CALL TO CSB
3-15-02

JD: Techie?

T: Yes, Jim.

JD: I think what we will do is while Heather and JB work on getting the system up and running for the video, why don't we just go ahead with the audio. I am going to introduce the people who we have here, Techie. I have with me today Tom Raco, who is the director of our Center for Technical Studies. And, I also have Chris Licata, who is the associate dean for Academic Affairs at NTID. What I would like to do is ask if maybe you could just quickly remind us who is there. We have everyone's pictures here in front of us. If you could just remind us who is there. And, then we will move ahead.

T: O.K. I have Nimfa here with me. Ram Nolasco, the chair of the Multimedia Arts Program. I have Russell Tolentino, faculty for Management and Accounting courses and Veronica (Vicky) Templo. The two other persons that I mentioned earlier are not able to come here. They are not here now. And, of course, Wanine behind me.

JD: All right then. What I would like to do, Techie, is let's go ahead and move forward. Bill and Heather are going to go to Bill's office right now and see if they can connect from there. See if it may be just this port that we are working out of. But, what I would like to do is what we are focusing on today are issues in developing technical curriculum. And, you have already sent us some materials and we have sent you some materials. And, what I thought I would do, Techie, is start out by asking Tom and Chris to talk just a little bit about how at NTID we construct our curriculum to address the needs of business and industry and, how we have done that through the years and how we have attempted to keep our curriculum current by our interactions with business and industry.

TR: Good evening, this is Tom.

T: Good evening, Tom.

TR: I had the opportunity to look through the materials that you had sent to us regarding your three course programs of study. And, I think the first thing I would like to indicate is from my perspective you have put together your two technical programs of study in an exemplary fashion. I believe you have organized your curriculum in an appropriate way from my perspective. At least in a way that we would put a technical curriculum together starting with the fundamental technical skills and working up through the hierarchy of specialization and completing the experience with what we call a co-op, education experience, which I think you call a practicum. You have an internal practicum and an external practicum which I think is an excellent approach. We are only dealing with an external practicum. The one thing that I think I would emphasize with you is to, at least what we do is we build partnerships with industries that represent____that we want to make available to our deaf students and utilize those industry partners as a conduit of information to help validate and verify that there will be job opportunities within those particular

industries and utilize those partners as well to narrow down where the technical level job opportunities might be located and then we work back from that information to the notion of a curriculum that would prepare the students for those entry level technical jobs and of course, you have to match the industry with the interests and capabilities of the deaf population that you want to serve. But, that is pretty much a very broad brush view of where we start and how we pull back from the needs that the industry has down to the particular interest that the population we want to serve would have. Because the worst thing in the world would be to build programs that students have a very difficult time identifying with, investing in equipment and laboratories and finding that you don't have sufficient students that will go through the program. The other thing that you need to be sure of is because the industry demands a great deal of technical competence, especially in math and science and reading and writing that the students are fully prepared to enter the program at the beginning level and won't be experiencing such frustration that they don't finish the program. You know, when you have a partnership with industry, not only are they providing you with information but you are also providing them with some level of guarantee that you are going to make available to them qualified new employees in the future. So, there has to be a definite examination of the audience as well as the need.

CL: Good evening. I guess what I would add to what Tom has already said is a couple of things. Jim is trying to slow me down. I have a habit of speaking fast so I am going to try to slow myself down here. I wanted to say that as I read over your materials particularly the five pages that I think you prepared, Techie, a couple of things. The first is that what you experienced with your certificate course in bookkeeping and accounting, we experienced the very same thing here in terms of the need to revamp initially what was in concept, a good idea but practically didn't seem to work. So, I think, I could really relate to that. And, as we think about our curriculum here and particularly validating whether the curriculum is really meeting industry standards for skill levels and competency, I think number one, the approach you have taken in terms of the ladder approach with kind of providing the preparation and the foundational skills first, I think that that makes a lot of sense to me. We don't do that here. But, I think that the design that you are using is a good design. Now, one of the things that is happening in America in general on the topic of matching industry skills, requirements to curriculum is that we are taking a look at what we call student learning outcome. What is it that we want our program to enable students to do when they graduate? And, how, then, do we tie those student learning outcomes which presumably come from industry standards, how do we then tie that back into the curriculum in a direct way so that we are able to actually measure whether students have achieved those critical learning skills performance outcomes in the curriculum? And, I would just add that I think that that may be something that you might want to take a more intensive look at if you have not already done so. Because, it is a way of really making sure that what you have hoped the curriculum achieved from a practical perspective in the industry is actually able to be measured by you both in the classroom, in your experiential component and then you also will want to take a look at that after students graduate. And, I think Tom talked a little bit about getting employer feedback and graduate feedback once you actually have a cohort group of graduates. But, I think there is a continuum here that you will want to think about because it is an important continuum of skill development and skill assessment and then the skills in practice in industry.

