Associate Professor Promotion Committee
2010 – 2011	Promotion/Tenure Document Committee
2010 – 2011	Intensive English Bridging Curriculum Committee (Invited)
2010 – 2011	*Chairperson Associate Professor Promotion Committee
2009 – 2010	Associate Professor Promotion Committee
2007 – present	NTID Institute Review Board
2006 – 2012	Ebony Club Faculty Supporter
2006 – 2013	Business Studies Department Search Committee
2006 – 2007	*Co chairperson Assistant Professor Promotion Committee
2005 – 2006	*Chairperson Assistant Professor Promotion Committee
2004 – 2006	*Co-chairperson Business Studies Department Advisory Committee
2004 – 2005	Center on Employment Co-op Visiting Faculty
2003 – 2005	*Chairperson Center for Technical Studies Curriculum Committee
2003 – 2004	Robotics and Automation Search Committee
1998 – 1999	*Co-chairperson Center Director of Outreach Search Committee
1998 – 1999	*Chairperson Business Studies Department Search Committee
1997 – 2003	Center for Technical Studies Curriculum Committee
1995 – 1997	Ebony Club & Affirmative Action Advisory Committee Liaison
1995 – 1997	Co-chair Business Careers Department Advisory Committee
1994 – 1995	Assistant Professor Promotion Committee
1994 – 1995	NTID Representative 2 <sup>nd</sup> Annual Corporate/Community, Dream Again...What We Can Do Together for the M.L. King, Jr., Greater Rochester Commission
1994 – 1995	*Co-leader Summer Vestibule Program
1993 – 2004	*Chairperson Business Studies Department Advisory Committee
1993 – 1994	Applied Arts and Computer Graphics Search Committee

1993 – 1994	Business Studies Department Search Committee
1993 – 1994	Business Careers Representative for Know Your Roots Black Awareness Coordinating Committee (Black Student Government)
1993 – 1994	Assistant Professor Promotion Committee Alternative

## SERVICE TO THE ROCHESTER INSTITUTE OF TECHNOLOGY

### \*LEADERSHIP

2015 – present	Faculty Affairs Committee
2014 – present	Ad Hoc Task Force on Engaged Research, Teaching, and Scholarship
2014 – present	Council for the Representation & Engagement of Women Faculty (CREW)
2013 – present	Provost Academic Diversity and Inclusion Council
2013 – 2014	Global Education Council
2013 – 2014	Diversity & Inclusion Subcommittee—RIT Strategic Plan 2020
2013 – 2013	Search Committee Vice President of Student Affairs (invited)
2013 – present (appointed)	*Faculty Associate and chairperson, AALANA Faculty Advisory Council
2012 – 2015	*Executive Committee, Treasurer, Academic Senate (elected)
2012 – 2015	*Board of Trustees Diversity and Inclusion Subcommittee
2012 – 2014	Institute Effective Teaching Committee
2012 – 2014	Academic Senate Ad Hoc Committee on Diversity and Inclusion
2012 – 2014	Provost Academic Leadership Council
2011 – present	AALANA Faculty Advisory Council
2011 – 2012	*Chairperson, Resource Allocation and Budget Committee
2010 – 2013	Resource Allocation and Budget Committee (invited)
2010 – 2015	Institute Council
2009 – 2013	Academic Senate
2008 – 2009	Partnerships and Pluralism
2007 – present	Future Faculty Career Exploration Program
2006 – 2006	RIT Middle States Self-study Subcommittee
2005 – present	AALANA Faculty/Staff Association
2003 – 2004	Institute Retention Committee
2002 – 2003	Institute Retention Committee for Diversity Task Force
1996 – 2005	Ethnic Faculty/Staff Association
1995 – 1996	Minority Alumni Advisory Committee
1995 – 1996	Commission for Promoting Pluralism's F. Douglass Commemorative
1995 – 1996	Lecture Planning Committee
1995 – 1996	Affirmative Action Advisory Committee
1993 – 1994	Academic Program and Curricula Task Force
1991 – 1994	AALANA Faculty/Staff Association

