

FALL / WINTER 2003

FOCUS

NTID

National Technical Institute for the Deaf • Rochester Institute of Technology

Making connections . . .





Experienced Leadership In November, after a national search, RIT President Albert Simone appointed Dr. T. Alan Hurwitz as RIT vice president and dean of NTID. Hurwitz, who has worked at NTID since 1970 and has served as dean of NTID for the past five years, replaces retiring RIT Vice President for NTID Dr. Robert R. Davila. In a newly combined position, Hurwitz will serve as both vice president and dean. Look for more information about Hurwitz, his career, and his vision for NTID's future in the spring/summer issue of *FOCUS*.

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ABOUT THE COVER

This issue of *FOCUS* features articles about connecting in a variety of ways to foster a sense of community that extends beyond the boundaries of campus and into the lives of students, alumni, and educators across the nation and around the world.

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FOCUS

NTID

Editor

Pamela L. Carmichael

Writers

Karen E. M. Black
Porsche L. Haag
Kathy A. Johncox
Frank A. Kruppenbacher
Kathleen S. Smith
Adam M. Stone

Art Director

Brenda L. Monahan,
RIT University Publications

Photography

Mark Benjamin—FC, pp. 3-5,
11-15, IBC, BC
Jody Emmi—p. 9
Katie Hawthorne—IBC
Ken Huth—IFC
Frank Kruppenbacher—p. 8
Ryan Laurey—FC, pp. 3-5
Damita Peace—p. 11
A. Sue Weisler—FC, pp. 2, 4-7, 9-10
Ana Zangroniz—p. 8

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Marketing Communications

585-475-6906 (voice or TTY)
585-475-5623 (fax)
NTIDMC@rit.edu (e-mail)

Admissions

585-475-6700 (voice or TTY)
585-475-2696 (fax)
NTIDAdmissions@rit.edu (e-mail)
www.rit.edu/NTID

The NTID Foundation

585-475-6836 (voice or TTY)
585-475-5949 (fax)
NTIDFDN@rit.edu (e-mail)
www.rit.edu/NTID/Foundation

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FROM THE PRESIDENT



Dear FOCUS Readers:

I'm pleased to have this forum to introduce Dr. T. Alan Hurwitz as NTID's new vice president and dean. He assumes leadership as of December 1st, bringing with him the skills, experience, and vision to guide NTID into the future. I am gratified that we were able to find a person so uniquely qualified in the areas NTID requires to fulfill

its mission of providing outstanding technical and professional education programs for deaf and hard-of-hearing students.

Alan's selection followed a national search and a comprehensive process in which we engaged the entire NTID/RIT community. I would like to publicly thank the search committee, led by Dr. James Miller, RIT vice president of Enrollment Management and Career Services, for the thoughtful and judicious way it approached this important task.

As the leadership transition proceeds, life continues at NTID. The past several months have been immensely productive and intellectually stimulating on many levels. This issue of *FOCUS* details several highlights related to recent conferences, workshops, and annual programs at NTID.

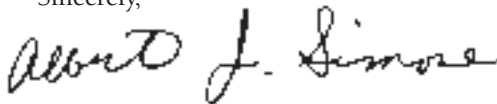
June brought the International Symposium on Instructional Technology and Education of the Deaf to RIT, with nearly 300 education professionals from 12 countries visiting to learn the latest in educational technology for deaf students. PEN-International Director Dr. James DeCaro and Coordinator William Clymer did a magnificent job leading this effort. See Page 6 for an article about the symposium.

Following closely on the heels of the symposium was NTID's 35th Alumni Reunion in July, an event that attracted hundreds of alumni and their families to campus. I personally enjoyed meeting and mingling with graduates at several social events held during the reunion. A wrap up of the reunion can be found on the next page.

NTID's annual Explore Your Future (EYF) program for high school students, held in late July and early August, brought nearly 175 high school juniors to campus to test the waters of college life. These enthusiastic young people sampled a variety of academic programs over a full week of classes and workshops, but also found time for bowling parties, multicultural dinners, and dances. Read about EYF on Page 12.

We wish you a healthy and bountiful fall season and look forward to featuring NTID's new vice president and dean in a future issue of *FOCUS*.

Sincerely,



Albert J. Simone
President, RIT



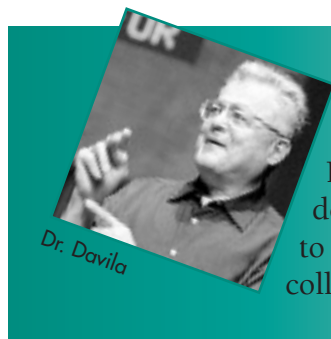
*Back to the Future...
a time to remember!*

Anniversary Celebration Fosters Renewed Connections

By Frank A. Kruppenbacher

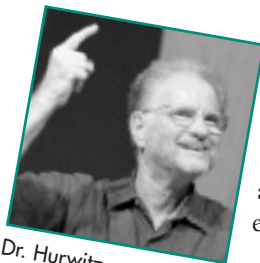
From pioneering students who entered NTID's first class in 1968 to the class of 2003 graduates—and from nearly every class in between—close to 700 alumni, family, and friends reunited at Rochester Institute of Technology, July 10-12, 2003, to celebrate the 35th anniversary of the National Technical Institute for the Deaf.

Alumni pride flowed freely as reunion guests enjoyed a golf tournament, workshops, and nightly entertainment. Academic departments hosted open houses, and affinity groups gathered together as alumni and friends renewed the strong bonds that keep them connected to each other and to NTID/RIT.



Dr. Davila

"I ask you never to forget this university and this institute," said Dr. Robert Davila, outgoing RIT vice president for NTID. "As alumni, please do everything you can to encourage young people to come here and get the same benefit of a solid college education as you did."



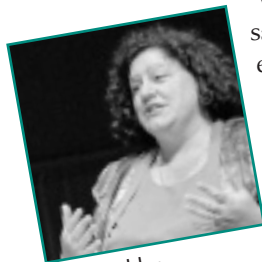
Dr. Hurwitz

"NTID is 35, and we've come a long way, baby!" said Dr. T. Alan Hurwitz, incoming RIT vice president and dean of NTID. "This is a wonderful reunion. I have enjoyed every moment of it."



David Strom

"The success of this event is not my doing," said David Strom, SVP'81, '89, '92, director of NTID's Office of Alumni Relations. "The outstanding work of the reunion committee is clearly showing in the nearly 700 people here this weekend."