JD: Techie, I am going to ask Chris if she could give us an example of what an outcome is or might be so that you can have an idea of what it is that we are talking about when we say outcome assessment and determining the outcomes that we want to have in a curriculum.

T: O.K.

CL: O.K., I am going to talk about your certificate course in administrative support for business administration. And, I see that you have knowledge objectives, skills objectives and attitude objectives outlined. I am going to focus now on your knowledge objectives. And, you say students will know how to manage records and files. All right. If I wanted to translate what that means in terms of an outcome, I would first want to make sure that managing records and files is what industry wants students to do. And, I am going to assume that you have already validated that, all right? Assuming that that is true, then the question is well, what kinds of records and files? So, then you go to a sub-level underneath that particular knowledge objective, get more specific about what kind of records and files you want students to manage. So, if I want students to be able to manage for example, a payroll record in a manufacturing type of environment that would _____my student learning outcome. And, I would put that down and then I would step back and I would say O.K., where in the curriculum do I teach that? And, it could be one course or it could be two courses or it could be three courses. It could be four courses. And, then I would say to myself where in the curriculum do I have an occasion to measure that in a holistic way. I am not talking about testing students in every course. I am talking about does my curriculum provide an occasion or what we call a capstone experience or a synthesizing experience where I as an instructor can say, yes, I know that Johnny can manage that payroll record in a manufacturing environment because in this particular project or practice set I have given that student the opportunity. The next thing that you ask yourself is O.K., how do I judge where the threshold is for meeting acceptable performance expectations? And, again, you want to use both industry standards and your own curriculum to make a judgment on that. And, so that is the flow that I am talking about. That you identify what those key learning outcomes are, how you measure them, what the standard is that you are going to hold the students to and then you look for other occasions outside of the classroom. For example, you look at your practicum experiences and you go at this again in those internal practicum and external practicum to see if in practice the students are able also to demonstrate a competency level.

JD: I am going to ask Tom to add anything that he would like to that and then what I would like to do is to ask you if you have questions about that. Because this is a complex issue that we are struggling with, with our own curriculum. And, we are trying to deal with this in a systematic way. So, what Chris is talking about is the theoretical outcome that we would like to have for our curriculum but not all of them are there. I'll ask Tom to make a few statements and then I would like to see if you have any questions about the practicality or reality of doing that.

TR: There are several methods by which you can actually observe the skill behavior that Chris talked about. It can happen in a single course and it can be observed by that single professor. It can happen in a series of courses at various stages in the curriculum and you can have groups of faculty that work together to assemble those observations into a statement as to whether or not those outcomes are clearly evident or not. In some programs such as your Graphic Design Program, it can happen through visual presentations such as end of the program portfolio reviews

that all of the faculty can sit and look at and then make determinations as to whether or not those skills are evident, the appropriate skills are evident which can help the faculty with a comfort level to certify the student that he or she is actually successfully completed the objectives of the program. And, this type of certification or affirmation can also be helpful to the student when he or she is out there looking for employment because it provides the employer with a greater sense of confidence that the student has been reviewed and has been passed very carefully through the eyes of the professors. And, it also puts accountability back on the faculty and on the program that what they say really is evident with the students will also be evident when the students get the job. So, it is a nice way to go full circle from the point when a program develops a curriculum with the help of industry to the point where the program is delivering its graduates to industry with a certification that the students have the skills that the program says they should have based upon what the industry told them they needed to have.

JD: In effect, what we say with outcomes are what is it that we want to be able to say to the people who will hire our graduates that they are competent to do when they leave our program? And, then finding ways of assuring that that is in fact, the case. So, let me ask if there are any questions before we move on to another topic.

T: With regards to the partners, the industry partners, how are you able to gather the needed data? Was it just talking to a few consultants or really setting up interactions with real companies like their employers and everything? Did you call for one big meeting with all of these heads? Or, did you just identify certain consultants who work for particular field and worked with them?