## PUBLICATIONS & PRESENTATIONS

### PUBLICATIONS

- Thoms, C.L.V. (2013, February). Finding a place: Disabilities ministries in your church and community, *The Adventist World*. Hagerstown, MD, 33 – 37.
- Thoms, C.L.V. (2013). *Special needs ministry: A ministry whose time has come*. Silver Spring, MD: General Conference Publishing House.
- Thoms, C.L.V. (2012, June). Can I touch people like Jesus did even in my condition? Retrieved from <http://us2.campaignarchive1.com1/?=84ac041b8b705798057-dab6f2&id+f45d6195f9>
- Thoms, C.L.V. (2012, March). *Christ's healing touch*. Silver Spring, MD: *Adventist World* – NAD.
- Thoms, C. (2010). *Quick start guide for disabilities ministries coordinators*. Lincoln, NE: AdventSource.
- Thoms, C.L.V. (2008). *Disabilities ministries: So you need a sign-language interpreter?* Hagerstown, MD: *Leadership, Education, Advent, Discipleship Journal*.
- Thoms, C.L.V. (2008, February). *Our endeavors are in God's hand*. South Lancaster, MA: Gleaner.
- Thoms, C.L.V. (2006, June). *Including all—omitting none*. Silver Spring, MD: *Ministry—International Journal for Pastors*.
- Thoms, C.L.V. (2006, February). *The faces of disAbilities ministries*. South Lancaster, MA: Gleaner.
- Thoms, C. (2005) Editorial. *God is no respecter of persons*. South Lancaster, MA: Gleaner.
- Thoms, C. (2004, February). *Bethel embraces disabilities ministries*. South Lancaster, MA: Gleaner.
- Thoms, C.L.V. (2003). *7-sasos rápidos breve guía par alas directoras del ministerio de la mujer*. Lincoln, NE: AdventSource.
- Thoms, C.L.V. (2002). *7-step quick start guide for women's ministries directors*. Lincoln, NE: AdventSource.

### PRESENTATIONS

#### FACILITATOR: WORKSHOPS, SEMINARS, & CONFERENCES

- Thoms, C.L.V. (2014). *Leadership Series*. [Seminars] Leadership Training Conference. Union Venezolana Occidental Asociación Ministerial Concilio. Barquisimeto, Venezuela.
- Thoms, C.L.V. (2014). *Leadership Series*. [Seminars] Leadership Training Conference. University of East Africa. Baraton, Kenya.
- Thoms, C., & Thompson, C. (2013). *# Hashtag JESUS*. [Seminar]. Lake Region Camp Meeting Youth Meeting. Cassopolis, MI.

- Thoms, C. (2013). *The evangelism of disability ministry*. [Seminar]. South Atlantic Camp Meeting. Orangeburg, SC.
- Thoms, C. (2012). *Diversity celebration: Crossing divides by transcending our differences through Jesus*. [Conference]. Human Relations Department Leadership Training Symposium. North American Division. Silver Spring, MD.
- Thoms, C. (2012). *Valuing and empowering people with disabilities in the church*. [Workshop]. Northeastern Conference. Tarrytown, NY.
- Thoms, C. (2012). *Valuing and empowering people with disabilities in the workplace*. [Conference]. General Conference and North American Division Human Relations Departments. Portland, OR.
- Thoms, C. (2012). *Self-esteem and the woman*. [Workshop]. Pinnacle Place Rochester, NY.
- Thoms, C. (2011). *Healthy leadership and management*. [Conference]. North American Division. Silver Spring, MD.
- Thoms, C. (2010). *Inclusion ministries*. [Workshop]. Breath of Life Seventh-day Adventist Church. Rochester, NY.
- Thoms, C. (2009). *Disabilities ministries*. [Workshop]. North American Division Human Relations Committee. Silver Spring, MD.
- Thoms, C. (2008). *Hey! Have you ever thought, "I deserve better!"* [Seminar]. Southern California Conference. Loma Linda Filipino Fellowship Hall. Riverside, CA.
- Thoms, C. (2008). *Dealing with diversity for adventurer leaders*. [Conference]. Youth and Young Adults Ministries Summit. Dallas, TX.
- Thoms, C. (2007). *Sharing the dream*. [Conference]. North American Division Commission for People with Disabilities Leadership Meeting. St. Michaels, MD.
- Thoms, C. (2006). *Deal or no deal: What's in your briefcase?* [Conference]. 8<sup>th</sup> Biennial Washington Metro Area Women's Ministries Retreat. Cambridge, MD.
- Thoms, C. (2006). *Dealing with diversity and working together*. [Convention]. North American Division Youth Ministries. Jacksonville, FL.
- Thoms, C. (2006). *Ministering to those who are different*. [Convention]. 21<sup>st</sup> Annual Convocation of the Association of Regional Conference Ministers' Wives. Oakwood University, Huntsville, AL.
- Thoms, C. (2004). *Passionate leadership: Mentoring*. [Conference]. Andrews University Berrien Springs, MI.
- Thoms, C. (2002). *Dealing with diversity*. [Conference]. Diversity Summit. Atlantic Union College. South Lancaster, MA.
- Thoms, C. (2002). *Passionate Leadership Training: Mentoring*. [Workshop]. Southwestern Union Conference. Southwestern Adventist University, Keene, TX.
- Thoms, C. (1998). *Hersey-Blanchard Leadership Model*. [Conference]. Three-in-One Leadership Conference. Columbus, OH.
- Thoms, C. (1991). *Total quality management: Using the Hersey-Blanchard Leadership Model for managers*. [Seminar] Bausch & Lomb. Rochester, NY.