Kelly Redder

"Welcome home to RIT," said Kelly Redder, executive director of RIT's Office of Alumni Relations. "Enjoy your weekend. Keep in touch. Don't let it be another five years before we hear from you again."



Sharron (Metevier) Webster

"I fell in love with NTID from the first time I visited here," said Sharron (Metevier) Webster, SVP'77, '93, '97, the 2003 NTIDAA Outstanding Alumna.

"You are very amazing, Sharron," said Sharaine Rawlinson, SVP'77, '81, past president of the NTIDAA. "Thank you for all your wonderful support of your fellow alums, the alumni association, and NTID."



David Pierce

"We are very excited about working with each and every one of you," said David Pierce, SVP'84, '88, newly elected president of the NTID Alumni Association (NTIDAA). "The number of alumni chapters is growing and more alumni are participating."

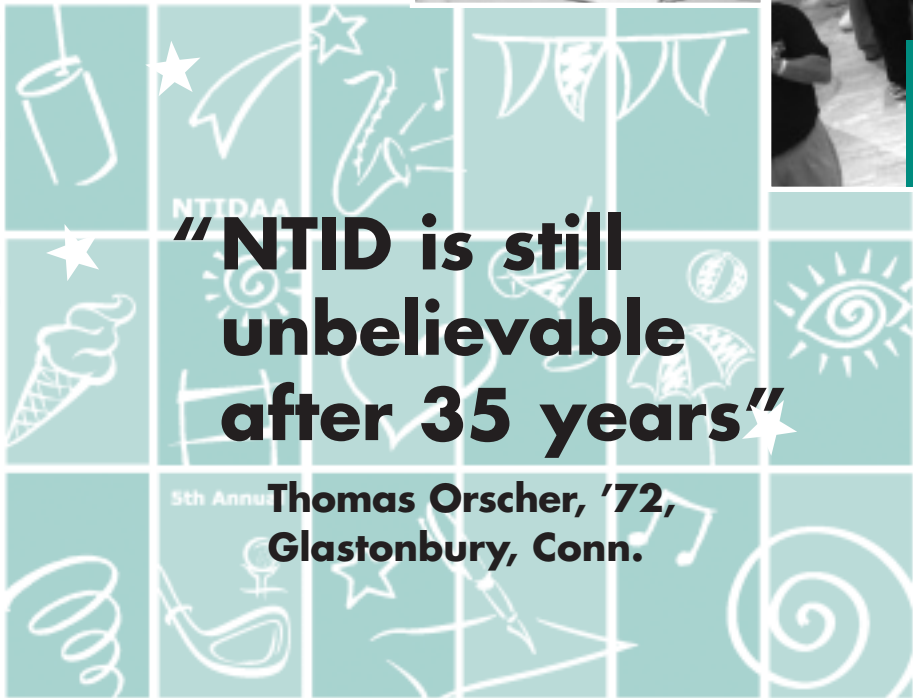
The reunion ice cream social event Thursday night was a great opportunity for Kim (Bianco) Majeri, SVP'87, '91 (left), and Mark Tauscher, SVP'85, '91, '95, to look up old friends in a copy of the *NTIDLIFE* yearbook. ▼



NTID's Dyer Arts Center was the focal point for alumni gatherings during the reunion. A colorful 48-foot NTID history display (at top of photo), made especially for the reunion, graced the arts center's east wall.

Ceremonies • Entertainment

Golf Tournament • Workshops • Affinity Groups



"NTID is still unbelievable after 35 years"

5th Annual **Thomas Orscher, '72, Glastonbury, Conn.**

NTIDAA • Open House • Vendors • Cam

celebrate NTID's 35th Anniversary



Wearing the latest technology is alumna Karen (Prokopec) Beiter, SVP'83, '88, '94, (right) who, with assistance from Daniel Deignan of Personal Captioning Systems, Inc., checks out the Clip-On Captioner.

Sharing expertise Kathleen Rozanski, SVP'89, '95, guides reunion guests through the finer points of Adobe Photoshop Elements® software. ▶



Yoga for everyone workshop was led by Hatha yoga instructor Dorothy Wilkins, SVP'75, '78 (center). Over 30 workshops during the reunion addressed a variety of personal and professional topics. ▶



Happy feet! There's no holding back (left to right) Bob Daniels, Mary Beth (Barber) Mothersell, '85, and alumni sisters Susan (Motylinski) Hellman, SVP'82, and Barbara (Motylinski) DiGiovanni, '90, on the dance floor.

Family fun for all at the NTID alumni reunion carnival, which featured carnival games and food, a rock climbing wall, and a giant inflatable pirate ship slide for kids. ▶



"Without NTID, I would not be the successful professional I am today."

Lenore Coscarelli, '73, East Lansing, Mich.



"NTID rocks!"

Jamie Munro, '94,
Macedon, N.Y.



Victorious! Members of the first-place team capturing top honors in the 2003 NTID Alumni Golf Tournament are (left to right) Chris Cuculick, SVP'92, '99; Darrell Aggas, SVP'85, '97; Shaun Pickering, SVP'99; and, David Zeplin, SVP'89, '94.



Recognizing the best of the best

Drs. T. Alan Hurwitz and Robert Davila unveil the brand new commemorative plaque honoring past and future NTID Distinguished Alumni Award recipients. The plaque will be permanently displayed in the Lyndon Baines Johnson building at RIT.



MCI-IP Relay

representative Carlos Mendez, SVP'96, '99 (right), assists Kelly Rehbeck in setting up and working with text and video relay services over the Internet.



"Who Wants to be an NTIDaire?" Matching wits with emcee Mary Beth (Barber) Mothersell, '85 (left), Martina Moore-Reid, SVP'83, is in the hot seat on the Ingle Auditorium stage, testing her knowledge of deaf culture and NTID history.