TR: That is an excellent question and it represents a task that we find quite challenging every time that we look at a new program possibility. If the idea for a new program comes from a program that currently exists and it is an extension of an existing program, we will call in specific consultants from various levels of the industry that we are looking at and ask them for input with regards to where the new job opportunities might be located within that industry. And, then we may verify or validate that with the review of the current literature on that field whether it is economic literature that comes from the Wall Street Journal or from web sites, from conferences that address those particular industries where you have professionals from around the country that come together and discuss challenges and events of that industry. And, we will pull that together into a, if you will, a rationale and show the evidence that the job opportunities are there and then we go back to industry and ask them to review it and confirm that in fact, our assumptions are correct. If we are looking at a whole new entire different discipline that we have never considered or encountered before, a new nitch that is surfacing within business and industry, we then would do a national survey. We will send it out to large and smaller businesses that are in that market and ask them a series of questions about the nature of the job, the level of the job, the future of the job, the compensations available, the mobility or opportunity for advancement. And, we will also ask them questions about whether or not there would be communication challenges in these jobs that could affect a person's ability to complete their tasks. In other words, we want to make sure that if we go into this market that deaf people will not be shut out of the market because they lack certain communication capabilities that are essential to those jobs. So, once we get that feedback then we will match that against what the market tells us in literature and then we will go from there. And, from, by the way, from those

industry partners that we talk to, we will ultimately draw a small number of them into a permanent advisory group that we will use throughout the process of developing the curriculum. We will ask them to provide some support to us as we move through the approval process and then ask them to also provide us with employment opportunities for our graduates since they have been with us throughout the process, we believe that they would be the strongest advocates for hiring our graduates as well.

JD: So, Techie one of the models that we are using that Tom explained is that we will go to consultants, recognized experts in business and industry and we collect from them their thoughts and input. Our colleagues here, our faculty colleagues will then construct that into some form of a concept to address the needs that those consultants may have laid out for us. And, then we go back to those same consultants or additional consultants to provide us with feedback on is the concept that we are developing making sense? And, if it does make sense, then Tom will pull together a more permanent kind of group of consultants who will work with us and advise us as we put the curriculum together. And, then once the curriculum is approved in effect, they become our curriculum advisory committee as we move through offering that curriculum. But, that would be more along the lines of pursuing a discipline area where it may be well established in the field. But, we may, as Tom suggested, move into new kinds of areas that are just emerging. In that kind of case, then as Tom suggests, we want to do a broader survey to understand what is going on because we may be moving farther out in terms of risk. And, in that case, it is a much more in-depth process with a survey of industry, a look at the job markets, a look at labor statistics and the like. So, there is really, it depends, Techie, on how far out we are going to move with the curriculum into a new area. Am I making sense with what I am saying?

T: Yes, Jim.

JD: I think Chris has something to add.

CL: I was just going to say that when we used consultants to do a broad sweep of the field for us, sometimes we find that we need to do two sweeps. The first one is to identify whether there is really a need out there and whether the field itself offers potential. But, then the second level of analysis is if it is a good field, then where, when Tom used the word nitch and for us, it is a question of is the nitch at an associate degree level which I guess in your setting might be the certificate, or is it a baccalaureate level field? And, sometimes when we do that second sweep, we find that what employers want really is entry level, associate level, certificate level training and in others we found that it is a more advanced. And, I raise this because the communication issue is many times kind of the gatekeeper for some of these fields. And, it is difficult, oftentimes difficult for employers to tell us what good English skills mean. So, I would just say that as you think about this, the more specific you can be when you go to that second level of analysis about the whole issue of communication, the better off you are going to be in your curriculum design.

JD: Techie, I sent, I think, the other day a brief summary that Tom had put together called Considerations When Developing Technical Programs for Deaf Students. And, Tom has addressed some of these issues in there. So, that might give you a little bit of a summary as regards to some of the issues that we are discussing right now. If it is O.K., can I move to another topic?

T: O.K.

JD: It is triggered by what it is that Chris had to say and it ties into some extent to the discussions that we had previously about the mathematics and the English skills. Because, in many instances, Techie, as you know, the capability to succeed in a program or to graduate from a program and meet the needs of business and industry will depend on the competencies the students have in those areas, in reading and writing in their native language or the language of the country and in their computational skills. So, what I would like to do is to ask Tom to help us bridge between the discussions that we had before when we talked about English and our mathematics courses and have Tom talk with you just a lit bit about how it is that our technical curriculum are looking at the reading and writing and are considering those within the curriculum and also looking at our computational skills and considering within those within the curriculum and how the students' ability to develop and use those skills leads to their exit from different points within our curriculum. I really threw them a fast ball!

