RIT | National Technical Institute for the Deaf
Community Development and Inclusive Leadership

Student Handbook

**Community Development and Inclusive Leadership
Baccalaureate Program**

(NTID LEAD-BS)

rit.edu/ntid/lead
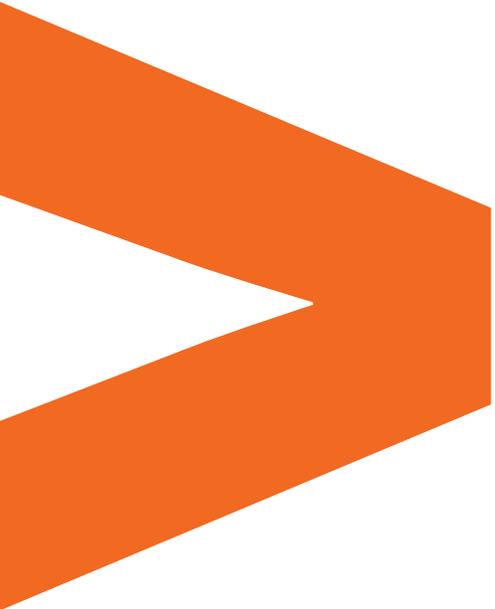
**Dr. Cuculick describes
the purpose of this handbook
in ASL and is captioned.**

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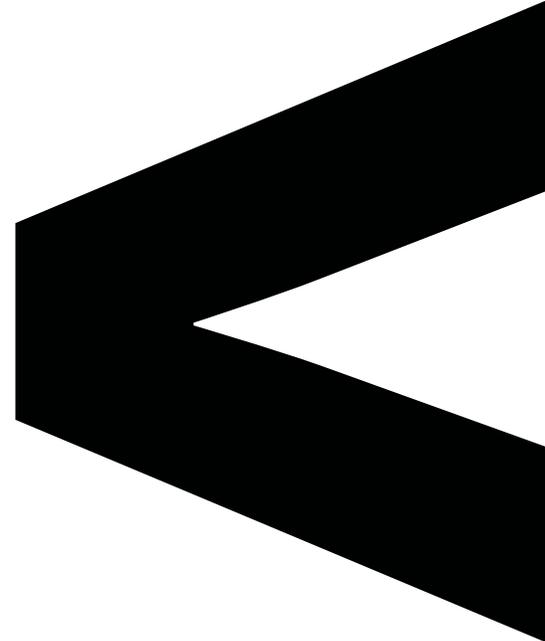
The NTID Department of Liberal Studies is pleased to have you as a student.

The NTID Bachelor of Science degree in Community Development and Inclusive Leadership is an innovative, interdisciplinary program in which students gain skills in leadership, interpersonal communication, research, and data management–all of which are needed by dynamic leaders at the helm of 21st-century organizations. This is a multidisciplinary degree offered in partnership with the **Saunders College of Business**, the **College of Liberal Arts**, the **College of Health Sciences and Technology**, and the **School of Individualized Study**.

As you progress toward degree completion, please take time to get to know the LEAD **faculty and staff**. Feel free to stop by their offices and introduce yourself.

This handbook has been specially prepared to provide current information about the LEAD program. The information includes, but is not limited to, academic plans, enrollment, grades, advising, policies, experiential learning opportunities, commencement, and other related matters. You will be assigned to a faculty mentor at the start of the program.

If you have any questions, please contact **Vicki Liggera**, your LEAD academic advisor, and she will be happy to assist you.

You have my best wishes for a successful year.

Kathryn Schmitz, Ph.D
Department Chair
NTID Department of Liberal Studies
Rochester Institute of Technology

This document may be subject to change at any given time.

Table of Contents

Land Acknowledgement

We gather on the traditional territory of the Onöndowa'ga or "the people of the Great Hill." In English, they are known as Seneca people, "the keeper of the western door." They are one of the six nations that make up the sovereign Haudenosaunee Confederacy.