- Thoms, C. (2009). *Disabilities ministries*. [Workshop]. North American Division Human Relations Committee. Silver Spring, MD.
- Thoms, C. (2008). *Hey! Have you ever thought, "I deserve better!"* [Seminar]. Southern California Conference. Loma Linda Filipino Fellowship Hall. Riverside, CA.
- Thoms, C. (2008). *Dealing with diversity for adventurer leaders*. [Conference]. Youth and Young Adults Ministries Summit. Dallas, TX.
- Thoms, C. (2007). *Sharing the dream*. [Conference]. North American Division Commission for People with Disabilities Leadership Meeting. St. Michaels, MD.
- Thoms, C. (2006). *Deal or no deal: What's in your briefcase?* [Conference]. 8<sup>th</sup> Biennial Washington Metro Area Women's Ministries Retreat. Cambridge, MD.
- Thoms, C. (2006). *Dealing with diversity and working together*. [Convention]. North American Division Youth Ministries. Jacksonville, FL.
- Thoms, C. (2006). *Ministering to those who are different*. [Convention]. 21<sup>st</sup> Annual Convocation of the Association of Regional Conference Ministers' Wives. Oakwood University, Huntsville, AL.
- Thoms, C. (2004). *Passionate leadership: Mentoring*. [Conference]. Andrews University Berrien Springs, MI.
- Thoms, C. (2002). *Dealing with diversity*. [Conference]. Diversity Summit. Atlantic Union College. South Lancaster, MA.
- Thoms, C. (2002). *Passionate Leadership Training: Mentoring*. [Workshop]. Southwestern Union Conference. Southwestern Adventist University, Keene, TX.
- Thoms, C. (1998). *Hersey-Blanchard Leadership Model*. [Conference]. Three-in-One Leadership Conference. Columbus, OH.
- Thoms, C. (1991). *Total quality management: Using the Hersey-Blanchard Leadership Model for managers*. [Seminar] Bausch & Lomb. Rochester, NY.

## PUBLISHER

- Porter-Hall, S. (1996). *Sylvia writes*. Rochester, NY. With These Hands Ministries Publishing Company.
- Thoms, C.L.V. (1995). *Come let us celebrate together: Reflections from the Eden experience*. Rochester, NY: With These Hands Ministries Publishing Company.

## \*LEADERSHIP AND SERVICE TO THE COMMUNITY

<b>2011 –</b>	<b>present</b>	General Conference	Consultant
	Seventh-day Adventists 12501 Old Columbia Pike Silver Spring, MD 20904		



<b>*2006 – present</b>	North American Division 12501 Old Columbia Pike Silver Spring, MA 20904 Coordinate activities for people with disabilities	Coordinator & Chair Disabilities Ministries Member, HR Committee
<b>2014 – present</b>	North American Division 12501 Old Columbia Pike Silver Spring, MA 20904	Prison Ministries Committee
<b>2012 – present</b>	Rochester Outreach Monroe County Community Church Rochester, NY Speak, sing, and encourage those in the jail. Visit elderly in the nursing home.	Jail & Hurlbut Nursing Home
<b>*2012 – present</b>	Atlantic Union 12501 Old Columbia Pike Silver Spring, MA 20904	Coordinator & Chair Disabilities Ministries Member, HR Committee
<b>*2010 - present</b>	*Coordinated Annual Disabilities Awareness Day for representatives from the United States, Canada, Bermuda, Rochester, NY; and Petersburg, VA	
<b>*2009</b>	*Coordinated Bone Marrow Drive, Dallas, TX	
<b>2008</b>	*Coordinated delegation of students, faculty, and staff from NTID to attend the Martin Luther King, Jr. Celebration at Eastman Auditorium.	
<b>2006 – present</b>	North American Division Human Relations Committee. I advocate for people with disabilities from United States, Canada, Bermuda, and Guam – Micronesia	
<b>*1996 – 2011</b>	Atlantic Union Conference 400 South Main Street South Lancaster, MA 01561	Director Women's Ministries Member, HR Committee
<b>*1996 – present</b>	Atlantic Union Conference 400 South Main Street South Lancaster, MA 01561	Director & Chair Disabilities Ministries Member, HR Committee
<b>1995 – present</b>	Atlantic Union Conference Human Relations Committee I advocate for people with disabilities from Maine, Connecticut, Vermont, New Hampshire, Massachusetts, New York, and Bermuda	
<b>*1993 – 1999</b>	*Vice President Frederick Douglass Museum and Cultural Center, Rochester, NY	
<b>1993– 1994</b>	Rochester American Red Cross Visiting Nurses Meals on Wheels, Rochester, NY	

## PRESENTATION SUMMARY

### 1991 - PRESENT

Note: In lieu of listing all the topics for each place, this summary is grouped by location.