TR: In America right now the sport of baseball is in their spring training so I am going to respond as if I were in spring training instead of playing a regular game here because I did know this would be a complex topic for me to address. With regards to computational skills as well as applied science skills and communication skills, before a student is accepted into any of our technical majors, they must be tested for the level that they are at in those areas. Each of our technical programs establishes entry criteria for those different skill areas. And, if a student is able to show through the tests that they take upon arriving at NTID that they meet these various communication reading and writing, math and science levels, they will be allowed direct admittance to the major and move through the curriculum in all of those areas as well as all of those technical courses. The foundations technical courses require that the students come in to this level although it is really at the next level up of the technical programs that those skills truly show up. If a particular student or all the students are unable to demonstrate that they are at that level, then we will move them into, for lack of a better word, a pre-technical experience. And, this can run anywhere from a part of the year to an entire academic year depending on what level that student is at. And, they will take some early preparatory courses in writing and reading skill development as well as some pre-college mathematics or pre-college science courses, whether it is an entry physics course or an entry chemistry course. At the same time, they would be allowed to take and complete the first level of the technical courses at their own pace. We have to keep in mind that they may be taking more intensive non-technical courses, English, math and science which means that it would consume more of their academic time so we are willing to give them a lighter load of technical courses than would be taken by the students who are directly admitted to the major. Once the students are in the major we have built into some of those early technical courses the opportunity for the students to practice applied English, technical writing behaviors and see how they apply to the technical skill development themselves and throughout the curriculum we make an effort to push English across that curriculum and we are building math courses that are applied math courses that tie directly to the major. Once the students get past the fundamental math courses, they may be taking math for engineering or math for business which might be taught directly within the technical program or it might be taught in partnership with the match faculty in another department.

JD: So, Techie, let me tie this now to the discussion that we had at our last meeting. You remember that we talked about levels A, B, C and D in our curriculum as it related to the English, the reading, the writing, the literature, the mathematics. What Tom has just spoken with you about now is the bridge that occurs. Some students will come in as you heard, in a level that will not yet allow them to fully enter one of the majors that Tom is talking about that the faculty members have determined you need a certain level of competence to enter A, B, C, D. At that point, the faculty working with a counselor will be looking at the students' performance and they will allow them to take the first level of technical course so that they don't lose their interest, that they continue to develop some competencies in the technical area while at the same time they are developing those basic skills. But, until or unless they develop those basic skills, they are not going to be able to eventually negotiate the curriculum which is why historically, Techie, we had that kind of ladder within our curriculum which we still do have to some extent. But, as we talked about it last time, that ladder has become shorter because the demands of business and industry are such that the certificates which were the one-year programs that we had previously, really became no longer viable. So, they were eliminated from our curriculum. So, that is the tie that I would like to make between what Tom has just told you and the discussions that we had in our last meeting on Tuesday.

TR: I would like to add one additional thing, Techie, and that is that we have three layers of exit points within our curriculum. We have the associates of applied science level which is the highest level of our technical programs which requires high level liberal arts experiences. Then we have another a little bit lower level of associate degree which we call the associate occupational studies and that level does not require the same rigor of liberal arts or general education development and then we have what we really do call a fallback certification and that is our diploma. It is not the same as your certificate. It is the lowest level of certification that we can offer. Students have the opportunity to move through those levels and when they experience or when they demonstrate that they have capped their ability to perform English, reading, writing, math or science skills beyond that level, we will be able to certify them with a degree at that point that includes all of the technical skills as well as that level of English and math and science that they have accomplished. We will not offer any of those levels if they do not lead to some level of employment out in the industry. At the diploma level, which for us is typically a little more than one year of school, students who graduate from those programs would be able to get entry level jobs that are relatively simple in nature. They are not necessarily multi-task jobs and there is relatively low chance for them to get upward mobility, advancing to more challenging jobs later. But, when they get to the first level of the associate degree, they would have more opportunity once they are out there in the industry to move up probably one or two levels of employment depending on their performance on the job. And, the students who complete the associate in applied science where they have a little more rigor in their liberal arts or general education, typically do have a fairly good range of job opportunities as well as advancement. So, the key here is what the student comes in with when they enter NTID and what their ability is to progress through that communication, English and math set of courses before they top out and with that will come all of the technical skills that they would have needed.

JD: Chris is going to add something.