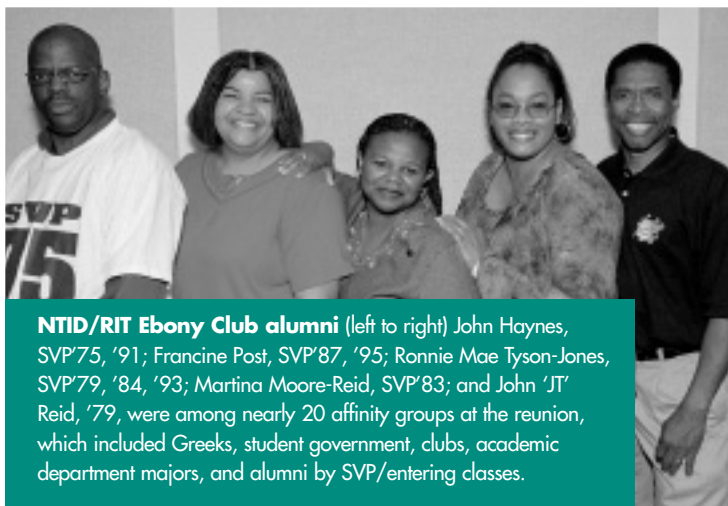
"I met many of the good friends I have today at NTID."

Pamela Stutzman, SVP'80,'85, Boyds, Md.

How to achieve better health was the topic of Cinda Lautenschlegar, SVP'81, '87 (left), and Colleen (LeBlanc) Lagrotteria's (far right) popular workshop during the reunion.



Prism and Company alumni (left to right) David Strom, SVP'81, '89, '92; Teri (Worrell) Kales, SVP'81; Andrew Crovo, SVP'81; and Lisa (Hermatz) Chahayed, SVP'81, '84, electrified reunion celebrants in the SAU Café.



NTID/RIT Ebony Club alumni (left to right) John Haynes, SVP'75, '91; Francine Post, SVP'87, '95; Ronnie Mae Tyson-Jones, SVP'79, '84, '93; Martina Moore-Reid, SVP'83; and John 'JT' Reid, '79, were among nearly 20 affinity groups at the reunion, which included Greeks, student government, clubs, academic department majors, and alumni by SVP/entering classes.



Thank you to all the alumni, faculty, staff, students and friends of NTID/RIT who collectively dedicated many hundreds of hours over the past two years toward making the 35th anniversary alumni reunion a big success!

A special thanks to these reunion sponsors:

Platinum—Sprint Relay

Silver—MCHIP Relay

Bronze—NTID Student Congress



NTID faculty/staff and alumni reception

brought together professors and their former students. Tom Raco, '64 (left), director of NTID's Center for Technical Studies, catches up with his former student David Pierce, SVP'84, '88 (right). Cheri McKee, '02 (center), NTID Self-Instruction Lab coordinator looks on.

Technology's Promise Unites Educators Around the World

By Karen E.M. Black

“As these developments continue to bring our minds together, they will continue to have profound ramifications for deaf education in particular, and educational and socioeconomic advancement in general, for people of every nation and every background.”

Dr. Alan Shaw, researcher



Trans-Pacific training Using translators and sign language interpreters, educators at NTID, in the Philippines, and in two cities in China were able to participate in this unique four-way trans-Pacific training session about using digital videoconferencing to benefit deaf students. By actually using the videoconferencing technology during the training, participants were able to interact and learn from each other in real time. To view the training session, visit www.pen.ntid.rit.edu/techsym2003/videoconf.php.

Even though they represented 12 different countries, the 275 people who gathered at NTID last summer had at least one thing in common—they each shared a hunger for new knowledge and skills regarding innovative uses of educational technology for teaching

deaf students. That's what brought them to the biennial International Symposium on Instructional Technology and Education of the Deaf.

“This conference has been on my calendar for over a year,” said Pamela Fletcher, Technology Outreach Support coordinator for Texas School for the Deaf (TSD). “Conferences like this are very much needed. A lot of teachers are scared of technology—they don't know what's out there, or how to access it.”

Fletcher plans to share some of the skills she learned during the conference with teachers at TSD—for example, how to incorporate iMovie 3 technology into K-12 curricula.

NTID hosted the symposium and co-sponsored it with the Postsecondary Education Network-International (PEN-International) and The Nippon Foundation of Japan. The five-day event included 16 pre-symposium hands-on workshops emphasizing how technology can make a difference in the teaching-learning process, presentations by nearly 50 speakers, 24 poster sessions, and 13 commercial exhibits, benefiting the international audience of teachers and administrators.

Ron Brouillette, Ph.D., advisor on education of individuals who are deaf or hard of hearing for CBM (Christoffel Blind Mission) International in India, attended a workshop about digital video technology, where he learned how it can enhance curricula, encourage teamwork, and improve communication and organizational skills.

“The program covered a range of information that was highly relevant,” he said, “and also information that was beyond me, but that’s good, because it keeps me reaching.”

Three PEN-International partners—two in China and one in the Philippines—conducted seminars using videoconferencing technology.



Digital Video NTID Instructor Troy Olivier demonstrates captioning for digital video to Pamela Fletcher, of Texas, during a workshop at the symposium.

“More than 70 Chinese and Filipino participants simultaneously joined NTID professors Doug McKenzie and Pat Billies in workshops on digital videoconferencing and deaf role models,” said Bill Clymer, symposium chair and coordinator of PEN-International. “These four-way trans-Pacific interactive seminars were a smashing success.”

“We are indeed very fortunate that we have been successfully linked up,” said Cherry Maderazo, faculty member, DeLaSalle University—College of Saint Benilde, Manila, Philippines. “Our participants were inspired—especially with the success stories [of deaf Americans] presented.”

The international videoconferences and Internet video streaming “are only two of the many technological applications available to educators that we wanted to highlight during the symposium,” says James J. DeCaro, director of PEN-International. “More than ever before, today’s technological advances are eliminating international boundaries and barriers to learning, especially for deaf people. For example, every paper presented at the symposium now is available on the Web in captioned video and text.”

Dr. Vint Cerf, one of the symposium’s plenary speakers and widely known as one of the fathers of the Internet, believes that as we network our vast resources, barriers to learning and communication will be eliminated altogether.

“Standards are evolving that permit the substitution of one modality for another,” Cerf says. “Speech to text, text to speech or to Braille, and



other cross-media translations now are available.”

Dr. Alan Shaw, another of the plenary speakers and a researcher who focuses on using technology to foster both social development and urban renewal, summarized the significant impact of the symposium.

“The symposium showed us many developments in new learning environments and learning technologies,” he says. “As these developments continue to bring our minds together, they will continue to have profound ramifications for deaf education in particular, and educational and socioeconomic advancement in general, for people of every nation and every background.”