These are in addition to the presentations previously listed. I was the keynote speaker, conducted leadership training and facilitated workshops, or coordinate the entire event advocating for people with disabilities or focusing on issues relating to all women.

These are the some of the topics: Methods of Communication, Needs of the Hearing Impaired Senior Citizen, Tips for Communicating with Deaf People; Fly like an Eagle with Butterfly Wings; Detecting a Hearing Loss in Your Child; Is Your Baggage Too Heavy for Liftoff?; Leadership Training, and a plethora of other topics. Each presentation included a focus to and for the National Technical Institute for the Deaf.

- **Alabama:** Oakwood University, Huntsville, AL
- **Arizona:** Phoenix and Tucson
- **Bermuda:** Devonshire, Hamilton, Midland Heights, St. George's Parishes
- **Brazil:** São Paulo
- **California:** Redlands, Riverside, San Bernadino, and San Diego
- **Canada:** Montreal and Toronto
- **Connecticut:** Bridgeport, Hamden, Hartford, New Haven, and Stamford
- **Delaware:** Wilmington
- **Florida:** Apopka, Ft. Lauderdale, Gainesville, Hawthorne, Innisbrook, Miami, Orlando, Plantation, Tampa
- **Georgia:** Atlanta and Cohutta Springs
- **Indiana:** Indianapolis
- **Maine:** Camp Lawroweld and Freeport
- **Maryland:** Bowie and Silver Spring
- **Massachusetts:** Boston, Cape Cod, Dracut, Fitchburg, Northboro, Springfield, South Lancaster, and Worcester State College
- **Michigan:** Cassopolis and Ypsilanti
- **Minnesota:** Minneapolis
- **Missouri:** St. Louis
- **New Hampshire:** Nashua
- **New York:** Batavia, Brooklyn, Bronx, Buffalo, Canton, Corning, Ellenville, Elmira, Jamaica, Laurelton, Middletown, Monticello, New Rochelle, Niagara Falls, Queens, Rochester, Saratoga Spring, Saranac Lake, St. Albans, Syracuse, Tarrytown, Uniondale, Utica, and Williamson
- **North Carolina:** Greenville
- **Pennsylvania:** Harrisburg, Pittsburgh, and Williamson
- **South Carolina:** Myrtle Beach and Orangeburg
- **Ohio:** Columbus
- **Texas:** Dallas, Houston
- **Vermont:** Mount Snow
- **Virginia:** Alexandria and Petersburg
- **Virgin Islands:** St. Thomas
- **West Virginia:** Charleston

## CURRICULUM VITAE

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**Mellissa Youngman**

5829 Hopewell Drive

Ontario, NY 14519

585-314-8425

maynbt@rit.edu



*"You are an excellent teacher  
and it is clear that you love this  
role."*

Mary Lou Basile  
Chairperson

*"I recommend other students  
to take you as teacher for Acct.  
I and II and III, that would be  
nice, because you is the one  
best clearly information, and  
everything that we want to  
know information is what we  
have problems, and you always  
provided us the answer and fix  
the problems solution."*

Ryan Thomason  
Former Student

### Professional Profile

Dedicated instructional faculty whose skills and experience attract highly motivated students who come to classroom ready to learn and leave ready to enter the workforce.

- Hold Master's Degree in Business Administration
- Over 19 years of teaching experience
- Sign Communication Proficiency Rating - ADVANCED
- Microsoft Certified in Word, Excel, PowerPoint, Access – Office 2007
  - Received Master Certification level for Office 2007
- Microsoft Certified in Word, Excel, PowerPoint, Access – Office 2010
- Over 24 years of employment at NTID/RIT
- Accounting Team Leader
- Accounting Tutor Supervisor
- Only instructor in the Business Studies Department who has experience from a student, staff, adjunct and faculty prospective.