CL: Yes, I just want to go back to the point I made earlier about deciding as best you can given what you learn from industry what level a student needs particularly in English – reading and writing. Math more or less, but I want to just go to the English issue because that really is in our setting what sets students into one track or another as Tom has described. And, I think that, I just can't emphasize enough the importance of trying to get real specificity around that at the beginning of your curriculum design so that you can then make really intentional and sound decisions about what the entry levels need to be. Because those entry levels of skills then do determine the level in those technical courses and we have not, we have learned this from experience so that is why I am saying that we have not always been as intentional about being able to say well, this is an AOS course and this is an AAS course. And, it causes some real challenges for our faculty and our students when you don't set up the design in a way where the levels that are required are reflected throughout the curriculum and in the entry requirements. It is just so important.

JD: And, it also ties into how the faculty approaches each of the courses that they teach and the expectations that they have for student performance in those courses. To use an absurd example – a faculty member might teach a diploma level course at the baccalaureate level. I am just using that as an example. You can teach payroll as Chris said, but there are different levels of what it means to manage payroll. At the associate of applied science level versus the associate of occupational studies level versus the diploma level, they may be very different kinds of management of payroll or some particular part of that. And, that is what Chris is referring to. And, what becomes important there Techie, from my perspective is that you remember we talked about levels A, B, C, and D and remember when we asked Laurie the question, a student who comes in at a level A, where can they expect to end up? And, she said, very rarely at D but most likely at C, moving two levels. So, we have the English level specified. We know then what kind of expectations we have within the program for students to enter and what they need to be able to exit. And, that is where we have to look at the front end in the industry and say we have an idea of what A, B, C, and D are. We have an idea of what kind of skills our students have when they come into our program. Now the question becomes with those skills, what is industry going to require of them when they go in there? And, that is what happened with our certificates. We had certificate programs that trained at a very, very basic level. And, industry said, we can hire people directly off the street to do that kind of work. Why do we want to hire them from you with a year of education and we said, then we are not doing a service to our students by offering that kind of program. So, it is a continual balance of what is it that the students are capable of doing? What are the different levels of skill? And, what is it that the industry is going to require of them with regard to that language skill? Any questions before we move on to another area?

T: Overwhelmed with so much to do!

JD: Techie remember and I think that is what is really important about the discussions that we are having right now and I would like to emphasize again. We are talking with you on the basis of 30 years of experience that we have brought to bear on these kinds of issues. I think you are on the absolutely right track as both Tom and Chris have said to you with regard to the curriculum that you are putting in place now. And, what we are suggesting are pieces to look at as you continue to refine and develop. Clearly not all of these things can be done at the same time, Techie, but you are doing the right kind of things now. You are looking at the industry as

Tom have said to you, you have put together a curriculum as both are experts in the field of business and visual communication, that they see as making sense. You need to go a little further. So, in effect, you have got two consultants here who have looked at it and said, that looks very good to us. But, you have got to do the same thing within your own environment there to see what the folks who are going to be hiring your students in Manila or in other parts of the Philippines have to say to you. Well, we have about five minutes left. I have got to get these folks off to their responsibilities and I know that it is Friday night and you guys want to get home. So, let me ask if there may be one more question and I'll ask Chris and Tom if there may be some closing thoughts that they would like to give. Keep in mind, Techie, you are going to have a chance to meet and talk with Chris and Tom when you come here in a few weeks. So, let me see, is there a last question that you all might have before I have Tom and Chris make a closing comment or two?

T: No questions, Jim. I would like to go back again to establishing partnership with the industry, in a nutshell, what are some of those strategies that you have done in the past, especially for industry that you have never really, who have really worked with deaf people, never worked with… people who are working with the deaf. It is not part of their vocabulary. They have no ideas on it. How are you able to break whatever walls that are existing there to be able to solicit their support as well as relay to them your needs and collecting all of this data.