We honor the land on which RIT was built and recognize the unique relationship that the Indigenous stewards have with this land. That relationship is the core of their traditions, cultures, and histories. We recognize the history of genocide, colonization, and assimilation of Indigenous people that took place on this land. Mindful of these histories, we work towards understanding, acknowledging, and ultimately reconciliation. Please visit: **rit.edu/diversity/futurestewards#land-acknowledgment**

NTID's Antiracism and Social Justice Plan

RIT and NTID are engaged in meaningful conversations and actions to identify and eradicate structural and systemic racism, and to enhance diversity and inclusion in our campus community in measurable ways. RIT and NTID are committed to ensuring a welcoming, inclusive, vibrant, and accessible environment for everyone. Please see NTID's recent updates on its actions at: **rit.edu/ntid/diversity/social-justice**, and visit our Office of Diversity and Inclusion website: **rit.edu/ntid/diversity**

RIT Action Plan for Race and Ethnicity

As a leader in higher education, RIT is compelled to reexamine our own history, renew and refocus our existing commitments, and to expand our impact by leveraging our passion to create a more diverse, equitable, and inclusive society. Please see RIT's Action Plan for Race and Ethnicity at: **rit.edu/actionplanforraceethnicity**

RIT Diversity and Inclusion

RIT's Division of Diversity and Inclusion works collaboratively with the entire RIT community to create an environment that embraces all students, faculty, and staff. Respecting different cultures, perspectives and beliefs is important because RIT believes that through thoughtful engagement, RIT can all learn from our differences. Please visit RIT's Diversity and Inclusion website: **rit.edu/diversity/**

RIT Academic Calendar

It is important to check the RIT Academic Calendar to accomplish your study plan during each semester, including the current semester calendar. The link is: **rit.edu/calendar**

Faculty Mentor

All students will be assigned to a faculty mentor at the beginning of the program.

LEAD Student Code of Conduct

As a LEAD student, you are embarking on a journey to become a future leader. Exceptional leaders embody personal characteristics, skills, and behaviors that promote disciplined and ethical leadership. These standards are also critical during your participation in the LEAD program. The following Code of Conduct outlines the behaviors that we expect from you as a LEAD student:

1. **Academic integrity:** You are expected to maintain the highest standards of academic integrity in all your coursework, including when taking exams and completing assignments. Any form of academic dishonesty, including plagiarism or cheating, is strictly prohibited.

2. **Respect for others:** You are expected to respect faculty, staff, fellow students, and guests by conducting yourself in a professional manner. This includes refraining from harassment, discrimination, or any other behavior that may be considered offensive or harmful to others.

3. **Attendance:** You are expected to attend all scheduled classes and meetings, and to arrive on time. If you are unable to attend, you are responsible for notifying the appropriate instructor, program coordinator, or Department Chair in a timely manner.

4. **Professionalism:** You are expected to behave in a professional manner, both in and outside of the classroom. This includes dressing appropriately, communicating respectfully, and refraining from any behavior that may be considered inappropriate or unprofessional.

5. **Compliance with policies:** You are expected to comply with all applicable college and university policies as outlined in RIT Policy P03.0 Honor Code **rit.edu/policies/p030**.

Should you breach the student code of conduct, measures will be put in place to support you in your growth and development. This includes the implementation of a student support action plan, tailored to address the specific needs and challenges faced. Our intention is to provide guidance, resources, and assistance to assist you to succeed within the LEAD Program. Repeated or severe breaches of the Code of Conduct may ultimately result in dismissal from the program.

We encourage all students to familiarize themselves with the Code of Conduct and to view it as an opportunity for personal and professional growth within a safe and respectful learning environment.