### Education

#### **Master's in Business Administration (MBA)**

Rochester Institute of Technology – February, 2002

#### **Bachelor of Science in Business Management**

Rochester Institute of Technology – May, 1996

#### **Associate of Science in Liberal Arts**

Monroe Community College – December, 1992

#### **Data Processing Certificate**

Wayne Area Vocational Center – June, 1988

### Certifications

- Microsoft Office Specialist 2007 Master – certified in:
  - Word
  - Excel
  - PowerPoint

*"Thank you for teaching me  
and others in your class. I am  
appreciated that you teach us  
methods."*

Mason Chronister  
Former Student

*"I was so pleased that you  
responded so quickly to a  
request that was basically "out  
of the blue." I especially  
appreciate the fact that you  
were willing to run to my  
classroom during a free hour  
between teaching your own  
classes."*

Myra Pelz  
NTID Faculty

- Access
- Microsoft Office Specialist 2010 – certified in:
  - Word
  - PowerPoint
  - Access
  - Excel

## Recognition

- Nominated for Eisenhart Outstanding Teacher Award – 1996
- Nominated for Eisenhart Outstanding Teacher Award – 2006
- Nominated for Staff Council Recognition Award - 1998

## Teaching Experience

Senior Lecturer, Business Studies Department  
National Technical Institute for the Deaf (NTID) at RIT  
September, 2015 – present

Lecturer, Business Studies Department  
National Technical Institute for the Deaf (NTID) at RIT  
September, 2009 – May, 2015

Adjunct Instructor, Business Studies Department  
National Technical Institute for the Deaf (NTID) at RIT  
September, 1996 – May, 2009

## Other Employment

Staff Assistant – Business Studies Department  
National Technical Institute for the Deaf (NTID) at RIT  
August, 1991 – August, 2009

Records Clerk – Marketing Department - American Telephone and Telegraph  
(AT&T)  
Rochester, NY  
Business Communications Services  
July, 1989 – August, 1991

## Professional Affiliations

- Teachers of Accounting at Two Year Colleges (TACTYC)

## Language/Communication

- American Sign Language – Advanced

## Committees/Community Service

- United Way Key Captain (past)
- AST Seminar Mentoring Committee Member (past)
- Department Search Committee (past)
- Epsilon Pi Tau Honor Society Committee Member

- Senior Lecturer Promotion Committee

## Curriculum Experience

- Quarter to Semester Conversion for course outlines for NTID/RIT Business Studies Department:
  - Spreadsheet Applications for Business (co-developed with Tracy Magin)
  - Accounting 1 – (co-developed with Allen Ford and Mike Kane)
  - Accounting 2 – (co-developed with Allen Ford and Mike Kane)
  - Personal Finance – (co-developed with Allen Ford and Mike Kane)
  - Accounting 1 and 2 (semester system) – developed Course Syllabus
  - Personal Finance (semester system) – developed Course Syllabus
- Developed the use of “CengageNOW” in Accounting 1 and 2 classes and set-up all assignments and exams using this textbook supplement system. “CengageNOW” is an on-line course management system used for homework and exams.
- Co-developed course materials for Personal Finance (semester system) with Allen Ford and Alvin Boyd.
- Collaborated with NLC – Wes Blue – to participate in grant funded opportunity to have classroom lectures videotaped and recorded.
- Collaborated with NLC – Wes Blue – to participate in grant funded opportunity to make “flipped classroom” videos prior to class lectures.

## Courses Taught/Tutored

- Semester System
  - Personal Finance
  - Accounting 1
  - Accounting 2
- Quarter System
  - Accounting I
  - Accounting II
  - OAS Formatting
  - Keyboarding
  - Records Management and Business Calculations
  - Business English
  - Payroll/Spreadsheet Applications
  - TUTORED – Financial Accounting – Cross Registered students



## **APPENDIX G: COST MODEL: REVENUE/COST PROJECTIONS/EXPENSES**

NTID Business Studies Department AAS Business Administration Cost Model is shown on the following pages.

**CONFIDENTIAL**

\* This dollar amount represents the charge for NTID students taking classes in other RIT Colleges. The College of Liberal Arts classes yield a faculty requirement of 0.10 FTE starting in Year 3 to 0.15 FTE in Year 5 (full strength) provided that no seats are available in existing class sections. Year 1 and Year 2 require a lesser faculty FTE requirement based on the years in which these classes occur and the number of incremental students projected. The 0.10 FTE is calculated as follows: (12 incremental students x 2 classes x 30 seats / 30 seat average class size = 0.80 classes; 0.80 classes / 8 classes per year for lecturer faculty member = 0.10 FTE). The 0.15 FTE is calculated as follows: (18 incremental students x 2 classes = 36 seats; 36 seats / 30 seat average class size = 1.20 classes; 1.20 classes / 8 classes per year for lecturer faculty member = 0.15 FTE). CLA classes taught by NTID faculty are not in this calculation.