TR: That is an excellent question and that certainly takes us back to the beginnings of NTID when we were faced with that exact challenge. And, one of the things that NTID has been very successful in has been in preparing industry for the time when they would have deaf employees in their environment. That takes some organization and it takes some formal planning as well. And, NTID has, what we call a National Center for Employment at NTID and we have employment advisors who are responsible for bringing various industry representatives together at various places around the country at various times of the year and doing a presentation, a half-day presentation that they call The Working Together Workshop. And, that introduces future employers of deaf people to issues such as what is deafness? What are the characteristics of deaf workers? What are the advantages of hiring deaf people? What is the communication dynamic that they might be challenged by? And, what are the services that are available to them from NTID to help them as they make a transition to hiring the qualified deaf employee? At the same time we introduce them to our programs that we have available and our mission. Now, this takes a long time and there is no guarantee that when you bring a group of industry partners like that together that they will be in the position to actually follow through and hire deaf workers immediately. So, you need to continue to have an ongoing relationship with these partners and usually that is through the Human Resources Offices as well as the people who are supervisors and do the hiring of technical workers for them. In addition to that, we do select industry partners to come visit with us on an annual basis to observe our classrooms and to review our curriculum and to meet our students as a way to help validate what we do and as well to help confirm to them that we are doing the right thing so that they continue to be our partner. You know, industry partners also can help us with acquiring the necessary equipment and technology and if you cement a relationship with a particular industry that you are going to be putting the curriculum together for, it is good to try to convince them that when they invest in you, you in turn, will be investing in them. When they give you something you are going to be able to give them something back. If they give you their time, if they give you their efforts, and if they can

give you some of their resources, in turn, you will be able to guarantee, you will give them qualified workers for them to hire to help make their company function and be successful. That is the kind of partnership that we like to forge with our technical programs and in those members of industry.

JD: Chris wanted to add something.

CL: One of the other very effective strategies that we have used is our co-op which is the equivalent to your external practicum. And, it is a way to sensitize industry and to break down the barriers because it helps industry get to know on a one-on-one basis, and I would say that that is key here. You have got to get people in industry to know deaf students and to know you on a one-to-one basis. And, you need some good champions to do that. And, some of our best champions over the years have been people in business and industry in positions who either have a connection to deafness themselves or who have simply a special interest in the whole area of disability. And, we have capitalized on that in a strategic way and I would encourage you to also. By that I mean if there is someone in a company, in a human resource position that you know now who has an association with the university or who has some special connection with deafness, go after that person and then have that person help become your spokesperson. And, as you get more students out into practicum situations you begin to get a cadre of individuals who can do some of the work for you in promoting the fact that look it, deaf students can do it. You don't need to be afraid of this. And, there will be that reticence and you want to demystify that as much as you can. That only happens on a one-to-one basis.

JD: Techie, I think the point that both Tom and Chris are making is that there are some strategies that can be used. When you come, I am going to introduce you to the people in the NTID Center on Employment. I am also going to send you our Center on Employment Web site. And on that site are varieties of different strategies that we have used for employers and the like where you will look at co-op and you will see that. Techie, co-op is a way of saying to an employer, you can hire this student and you don't have to hire them permanently. They are only with you for six or seven weeks. You will be amazed and surprised at what you learn. And, after the six or seven weeks, folks are saying, my goodness, this isn't as bad as I imagined. In fact, these folks are better than some for the hearing people that I have here. So, that is one strategy. Another strategy that both Chris and Tom mentioned are champions, Techie. There are very influence parents of deaf people in the Philippines who can be very, very strong advocates on a level beyond just single job but at a policy level as well. And, we have worked very hard at NTID through the years to cultivate influential parents because the truth is, they have the most at stake in this process next to the young person themselves. We are a little bit after 8:00. I am going to close. I am going to thank Tom and Chris for being with us today. I would like to thank you for staying this late on a Friday. We will have more people for you to meet when you come in addition to Tom and Chris who will be able to go into a little bit more depth. I think we have scratched the surface. Again, I am trying to say something very important. Do not allow yourself to be overwhelmed. We are talking here about between the three of us, almost 100 years of experience in educating people who are deaf. At NTID, we have been doing it for thirty years. We have been chipping away at these things a little at a time. Techie and Ronnie, everything I have seen so far, from the time I visited your school through these conversations indicate to me that you all are headed in exactly the right direction and what we are suggesting to

you are other avenues and things that can be done. So, I would like to close today by saying two things – first, you will have available from Bill an e-mail that will tell you where we are posting on the World-Wide Web, the transcript of these discussions that we are having. And secondly, I am going to ask Bill to work with Techie to determine what is the best time for the final teleconference before you come. You come on April 5 or 6 and we were talking about April 2, doing this again. We will establish a time and at that meeting, I would like it simply to be Techie, Ronnie, Bill and myself and we can talk about what we will do when you come. So, thank you for the long week and the long evening. We appreciate. Chris and Tom, any closing comments?

TR: We look forward to seeing you.

JD: Thank you once again, it is wonderful working with you.