NTID and PEN-International plan to co-host the next symposium in June 2005. To view captioned video or text of this year’s symposium, please visit www.rit.edu/~techsym/.

Symposium participants took a break from the world of high-technology one evening to enjoy performances by three of the world-famous Taiko drummer troupes, who performed courtesy of The Nippon Taiko Foundation. Two hearing and one deaf troupe delighted the crowd with their vibrant, acrobatic, and colorful percussion performance.

Adam Cross



Soaring high above the city center of Adam Cross' hometown of Rochester, N.Y., a statue of the Roman god Mercury, with its winged feet, is emblematic of travel, communication, science, and learning.

Right in stride with this mythological figure, Adam, a fourth-year Information Technology student, is a strong and tenacious Tiger athlete, competing throughout the school year on RIT's cross-country and indoor and outdoor track and field teams.

"I like track and cross-country because it's a test of speed and guts," says Adam, 21. "There's nothing like the great feeling I get when I know that I did my best to outrace someone."

Taking up track in his junior year at Rochester's suburban Irondequoit High School, Adam was a member of

the school's record-setting 4x800-meter and 4x1600-meter relay teams, holding top honors in those events to this day. For his hard work, dedication, and sportsmanship, Adam received the Peter Munyan Award, named after a former Irondequoit High student and standout athlete.

Now in his fourth year of collegiate competition, Adam runs in middle-distance track events for RIT. His favorites are the 4x800-meter relay and the 1500-meter run. He also participates in the 800-meter run, and the

4x400-meter relay. His performances have improved steadily since 2000, with Adam now a top ten runner among his Tiger teammates. He is among the top five RIT runners in relay events, and he is fourth in the 1500-meter run.

With a time of 25:53, Adam was meet champion at the 2003 Harry F. Anderson Cross-Country Invitational, and his third-place, 27:17 finish at the Triangular Meet helped his teammates defeat host St. Lawrence University, a strong nationally ranked opponent.



For that effort, Adam was named RIT Athlete of the week.

Ranking fourth in the region and third in the conference going into the 2003-2004 championship phase of the season, the RIT men's cross country runners exemplify teamwork.

"I get along well with all the members of our team, and I currently live with a couple of guys on the team," says Adam. "I communicate well with everyone including Coach Dave Warth. He understands and respects people who are deaf. I appreciate that.

"Being deaf doesn't give me a special advantage," adds Adam. "However, the one good thing is being able to focus on the race and not hear the people yelling at me while I'm running."

Since cross-country as well as indoor and outdoor track and field sports span three academic quarters at RIT, Adam and his teammates constantly juggle their studies with training, meets, and travel to and from competitions.

"To keep in shape I run between 30 and 60 miles a week, year-round," says Adam. "In-season I also will put in two days a week on speed work. It's hard balancing my school work with my running, but I learned quickly how to handle both pretty well."

In fact, Adam has made the Dean's List five different times since starting his major in 2000.

"I want to do well in my major so I can get a good job after I graduate," he says. "After my collegiate sports career is over I will keep on running in local road races."

Just as the Roman god Mercury carried messages between other gods and humanity, so Adam Cross carries with him a simple philosophy he shares with others through his hard work in the classroom and determination on the field of athletic competition.

"I encourage others to not be afraid—join in and have fun," says Adam. "Sure it will be tough at first, but everything is hard at first.

"It's being able to work hard and enjoy yourself at the same time that makes college life fun."

—Frank A. Kruppenbacher

Editor's Note: At the combined New York State Collegiate Track and Empire 8 Conference Cross-Country Championships, November 8, 2003, in Saratoga Springs, N.Y., Adam was the top race finisher for RIT, earning 11th place overall in a time of 26:23.

Jingjing Pan

Jingjing Pan



When Jingjing Pan was 5 years old, her father gave her a toy piano, and she's been making music ever since.

Deaf since age 1, the result of a high fever and the wrong medication,

Jingjing grew up in China and took a few piano lessons there, but she's mostly self taught. Now, she has no problems holding her own as the only deaf student in a musical arts class at RIT or in piano instruction at Rochester's prestigious Eastman School of Music.

"Some people think that deaf people can't play the piano," she says. "I show them that's not true."

That she loves classical music and plays it well are just two of the many remarkable things about this special woman who, with limited English and no American Sign Language skills, traveled from her home in Beijing to attend college at NTID/RIT in 1999.

"I want to learn many things and get a good education," says the 31-year-old who began her studies in NTID's Applied Computer Technology program and transferred this year into RIT's Chemistry program.

A Dean's List student every quarter since arriving at NTID/RIT, Jingjing plans to complete her bachelor's degree in Chemistry and then pursue a master's degree.

When she's not in class or studying, she works on campus as a computer and network lab assistant. She's also a member of NTID's Spoken Communication Club, which helps deaf students improve their use of spoken English. During school breaks, she volunteers at a suburban Rochester elementary school, teaching fingerspelling and some Chinese words to the children.

In all that she does, she remembers that her mother taught her to have confidence and enjoy life.

"I have many good dreams," she says. "I want to be a good pianist and a good chemist. And, I want to be a good person."

—Pamela L. Carmichael

Jody Emmi

Most people would consider raising seven children to be more work than even a full-time job. That's why Jody Emmi, a 35-year-old student in NTID's Master of Science program in Secondary Education of Students who are Deaf or Hard of Hearing, is exceptional. She spends each day caring for her brood of three biological children, two stepchildren, and two foster children, in addition to attending classes and pursuing her dream of becoming a math teacher for deaf and hard-of-hearing students.

Jody grew up in Rochester, N.Y., and graduated summa cum laude from the State University of New York at Brockport, where she double-majored in Math and Criminal Justice. Her plan had been to go into law; however, an internship teaching math at the Industry State School sparked an interest in working with children with special needs. She then worked at Family Services of Rochester, and in her experiences with clients in this non-profit agency, had her first exposure to sign language. After working there for 10 years, she left to

study for her master's degree at NTID.

"I was fascinated by the symmetry and poetry of the language

and was drawn to the idea of relating to others using this language," says Jody.

"My family influenced me to return to school after I expressed an interest in deaf education," she says. "I chose NTID because it's close to home, they offer a dual certificate program, and the tuition is reasonable.

"NTID/RIT is unique because of the mix of deaf, hard-of-hearing, and hearing students, faculty and staff," she adds. "There also are many highly skilled and experienced teachers and a very friendly atmosphere on campus."