**Business Studies Department**  
**Business Administration Associate of Applied Science Degree Program**  
**Projected Revenue For The Proposed Program**  
**Table 2**

CONFIDENTIAL

	Year 1 AY18-19	Year 2 AY19-20	Year 3 AY20-21	Year 4 AY21-22	Year 5 AY22-23
Total Fall Semester Enrollment	6	12	19	22	25
Total Spring Semester Enrollment	6	12	14	16	16
Total Students' Semesters of Enrollment *	12	24	33	38	43
Incremental Students' Semesters of Enrollment *	6	14	23	30	36
Semester Tuition Rate \$	8,109	\$ 8,393	\$ 8,687	\$ 8,991	\$ 9,305
Total Student NTID Tuition Revenue *	\$ 97,310	\$ 201,432	\$ 286,663	\$ 341,650	\$ 400,135
Incremental Student NTID Tuition Revenue *	48,655	117,502	199,795	269,724	334,997
State Revenue	\$0	\$0	\$0	\$0	\$0
Federal Appropriation *	\$ 286,290	\$ 222,768	\$ 180,737	\$ 143,150	\$ 102,465
Federal Appropriation - Incremental *	\$ 329,945	\$ 291,698	\$ 235,305	\$ 191,676	\$ 149,303
Grand Total Revenue	\$ 383,600	\$ 424,200	\$ 467,400	\$ 484,800	\$ 502,600
Incremental Grand Total Revenue	378,600	409,200	435,100	461,400	484,300

\* Total students are all NTID students who will participate in this new program, this includes some existing NTID students and students who would have attended NTID without this specific program, but mostly incremental students. Incremental students are students who will attend NTID specifically to participate in this new program. Therefore, total student enrollment and tuition revenue are projected to be greater than incremental student enrollment and tuition revenue.

12/13/2016

Business Administration AAS Program Costing Model Tables 1-4 11.30.16.xlsx Table 2 - Projected Revenue

**Business Studies Department**  
**Business Administration Associate of Applied Science Degree Program**  
**Projected Capital Expenditures**

**Table 3**

CONFIDENTIAL

	Year 1 AY18-19	Year 2 AY19-20	Year 3 AY20-21	Year 4 AY21-22	Year 5 AY22-23
Capital Facilities	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0
Total Capital Expenditures	\$0	\$0	\$0	\$0	\$0

Additional equipment to support this program is not required. As with all programs there will be needs for existing equipment to be upgraded as technology develops. This expense will be supported through existing NTID policies and funded through current operating budgets.

New facilities, such as laboratories, will not be required for this program.

**CONFIDENTIAL**

**Business Studies Department**  
**Business Administration Associate of Applied Science Degree Program**  
**Summary of Program Expenditures, Revenue, and Resource Requirements**  
**Table 4**

	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	Total
Personnel	\$ 225,600	\$ 232,400	\$ 239,400	\$ 246,600	\$ 254,000	\$ 1,198,000
Benefits	\$ 86,000	\$ 91,000	\$ 96,000	\$ 99,000	\$ 102,000	\$ 474,000
Computer Charges	\$ 14,500	\$ 23,800	\$ 45,800	\$ 47,100	\$ 48,500	\$ 179,700
Instructional Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Software Licenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel-Conferences	\$ 4,000	\$ 4,500	\$ 4,000	\$ 4,600	\$ 4,600	\$ 23,000
Tuition Payments for RIT Credits	\$ -	\$ 13,900	\$ 17,100	\$ 20,600	\$ 24,200	\$ 75,800
Expense	\$ 330,700	\$ 365,700	\$ 402,900	\$ 417,900	\$ 433,300	\$ 1,950,500
Overhead (RIT Indirect Costs)	\$ 52,900	\$ 58,500	\$ 64,500	\$ 66,900	\$ 69,300	\$ 312,100
Total Expense	\$ 383,600	\$ 424,200	\$ 467,400	\$ 484,800	\$ 502,600	\$ 2,262,600
Enrollment * ^	6.0	12.0	16.5	19.0	21.5	75.0
Tuition ^	\$ 97,310	\$ 201,432	\$ 286,663	\$ 341,650	\$ 400,139	\$ 1,327,199
Federal Appropriation ^	\$ 286,290	\$ 222,768	\$ 180,737	\$ 143,150	\$ 102,465	\$ 935,411
Total Revenue	\$ 383,600	\$ 424,200	\$ 467,400	\$ 484,800	\$ 502,600	\$ 2,262,600
Total Rev. - Total Exp.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

- Reviewed by RIT Enrollment Management & Career Services

^ These numbers are based on total projected students for this program (which is shown here on the enrollment line). As shown on Table 2 - projected Revenue for the proposed Program, incremental students' semesters of enrollment is less than total students' semesters of enrollment. Consequently, incremental students' NTID tuition revenue is less than total student NTID tuition revenue.