LEAD-BS Curriculum

You can use this LEAD curriculum overview to plan for the next four years. These are the courses you will be taking:

Term: Fall 1				
Course Number & Title	**Course Name**	**TERM**	**CREDIT**	**GRADE**
General Education–Social Perspective: LEAD-101	Introduction to Community Leadership and Development[1]			
LEAD-102	Inclusive Leadership			
General Education–First Year Writing: UWRT-105 FYW Writing Seminar				
General Education – Elective				
General Education – Scientific Principles Perspective				
YOPS-010 RIT 365 RIT Connections				
Term Credit Total:			**TOTAL 15 CREDITS**	**SEMESTER GPA:**

Term: Spring 1				
Course Number & Title	**Course Name**	**TERM**	**CREDIT**	**GRADE**
LEAD-103	Introduction to Intersectionality			
General Education – Artistic Perspective				
General Education – Mathematical Perspective A: NMTH-250 Elementary Statistics or STAT-145 Introduction to Statistics[1, 2, 3]				
General Education – Elective				
General Education - Elective				
Wellness Education 1				
Term Credit Total:			**TOTAL 15 CREDITS**	**SEMESTER GPA:**

Term: Fall 2				
Course Number & Title	**Course Name**	**TERM**	**CREDIT**	**GRADE**
General Education – Ethical Perspective LEAD-200	Dimensions of Ethical Community Leadership			
LEAD Concentration Course[1]				
General Education – Global Perspective				
General Education – Immersion				
General Education – Natural Science Inquiry Perspective				
Term Credit Total:			**TOTAL 15 CREDITS**	**SEMESTER GPA:**

1 **SOIS-205 Practicing and Assessing Leadership** or **SOIS 233 Teams and Team Development** can be used as a substitute.

2 Students who are admitted directly into LEAD-BS will take STAT-145 (Introduction to Statistics I) to complete this requirement. Students who are transferring into the program from **APPLA-AS** will have already taken NMTH-250 as part of the requirements for the AS degree.

3 Prerequisites for NMTH-250, UWRT-100, NMTH-210 or higher with grade of C- or better or have an NTID math placement exam score of 40 or higher; Prerequisites for STAT-145, MATH-101 or MATH-111 or NMTH-260 or NMTH-272 or NMTH-275 or a COS math placement exam score of at least 35%.

Term: Spring 2				
Course Number & Title	**Course Name**	**TERM**	**CREDIT**	**GRADE**
General Education Elective LEAD-201	Shaping Educational and Legal Policy			
LEAD-203	Foundations of Dialogue: Black Deaf Experiences			
General Education - Immersion				
General Education – Elective (WI)				
General Education – Mathematical Perspective B				
Term Credit Total:			**TOTAL 15 CREDITS**	**SEMESTER GPA:**

Term: Fall 3				
Course Number & Title	**Course Name**	**TERM**	**CREDIT**	**GRADE**
LEAD-350	Introduction to Qualitative Research			
LEAD Concentration Course 2				
LEAD Concentration Course 3				
Open Elective				
General Education - Elective				
Term Credit Total:			**TOTAL 15 CREDITS**	**SEMESTER GPA:**

Term: Spring 3				
Course Number & Title	**Course Name**	**TERM**	**CREDIT**	**GRADE**
LEAD-351	Introduction to Quantitative Research			
LEAD Concentration Course 4				
LEAD Concentration Course 5				
NAST-220 Fundamentals of Database Applications				
Open Elective				
Term Credit Total:			**TOTAL 15 CREDITS**	**SEMESTER GPA:**

Term: Fall 4				
Course Number & Title	**Course Name**	**TERM**	**CREDIT**	**GRADE**
LEAD-500	Experiential Learning			
LEAD Concentration Course 6				
LEAD Concentration Course 7				
General Education - Immersion				
General Education - Elective				
Open Elective				
Wellness Education 2				
Term Credit Total:			**TOTAL 15 CREDITS**	**SEMESTER GPA:**

Term: Spring 4				
Course Number & Title	Course Name	TERM	CREDIT	GRADE
LEAD-501	Capstone Seminar (WI-PR)			
LEAD Concentration Course 8				
LEAD Concentration Course 9				
General Education – Elective				
Open Elective				
Term Credit Total:			TOTAL 15 CREDITS	SEMESTER GPA:

LEAD Courses

Community Development and Inclusive Leadership (LEAD – BS) [Core Requirements.]