In her treasured free time, Jody enjoys ceramics, photography, and reading. She also loves spending time with her family. So how does this Wonder-Woman find time to do all this and still be considering pursuing her Ph.D.?

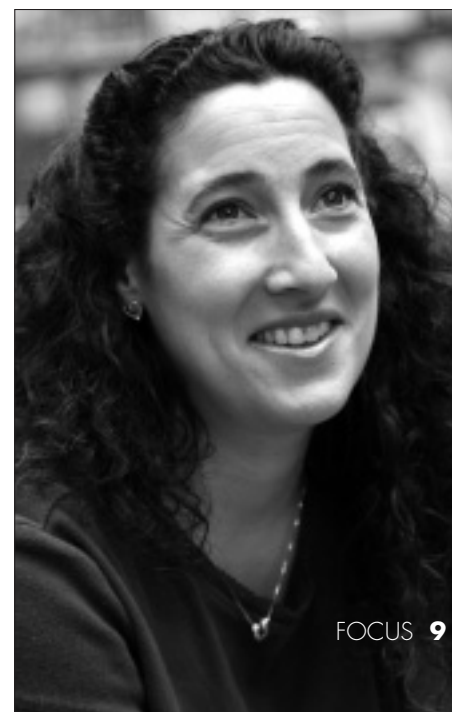
"First of all, my husband is wonderful, and I have all of his support," she says.



Between being student and mom, Jody still finds time to "smell the lilacs," enjoying her hobby of photography.

"My kids all have chores, and my daughters and husband help out with the cooking. I study in the evenings after my children are in bed. I'm also very organized—that's the only way to do this!"

—Kathy A. Johncox and Porsche L. Haag



Jody Emmi

Jeffrey Zewalk



Jeffrey Zewalk

Transfer students like Jeffrey Zewalk with previous college experiences bring a measure of maturity and insight to the NTID/RIT student body.

After graduating from Kansas School for the Deaf in 1986, Jeffrey worked different jobs and attended community college in his hometown of Kansas City for a number of years.

“RIT has what my other college didn’t,” he says, “the best opportunities for me to get a good job in my career field and to have so many wonderful friendships with others like me who are deaf.”

Now in his third year in NTID’s Digital Imaging and Publishing Technology program, Jeffrey’s concentrations include digital image manipulation, digital media production, and color management systems.

“I like to work with 3-D animations,” he explains. “I also like to create Web design elements using digital and photographic images and graphics.”

Enhancing his NTID/RIT experiences, Jeffrey has taken on stage management responsibilities and acting roles in NTID Performing Arts productions, including *The Foreigner*, *Diary of Anne Frank*, *A Soldier’s Play*, and *Twelve Angry People*.

“I like how my studies in digital imaging go together with my work on the stage and behind the scenes,” Jeffrey says. “In the future I’d like to work with other talented people and bring exciting visual arts venues to communities where none existed before. I really want to make something positive happen.”

—Frank A. Kruppenbacher

Nicolas Tegni



Nicolas Tegni

As president of NTID’s Hispanic Deaf Club (HDC), Nicolas Tegni’s goal is to develop his leadership skills and increase attendance and participation in HDC activities.

To build on his leadership abilities, Nicolas worked for NTID’s Explore Your Future (EYF) program this past summer and attended the National Deaf Latino Conference in Austin, Texas, in August.

Nicolas, 21, a second-year student from Rockland, N.Y., credits a special high school teacher with “motivating me to work hard and helping me figure out who I am and what I want to do.”

“I enjoyed digital imaging work in high school, and when I sampled classes here during EYF, I was amazed by what technology can do,” Nicolas says. “I am very interested in becoming part of the increasing use of technology in our everyday lives.”

His major in Digital Imaging and Publishing Technology will take him toward his career goal of being a webmaster.

In addition to his studies and HDC, Nicolas keeps busy outside of class by attending cultural events and playing intramural basketball.

“I enjoy meeting new people and socializing and studying with both deaf and hearing students,” he says. “There are so many clubs and organizations here, there is something for everyone.”

—Kathy A. Johncox

Stephanie Faehrmann

Stephanie Faehrmann first discovered sign language during a workshop at a church camp in her hometown of Guelph, Ontario, Canada. Fascinated by deaf culture and American Sign Language (ASL), she later decided to enroll in NTID’s ASL-English Interpretation program.

“I researched NTID and thought that the atmosphere, with so many deaf people and deaf culture, would be a good learning environment,” says the 21-year-old. “I knew it would give me an extra advantage in my field.”

Now in her second year, Stephanie enjoys participating in activities with the Interpreting Club, coaching figure skating, and networking with other students. She also works at the Dining Commons on campus, and already is planning for her future.

“Once I earn my A.A.S. degree in interpreting, I plan to continue in NTID’s interpreting program to get my bachelor’s degree as well,” says Stephanie, who made Dean’s List all last year. “My mom went to school and earned her bachelor’s degree part-time when I was growing up, and that influenced me more than I realized.”

Another of Stephanie’s goals is to do religious interpreting, as the church is an important part of her life.

“I feel comfortable at church,” she says. “I have signed hymns in the past, and even though they are hearing, the other church members appreciated seeing a different means of expressing the words.”

—Porsche L. Haag

Stephanie Faehrmann



Jephson Educational Trust Supports the Performing Arts

by Kathy A. Johncox

Since 1984, the Jephson Educational Trust has helped dozens of hard-working and talented NTID students bear the rising costs of tuition and housing. Lucretia Davis Jephson created the trust in 1946 in New York to support four-year educational institutions through scholarship aid for U.S. youth. The focus of the Jephson Trust at NTID has been to support the performing arts program, and over nearly 20 years the trust has awarded more than \$130,000 to students like Erin Shull, a fourth-year Visual Media student from Cypress, Texas.

"I am most pleased about the scholarship I received, and it has helped me through the academic year," says Erin, an aspiring actress whose dreams also include a career in graphic design or printing, either in New York City or the South.

Scholarship recipients gain exposure to theater, music, dance and mime classes, all of which give them the opportunity to find creative outlets that contribute to their becoming well-rounded adults.