12/13/2016

**CONFIDENTIAL**

**Business Studies Department**

**Business Administration Associate of Science Degree Program**

**Projected Expenditures For The Proposed Program**

**Table 5 – New Resources**

<b>New Expenditures</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Personnel			
Library			
Equipment			
Laboratories			
Supplies & Expenses (Other Than Personal Service) **	\$19,100	\$28,400	\$50,400
Capital Expenditures			
Other ^	\$52,900	\$72,400	\$81,600
<b>Total all</b>	<b>\$72,000</b>	<b>\$100,800</b>	<b>\$132,000</b>

\*\* The amounts in this row represent RIT computer charges for students/faculty/staff involved in the program and minimal travel/conferences costs for faculty. A breakdown of these expenses may be found on Table 1 – Projected Expenditures for the Proposed Program.

^ The amounts in this row represent tuition payments for RIT credits and overhead (RIT indirect costs). A breakdown of these expenses may be found on Table 1 – Projected Expenditures for the Proposed Program.

12/13/16

## **APPENDIX H: ARTICULATION AGREEMENT**

NTID Business Studies Department AAS Business Administration Articulation Agreement with the School of Individualized Study is shown on the following pages.

**Articulation Agreement  
Between  
National Technical Institute for the Deaf  
Business Administration  
AAS Degree Program  
And  
School of Individualized Study**

**I. Purpose**

The intention of this articulation agreement is to set forth the principles of mutual understanding that are necessary to form, maintain, and communicate transfer articulation information between two programs at Rochester Institute of Technology; the Business Administration AAS degree program housed at the National Technical Institute for the Deaf (NTID) and School of Individualized Study Applied Arts and Science (AA&S) BS degree program. Because of the natural connection between the Business Administration program and many aspects of interdisciplinary studies, technical communication, plus business administration and management, the agreement would allow students to pursue a multidisciplinary baccalaureate degree that will supplement the applied components of the Business Administration curriculum with more advanced theory and practice.

**II. Objectives**

The objectives of this agreement are:

- To allow qualified Business Administration students to transfer into an AA&S program.
- To enable the transferability of maximum credit for work completed in the Business Administration program.
- To facilitate marketing the aspect of an "Business Administration plus BS" program in a manner that will be advantageous to both NTID and School of Individualized Study.
- To propose a highly structured, standardized program mask for Business Administration students entering the AA&S program that will reflect strategically selected content and a level of rigor that will appeal to prospective employers.
- To maintain the inherent advantages presented when students successfully complete a Business Administration co-op experience and a career-focused degree before formally and earnestly beginning work toward a baccalaureate degree.
- To encourage academic coordination and administrative interactions, including curricular and administrative collaboration.
- To provide a mechanism for the exchange of information on successes of this transfer program and those areas that need improvement in this agreement.

**III. Terms of the Agreement**

1. *Admissions:* Students are expected to maintain a 2.5 Grade Point Average (GPA) while matriculated in the Business Administration AAS program. Because the Business Administration course mask is highly structured and sequential, the final semester of the Business Administration program (excluding summer) is fall semester of the third year.



During the last semester of study, qualified students from the Business Administration program will be encouraged to take a combination of courses designed to satisfy graduation requirements of both NTID's AAS and AA&S degrees (see attached documents). During that last semester students will meet with an advisor from School of Individualized Study and agree on a statement of educational and career goals, a resume, and an RIT Change of Program form that will become effective at the beginning of spring semester.