First Year
LEAD-101: Introduction to Community Leadership and Development
LEAD-102: Inclusive Leadership
LEAD-103: Introduction to Intersectionality

Second Year
LEAD-200: Dimensions of Ethical Community Leadership
LEAD-201: Shaping Educational and Legal Policy
LEAD-203: Foundations of Dialogue: Black Deaf Experiences
NAST-220: Fundamentals of Database Applications (Business Technology)

Third Year
LEAD-350: Introduction to Qualitative Research
LEAD-351: Introduction to Quantitative Research

Fourth Year
LEAD-500: Experiential Learning (No credits)
LEAD-501: Capstone Seminar

LEAD Credits: 30
Required Credits: 120

First Year - required

Course No	Course Title
LEAD-101	Introduction to Community Leadership and Development - General Education - Social Perspective
LEAD-102	Inclusive Leadership
LEAD-103	Introduction to Intersectionality

LEAD-101 Introduction to Community Leadership and Development: General Education - Social Perspective
This course is designed to provide a basic introduction to inclusive leadership and community development by focusing on what it means to be a good leader who facilitates community development. Emphasis in the course is on the practice of leadership. The course will examine topics such as: understanding leadership, recognizing leadership traits, engaging people's strengths, understanding philosophy and styles, attending to tasks and relationships, developing community leadership skills, creating a vision, establishing a constructive community climate, listening to out-group members, handling conflict, addressing ethics in community leadership, overcoming obstacles, and ensuring inclusion of racial and disability justice frameworks in various community leadership approaches. Students will assess their leadership traits and skills to improve their own leadership performance.

LEAD-102 Inclusive Leadership

Being a successful community leader requires the ability to understand and respond effectively to organizational context. This course provides a comprehensive understanding of organizations with emphasis on various approaches to organizational development. Specific focus will be placed on the workplace structure in educational, government, non-profit, and entrepreneurial environments. Finally, students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

LEAD-103 Introduction to Intersectionality[4] .

Prerequisites: LEAD-102 or equivalent course.

This course will define intersectionality and review the reality of the intersection of race, class, gender and sexual identity. Students will explore how systems of oppression reinforce each other and visually see how varying identities intersect to create an overall matrix of domination. Essential to this course is understanding that there is no construction of race separate from gender, no construction of class separate from race, no construction of sexual identity separate from gender and that identity is not static but contingent, contextual, and simultaneous effect of multiple identities.

Second Year - required

Course No	Course Title
LEAD-200	Dimensions of Ethical Community Leadership - General Education Elective - Ethical Perspective
LEAD-201	Shaping Educational and Legal Policy - General Education - Elective
LEAD-203	Foundations of Dialogue: Black Deaf Experiences
NAST-220	Fundamentals of Database Applications

LEAD-200 Dimensions of Ethical Community Leadership General Education Elective - Ethical Perspective

This course provides an introduction to ethical theories, concepts, and practices as they relate to community development and inclusive leadership. Some of the topics in this course include: ethical definitions and ethical literacy, individual and group ethics, ethical principles and codes of practice, moral reasoning and behavior, ethical decision-making formats, leadership and followership, intersectionality, and accessibility. These topics will be approached through the use of ethical theories, including: Utilitarianism, Deontology/Kant's Categorical Perspective, Rawl's Justice as Fairness, Aristotelian, Confucianism, and Altrium. Students will learn how to apply these theories using a pluralistic approach. With a focus on ethical leadership experiences and decision-making, students will engage in self-analysis and reflection to develop a deeper ethical self-awareness and cultural awareness in this course.

LEAD-201 Shaping Educational and Legal Policy General Education - Elective

Prerequisites: LEAD-101 and LEAD-102 or equivalent courses.