"The Jephson Educational Trust's support of performing arts scholarships at NTID underscores the important role



Erin (second from left) won the role of Anne Frank's mother in the fall 2001 NTID production of *Diary of Anne Frank*.

of the arts in individual development," says Dr. Robert Davila, outgoing RIT vice president for NTID. "Jephson scholarships have made it possible for many young men and women to pursue an education at NTID that will ensure their futures beyond college and into the world of work."

NTID— An Outstanding Investment



◀ **Relay Online** Angela Officer of Sprint Video Relay Service explains and demonstrates features of Sprint Relay Online to NTID/RIT alumnus John Hardel at NTID's 35th Anniversary Alumni Reunion in July. Sprint Relay, a major sponsor of the reunion, offers cutting-edge communication technology for deaf and hard-of-hearing consumers. Officer, an NTID/RIT graduate, was Distinguished Alumna for 2000.

Dyer Arts Center

The Dyer Arts Center continues to present exhibits of art in many different media. The fall schedule included:

September 8 - October 10
Drawings and paintings by Lanna Pejovic and Sculpture by Dejan Pejovic, both RIT adjunct faculty

September 5 - October 10
"Extraordinary Views of Ordinary Places," digital imagery by Jane Hopkins

October 17 - November 21
Sculpture, bas-relief and drawings by Adriana Ippel Sutzky, retired art faculty from Rochester School for the Deaf, in the Williams Gallery

December 1 - January 16
Digital Imagery by Tom Policano and Tony Toscano, both NTID Digital Imaging and Publishing Technology faculty members, in the Williams Gallery

Thank You

The NTID 35th Anniversary Reunion Committee and everyone at NTID thank the following donors for their generous sponsorship of the reunion:

Platinum—Sprint Relay

Silver—MCHP Relay

Bronze—NTID Student Congress

UPDATE: The Nippon Foundation's Commitment Yields Impressive Results



PEN-INTERNATIONAL

In the 30 months since The Nippon Foundation entered into a collaborative partnership with NTID/RIT to create the Postsecondary Education Network-International (PEN-International), more than 125 faculty members from colleges and universities in China, Japan, Russia and the Philippines have been trained in developing and using instructional and educational technology with deaf students. PEN-International also has constructed high-tech multimedia labs in these countries and created more than 25 faculty development workshops for use in these locations.

"The Nippon Foundation has demonstrated an inspired vision and strong commitment to creating partnerships and networks to improve educational and employment opportunities for deaf and hard-of-hearing people worldwide," says James J. DeCaro, PEN-International program director and NTID professor. "Deaf men and women in countries outside the United States have found access to postsecondary education and the workplace difficult to achieve. We will not falter in our commitment to expand education and employment opportunities for men and women the world over who are deaf—they deserve no less."

Summer Program Focuses on Careers, Friends and Fun

By Adam M. Stone

The relative summertime calm at RIT was shattered in July when 168 high school students descended on the campus to investigate a homicide.

It wasn't a real homicide, of course, just part of the *CSI: Crime Scene Investigation* theme at Explore Your Future (EYF), NTID's summer career exploration program for students entering their senior year of high school.

For the past 18 years, this popular program has brought more than 2,400 deaf and hard-of-hearing students from all over North America to Rochester, where they attend hands-on career exploration workshops and personal awareness classes in a program designed to promote confidence, leadership, independence, trust-building, and self-awareness.

To help students identify potential career interest areas, EYF uses categories devised by psychologist John Holland, who developed the coding system used by the U.S. Department of Labor for classifying occupations. These categories "allow students to look at themselves in an objective way," says Jean Bondi-Wolcott, who has coordinated EYF for the past 17 years. "They gain new experiences, then take those experiences home to share with their parents, teachers, and vocational rehabilitation counselors, all of whom can help students make good decisions about life after high school."

Each year, EYF adopts a theme to weave the Holland categories into workshops and activities. This year, it was the popular television show, *CSI*, which allowed workshop planners to come up with creative ideas to introduce students to different career areas—for example, exploring science careers through analysis of DNA from a "crime scene."

Counselors work with students, who are grouped by communication preference, helping them discover their

It's their turn to dance and smile for the camera! A group of 27 RIT/NTID students put six weeks into training for and performing their duties as orientation assistants for EYF. While they must monitor the students, plan community activities, and ensure their safety, the staff often becomes EYF students' friends and role models.

individual strengths and weaknesses, areas of interest, and learning styles. The counselors discuss all of this information individually with students, and then it's shared with their parents and school and vocational rehabilitation counselors.

"My goal is to help the students discover something new about themselves, whether it's related to their career choice or personal awareness," says EYF career counselor Linda Bryant, a faculty member in NTID's Audiology Department.

After conducting DNA testing and reviewing forensic evidence to solve the "homicide," Samantha Bulewich, an EYF attendee from Springfield, Mass., said, "This definitely makes me more interested in science!"

This year's attendees also explored engineering, using cars made out of specially designed LEGO blocks with technical add-ons such as motors and infrared sensors. They programmed the mechanical toys to do certain tasks, and, keeping with the *CSI* theme, the LEGO car became the "getaway vehicle" for two imaginary burglars attempting to escape from a crime scene.



Lauren Farnsworth, Karina Reed, and Erin Mori take some time off from the dance floor to say "cheese." When the sun set, a day of learning turned into a night of fun where students enjoyed dances, talent shows, a multicultural dinner, and bowling. In the students' evaluation of their EYF experience, social interaction with others from all across the nation is often just as important as the career workshops.



Some students were fascinated and immediately finished the project; others lost interest in further programming the cars. It was all part of EYF: discovering where the students' interests lie and helping them discover their strongest skills.

Over the next two days, the students were exposed to all six of the Holland career categories and had the opportunity to choose from a wide range of activities, such as analyzing conflict roles and resolution in *CSI* episodes, designing *CSI* advertisements using Adobe Photoshop®, and running a computer simulation of a lemonade stand used to generate revenue for their *CSI* unit.

Plenty of time was left, however, for dynamic evening programming, always a popular part of EYF.

Twenty-seven RIT/NTID student



Look at those blue strips ...those are DNA!" faculty member David Templeton, second from left, instructs the students. By examining DNA patterns within the box of gel, the group was able to determine the identity of a suspect in the mock homicide investigation. They also had the opportunity to perform chemical analysis on the "victim's" hair samples.

much fun!" exclaimed Kassey Neason of Thorton, Texas.

The next few days brought more workshops, talent show performances, an NTID admissions presentation, and a trip to Seabreeze—a popular local amusement and water park.

