**A Web-Supported Course
For Deaf College-aged Students**

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Abstract:

Organizational Communication and the Deaf Employee
was developed as an interactive course to allow students to learn from the experiences of alumni in the Rochester community. In order for deaf college-aged students to participate fully in lectures and discussion groups and still learn course content, they needed to be free of taking notes. Initially, Power Point™ presentations were developed for each lecture. At a later date, the Power Point™ presentations were linked to a web site. The web site (http://www.rit.edu/~lggnca) also provided a link to electronic reserve. Because the site was password protected, permission was given to access transcripts and articles from sources such as the "National Public Radio Leadership Series" and "Managing Your Career" in the Wall Street Journal. The goal of the web site was to provide a planned method of delivering lecture notes, discussion summaries, and current business articles.

Goals:
The goals of this poster presentation will be to:
1)   Demonstrate the web site and
2)   Summarize students' responses to the feedback surveys.

Outline of the Web Site:
Index of course activities
        Overview of the course and "engineering project"
        Review of Seven Habits of Highly Effective People by Stephen Covey
        Summary of research related to alumni on the job
        Organizational structures
        Managerial styles
        Profiles of various managers
        Technology and communication in the workplace
        Diversity panel
        Diversity and the "glass ceiling"
        Review for Mid-term Examination
        Alumni visitation project
        Research on alumni project
        Law and reasonable accommodation

American with Disabilities Act
Organizational change
Conflict resolution
Grading policy
Electronic reserves

Results of student survey (Winter quarter [N = 9]):

1. How many times did you go to the course web site (http:// www.rit.edu/~lggnca) during the quarter? _____

    Many times = 2 Five times = 2 Three times/week = 1 About 10 times = 1 15 times = 3

2. What did you use the web site for? (check all that apply)

    ___*4*___ To review lecture notes.

    ___*2*___ To study for tests.

    ___*8*___ To go to electronic reserves.

    _____ I did not use the web site.

3. On a scale of 1 to 5, how easy was it to use the web site?

    Very easy 1—2—3—4—5 Very difficult.
    　　　　　　 | | |
    　　　　　　 5   3   1

4. What are suggestions to improve the web site?

    "It's fine as everything in your website. I think that good, not need to improve and your decision."

    "I suggest to improve readings on website which are difficulties."

    "None."

    "I suggestion you to use on powerpoint not use on website. It make us to be clear."

Results of student survey (Spring quarter [N = 9]):

1. How many times did you go to the course web site (http://www.rit.edu/~lggnca) during the quarter? _____

   Many times = 1 Once a week = 1 Two/three times/week = 2
   10 times = 2 More than 10 times = 3

2. What did you use the web site for? (check all that apply)

   ___**6**___ To review lecture notes.

   ___**5**___ To study for tests.

   ___**8**___ To go to electronic reserves.

   _____ I did not use the web site.

3. On a scale of 1 to 5, how easy was it to use the web site?

   Very easy 1—2—3—4—5 Very difficult.
           | | |
          5 3   1

4. What are suggestions to improve the web site?

   "Add e-mail questions."

   "None."

   "Add homework (question papers that you usually give to students in classroom only). It'd be a good idea for students who missed class. So they can keep or stay in a track."

   "Adding more information to the web and not depend on book too much."

   "Too many information on electronic reserve. I think you need to summary on electronic reserve."

Results of student survey:

1. How many times did you go to the course web site during the quarter? _____

2. What did you use the web site for? (check all that apply)

    _____ To review lecture notes.

    _____ To study for tests.

    _____ To go to electronic reserves.

    _____ I did not use the web site.

3. On a scale of 1 to 5, how easy was it to use the web site?

    Very easy 1—2—3—4—5 Very difficult.

4. What are suggestions to improve the web site?

Conclusions:

Deaf college-aged students are making use of a course web site in order to review lecture notes and access reading materials. The web site allows for quick modification and revisions of course materials.

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