2. *Transfer Credit:* The amount of transfer credit granted to each Business Administration student will be standardized according to the attached School of Individualized Study "BS in Applied Arts and Science" Program template.
3. *Year Level:* Students transferring from Business Administration into the School of Individualized Study AA&S program will do so at the junior level. The attached AA&S program template will permit students to earn a baccalaureate degree in an additional four semesters (excluding summer) beyond completion of the Business Administration program, although it is possible that some students may require more time.
4. *Program and Course Changes:* Both NTID and School of Individualized Study shall communicate to each other any changes affecting this agreement and mutually manage any resultant changes in articulation documents to facilitate its continuation.
5. *Time Limits:* This agreement will be formally reviewed every five years from the date of signing.
6. *Additional Options:* If work toward providing students with additional options for professional concentrations has not taken place before hand, each time this agreement is subject to formal review an attempt will be made to see if options for alternative upper-level concentrations should be considered for the AA&S baccalaureate degree.
7. *Publication, Marketing and Communication:* When specifically referring to this agreement and/or the corresponding academic area by name in publications, or in electronic or print advertising, the Initiating academic area will secure in advance the written approval of the other.
8. *Policy:* Should the precepts of this agreement come in conflict with established policy of either NTID or School of Individualized Study, the established policy will take precedent and the agreement will be reviewed for possible modification as appropriate and mutually agreeable.
9. *Termination:* This agreement may be terminated by either NTID or School of Individualized Study with six months prior written notice, or sooner by mutual consent. Students enrolled in School of Individualized Study under the terms of this agreement at its point of termination would be permitted to continue under the terms set forth herein.

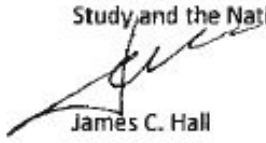
#### **IV: Autonomy of SCHOOL OF INDIVIDUALIZED STUDY and the Applied Arts and Science Degree**

SCHOOL OF INDIVIDUALIZED STUDY will be free to continue to accept any NTID supported students deemed appropriate for study in their program. For that reason, NTID Business Administration students with Grade Point Averages below 2.5 will be considered for transfer into the AA&S baccalaureate degree program on an individual case-by-case basis. Likewise their proposed course templates may be individually configured in a manner that differs from the proposed standardized course of study, which is attached. However, the spirit of this agreement is intended to provide a mechanism for personnel from NTID and School of Individualized Study

to communicate regarding both the likelihood of student success at the baccalaureate level and the potential employability of our graduates. For that reason, individuals from NITD and School of Individualized Study will consult regarding the transfer of any Business Administration students and the courses those students select to fulfill their professional concentration through School of Individualized Study.

V. Approval

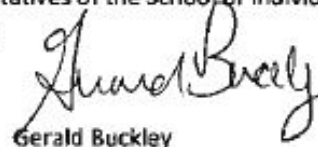
This agreement is executed by the authorized representatives of the School of Individualized Study and the National Technical Institute for the Deaf.



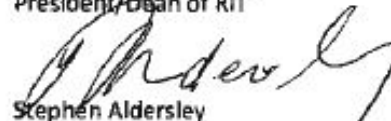
James C. Hall  
Executive Director  
School of Individualized Study



Michelle Firnstein  
Senior Academic Advisor



Gerald Buckley  
President of NTID &  
President/Dean of RIT



Stephen Aldersley  
Associate Vice-President of NTID  
Academic Affairs



Mary Lou Basile  
Chairperson  
Business Studies Department





School of  
Individualized  
Study

www.rit.edu/sois (585) 475-2234

**BS Applied Arts and Science - Semester**  
Theme:

Student ID:			
Last Name:	Business Administration		
First Name:	Semester Plan	MI:	
Address:			
CSZ:			
Phone:	(H)	(W)	
Email:			

### PERSPECTIVES (24 SH)

Course #, Course Title	Term	Grade	SH	QH
Ethics:			3	
Artistic:			3	
Global:			3	
Social:			3	
Scientific: NSCI			3	

### BS Only

Natural Sci:			3	
Math 1: NMTH			3	
Math 2:			3	

### FIRST YEAR (6 SH)

FY Writing: UWRT 150 First Year Writing			3	
Gen Ed:			3	

### ELECTIVES (3 SH)

#### General Education Elective (3 SH)

			3	
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### PROFESSIONAL CORE 60 SH

Course #, Course Title	Term	Grade	SH	QH
Business Administration				
NBUS 200 Orientation to Business			3	
NBUS 213 Applied Ethics			3	*
NBUS 217 Fund of Management			3	
NBUS 223 Fund of Marketing			3	
NBUS 221 Essentials of HR Mgmt			3	
NBUS 220 Intro to Economics			3	*
NACC 201, 202 Accounting 1 and 2			3	
NBUS 226 Intro to Org. Behavior			3	
NAST 210 Essentials of Bus Comm			3	*
NBUS 224 Business Law			3	
NBUS 228 Leadership Essentials			3	

### Wellness

Wellness:			0	
Wellness:			0	

First Name: Semester Plan

[illegible]

Gen. Ed SH & Converted Total: 60.00

\* denotes non-business-related courses

Professional Core SH &amp; Converted Total: 60.00

Note: AAS Business Administration courses that satisfy the Bachelor's degree program requirements for SOIS are highlighted in yellow on the table.