While the students were at Seabreeze, their parents attended a special Parent Transition Workshop to pick up tips on how to get financial aid, how to prepare

their son or daughter to become an independent college student, and, most of all, how to help their student make the best decisions possible about life after high school.

Before the students knew it, the week was over. They slowly filed out of the residence hall as parents' cars and airport vans pulled up



Sharing a light moment Abby Berman, Joseph Arcori, and Sara Charbonneau take a break from painting a model of their crime scene. As part of EYF, students explore all types of jobs, including woodworking and model construction, this year under the guise of the *CSI* theme.

group meetings and planned activities such as bowling. Each

in front. Some students began crying, while others quickly jotted down their newfound friends' e-mail addresses.

Kristie Drudge, from Munster, Ind., hugged Mike George of Ocean Gate, N.J., and jumped into a van, saying, "I'm leaving with good feelings—I'll miss everyone I met here. It was a great experience!"

"I've learned about so many careers, and EYF has helped me narrow down what I want to do," said George. "I've met a lot of new people, too!"

"Before, I didn't really care about what I wanted to do in the future, but now I do," said Samantha Bulewich. "I understand how I can achieve in college now because I know what I want."

EYF



Are they learning how to change a flat tire? No, it's a group of EYF students measuring the weight of the car. Under the watchful eye of faculty member Judy Egelston-Dodd, standing, the students used physics to determine the tonnage of three different vehicles and matched them with the "suspect's" tire marks as part of a mock crime scene investigation.

assistants planned community activities, provided supervision in residence halls, led discussion groups, and most importantly, served as role models, as successful, involved college students. Many were former EYF attendees themselves, providing a classic example of giving back to the college community.

"We try to be a good influence and create a positive experience for students, and then they hopefully will influence others in a positive way as well," says Mia Sanchez, EYF orientation assistant.

EYF takes special care to provide as much social interaction as possible via

student is certain to meet many others and be exposed to a diversity of cultures and communication modes.

At a special multicultural dinner and dance, students enjoyed an international meal, including Jamaican oxtail, Indian naan, Japanese sushi, and other exotic choices. Surrounded by techno music and disco lights, students taught each other dance steps, the traditional conga line acquired a hip-hop beat, and spontaneous games of balloon volleyball popped up in the middle of the dance floor.

"We're worn out every night, but it's so



Videophone Dr. Karen Snell, left, talks to student Ramon Gonzalez using the videophone. With a microcamera attached to her phone, she signs her conversation and he sees it on his screen, right.

Connecting Through Telecommunications Technology

By Kathy A. Johncox

If you think about it, not much daily communication in the workplace happens face to face. Making a quick telephone call to someone for a decision or an answer is second nature to many. But, as recently as the mid-1960s, telephones were not accessible to deaf people, and the inability to use the phone was an enormous roadblock for them as they tried to cross the threshold into the workplace.

Enter Robert Weitbrecht, a physicist born profoundly deaf in the 1920s. Weitbrecht had the desire, the idea, and the know-how to invent an acoustic coupler that could connect a teletypewriter (TTY) to the public telephone system network and produce a visual display of the telephone message. The coupler was a homemade plywood box with listener and transmitter devices that converted the electrical signals of the teletype to audible tones that could be sent over the telephone network, as in an ordinary call, and be picked up by another TTY.

With this invention, Weitbrecht turned the TTY into an indispensable device for deaf people. But, that was the '60s, and now advances in telecommunications technology seem to be moving as quickly as fiber-optic cable transmits sound, video, and data.

Today, the purpose of NTID's Weitbrecht Telecommunications Lab, established in the 1970s, is to provide students with instruction and hands-on use of state-of-the-art telecommunication technology that will help them develop the practical skills critical to success on the job and in life. At the outset, the lab's primary mission was to provide space for courses in how to use the "new" TTY and telephone technology. In the 1990s, so that students and faculty could keep up with the rapidly expanding telecommunications field, NTID faculty created new courses, such as Communication Technologies and Internet Communication, that not only kept up with the latest in telecommunications technology, but also taught about the increasingly popular Internet.

"Thirty-five years ago, Weitbrecht was just creating the TTY, and now our students have wireless e-mail on pagers attached to their belts and routinely use video relay services," says Dr. Karen Snell, an audiologist at NTID, who, along with audiologist Catherine Clark, coordinates lab course content, activities and programs.

The goal of technology today, according to Snell, is "functional equivalency," a term that refers to the idea that everyone should be able to express themselves in their preferred mode. New technologies allow people who are deaf or hard of hearing to express themselves quickly and accurately just like anyone else.

Snell and Clark prepare course content that includes an understanding of communication networks, telephone systems, and desktop and TTY software with the latest features, including messaging systems, fax, wireless, paging, and cellular technology as well as videoconferencing systems. In the lab, students get direct experience learning about, using, and adapting to



New fax technology Jeffrey Thompson, second-year Business Technology major, uses the latest fax technology.



State-of-the-art telecommunications equipment Catherine Clark, standing, left, and Karen Snell, seated, far right, demonstrate equipment for educators from around the world at NTID's International Symposium on Instructional Technology and Education of the Deaf in June.

these new technologies. Telephone etiquette and ethics, integral to being effective on the job, are included in the curriculum as well.

Of particular interest to today's students are text-based pagers that include e-mail, instant message technology, and Internet browsing, all of which allow them to stay connected with family and friends across the country as well as professors and employers nearby.

Another popular device, the videophone, recently was used during the war in Iraq to allow television correspondents to file reports with the nightly news anchors here at home. NTID was the first to test this technology in the late 70s and early 80s because of its applications for deaf people. The phone has a screen that allows the deaf person to use sign language and send a visual message to the individual with whom they want to communicate. The sign language transmission is complete with emotions and inflections that deliver an accurate message to the recipient.

"I have had students who have never even held a phone before, call and talk to their parents for the very first time using a videophone," says Snell. "The ability to communicate through text-based captioned telephones or face-to-face videophone technology truly has been a boon."

Finding the right match between technology and individual students requires being aware of communication needs and learning styles, skills that both Clark and Snell bring to their courses. They design mock work situations, so students can get an idea about communication in the workplace and what type of technology can make it easier for them.

"Having a lab like this on campus is very important," says Clark. "Students not only get exposure to new equipment, but they also get a 'try-before-you-buy' experience. They can evaluate equipment to see what will be most effective for their particular need, both at home and in the workplace. Armed with this information, they can help future employers acquire the appropriate equipment."

"Our students are hungry for information and are extremely motivated learners," says Snell. "The lab allows us to introduce technology that students have never seen before, and they love sharing the latest with their families at home."

Snell and Clark work to keep the equipment up to date, a challenge with new offerings coming across their desks daily.

"We have developed contacts with virtually every manufacturer of equipment, and they often will send us new products to try," says Snell.

That, plus reading industry reviews and newsletters, attending conferences, tapping into information from colleagues nationally, and acting on student requests to try something they have learned about, gives Snell and Clark an elaborate and useful information network.

In addition to its use for classes each quarter, the lab is open several hours each week for interested members of the RIT or greater Rochester community to get information about the latest technology and take advantage of the try-before-you-buy opportunity as well.

"The Weitbrecht Lab is one of the most practically useful labs on campus," says Clark. "Students learn something hands-on every time they're here. And, to make sure our students are current with the latest information, the courses change quarterly as technology changes."

Staying on the cutting edge, future plans for the lab include creating a Web site where students can ask questions and get answers. This fall, students are learning about a new videophone with a video answering machine function that allows callers who use sign language to leave a video message. Snell and Clark will continue to work with vendors to encourage them to lend or donate breakthrough technology that will keep NTID students and graduates ahead of the game when it comes to making that all-important phone call.

Susan Wolf-Downes

Business Technologies graduate Susan Wolf-Downes, '71, New Hampshire's first executive director of Northeast Deaf and Hard of Hearing Services (NDHHS), Inc., has been named the 2003 RIT Distinguished Alumna for NTID.

The annual honor recognizes NTID/RIT alumni who are highly successful in their careers and who actively contribute to the betterment of the deaf community while promoting spirit among the college's deaf and hard-of-hearing graduates.

Wolf-Downes enrolled in NTID/RIT's first class of 70 students in 1968. In 1971, she was among the first deaf and hard-of-hearing graduates to earn a degree from RIT.

"Without a doubt, NTID is one of the seeds of my success today," Wolf-Downes says. "It's a

good feeling in my heart to know that NTID has grown so much over the years, providing rich opportunities for thousands of individuals who are deaf or hard of hearing."

Originally from Rydal, Pa., near Philadelphia, Wolf-Downes attended St. Mary's School for the Deaf in Buffalo, N.Y. After graduating from RIT, she relocated to Massachusetts, married, and raised a family. From 1984 to 1991, she worked at the Center for Living and Working in Worcester, Mass., as an independent living skills specialist and certified deaf interpreter.

In 1991, Wolf-Downes became outreach manager of Massachusetts Relay Services in Marlboro, Mass. Four years later, she joined the NYNEX (now Verizon) Center for Customers with Disabilities, also in Marlboro, where she coordinated outreach

and public relations activities and equipment distributions.

She earned a bachelor of science degree in management from Lesley University in Cambridge, Mass., in 2000, and since 2001, Wolf-Downes has been executive director of NDHHS, a state agency providing communication access and referral services, health advocacy, adult education programs, and family services, in Concord, N.H.

A presenter at numerous regional and national conferences, Wolf-Downes' other achievements include: 2003 St. Mary's School for the Deaf Alumni Association Hall of Fame Award; 1998 Quota Club Champion Award; 1994 NYNEX Award for Quality; and 1990 Quota Club Woman of the Year.

"Looking back," says Wolf-Downes, "my father encouraged me to go to NTID. He said it



would reward me in the future, and he was right.

"NTID gave me important skills and a foundation to be a leader in the deaf community. It helped me realize my dreams."

Jason T. Bard



degree in strategic intelligence from the Joint Military Intelligence College (JMIC) in Washington, D.C., this past August. Today, Bard is an intelligence research specialist in the U.S. Department of Homeland Security.

"My work focuses on homeland security issues," Bard says.

"I monitor behavioral patterns of known and previously unknown terrorists as they represent a potential threat to various transportation modes and national security. I produce a weekly report that is disseminated to the intelligence community, law enforcement agencies, and other federal, state and local authorities."

Since September 11, 2001, many Americans have worked to improve homeland security to overcome a new and very complex challenge.

Joining the call to protect America's freedom and liberty, Jason T. Bard, '89, advanced his degree in architectural technology from NTID to earn a master's

Born in Oakland, Calif., Bard attended mainstream schools before attending high school at Illinois School for the Deaf. He came to NTID in 1984. After internships in New York City and Phoenix, Ariz., Bard worked in Chicago for a year before joining the U.S. Department of Defense as an architectural technician in 1991. During his next 12 years of government service, Bard completed part-time studies to earn his bachelor of arts degree in history.

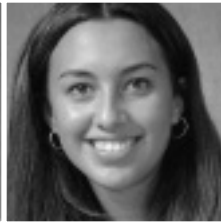
During his graduate studies at JMIC, Bard took courses in international security, military strategy, law and intelligence, and counterterrorism.

"My classmates were from all branches of the armed forces," says Bard, "and from all agencies within the U.S. intelligence

community. Most of the other students were lieutenant or above in rank and as high-ranking as general. I wasn't intimidated at all. I kept a clear focus on what I needed to do to succeed in my studies."

It's this same wisdom that Bard shares with NTID students today.

"While I was at NTID, I could not predict where I would be today," says Bard. "What I do know is that learning leads one to discover the undiscovered. With patience and hard work, something that was once unpredictable can turn out to be a new opportunity, an exciting career change, or a dream come true."



Powered by the Future
THE CAMPAIGN FOR RIT



Investing in Students Pictured here are some of the many NTID/RIT students who received scholarships this year funded by gifts to Powered by the Future: The Campaign for RIT. Our students come from all over the United States and 22 foreign countries. They have diverse backgrounds and interests, but they share a common goal—to realize their potential. You can help make that happen with your gift. For information, go to www.rit.edu/NTID/gift or call 585-475-6222 (voice/TTY).





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CHANGE SERVICE REQUESTED



A special gift This porcelain urn was designed and handcrafted by deaf artist Eiichi Mitsui (also known as Tamekichi III) of Komatsu, Japan. Earlier this year, he and his wife, Nariko, donated the piece to NTID's permanent collection of art in honor of the creation of the Dyer Arts Center.