This course will provide an introduction of legal and educational policies that impact the Deaf community. The course will focus on the national and state legislative and policy making structures and processes, the Americans with Disabilities Act and related laws policy. Against the broad background of current legal policy, the course will also focus on the various styles of leadership within a range of educational settings including but not limited to: early identification and intervention, K–12, post-secondary, and adult. This course will involve learning about educational laws and policies, including the analysis and development of mock policies. In addition, students will gain a broad understanding of how advocacy, lobbying, and political movements can lead to successful and positive results regarding the education of Deaf and hard of hearing students.

4 SOIS-205: Practicing and Assessing Leadership or SOIS-233: Teams and Team Development can be used as a substitute

LEAD-203 Foundations of Dialogue: Black Deaf Experiences

Prerequisite: LEAD-200 or equivalent course.

A leader's ability to facilitate understanding, inclusion, and resolution is key to leading a group to success. Honoring and valuing Black and Black Deaf people's experiences are critical to creating an inclusive, empowering and effective work group. During classroom dialogue, students will actively participate in structured discussions with students and learn from each other's perspectives, read and discuss relevant reading material, and explore avenues to resolution. Students may apply knowledge gained through dialogue and readings to lead agencies and organizations to inclusive change. Students will also explore ways of taking action to create change and bridge differences through readings, journals, leading a dialogue and a final written paper.

NAST-220 Fundamentals of Database Applications

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

Third Year- required

Course No	Course Title
LEAD-350	Introduction to Qualitative Research
LEAD-351	Introduction to Quantitative Research

LEAD-350 Introduction to Qualitative Research

This class is restricted to students with at least 3ʳᵈ year standing in LEAD-BS.

This course will provide an introduction for students to learn various types of qualitative research in the field of leadership, intersectionality, and accessibility. This course will involve hands-on experiences, developing research questions, interviewing, performing thematic analyses, and identifying vital components of a qualitative research study.

LEAD-351 Introduction to Quantitative Research

Prerequisites: C- or better in STAT-145 or NMTH-250 or equivalent course and students in LEAD-BS with at least 3ʳᵈ year standing.

This course will introduce students to quantitative methods used within the social sciences to answer research questions. Students will learn how to conduct culturally appropriate research with deaf and hard-of-hearing (DHH) individuals and Deaf communities and organizations. Students will learn about how to define and measure variables of interest, design surveys and other types of research studies, analyze the data collected, report outcomes, manage data safely, and conduct ethically responsible and culturally authentic research.

Fourth Year- required

Course No	Course Title
LEAD-500	Experiential Learning*
LEAD-501	Capstone Seminar*

*Both courses must be held in third or fourth year.

LEAD-500 Experiential Learning
Prerequisites: C- or better in LEAD-350 and LEAD-351 or equivalent courses.
The experiential learning requirement may be fulfilled through a variety of methods, such as co-op, undergraduate research, summer research experiences, study abroad relevant to the major, or another activity approved by the LEAD faculty (process is outlined below).

At RIT, experiential learning enables students to apply what they've learned through lectures, labs, assignments, and projects to a variety of rich experiences outside the classroom. These meaningful exchanges expand students' knowledge and broaden their perspectives by refining their professional and intellectual competencies, cultivating their leadership abilities, advancing their career development, and further developing their talents.
rit.edu/experiential-learning.

Process

Students will meet with their faculty advisor to discuss experiential learning options. Students will select one of the **five experiential learning opportunities** to fulfill LEAD-500 course requirements. The listed websites provide some possible options, but are not exhaustive.

1. **Cooperative education** is full-time, paid work experience in a corporate setting.

2. **Internships** offer practical, hands-on work experience over the summer or coordinated around students' academic schedules. Other academic programs—including, for example, public policy and international and global studies—offer internship opportunities in addition to co-op. Internships may not pay a salary or require a full-time work schedule.

3. **International experiences** can include study abroad, faculty-led international excursions, cultural exchanges, and semesters of study at RIT's global campuses and at universities around the globe.

4. **Undergraduate research** allows students to conduct research assignments with the opportunity to work directly with faculty members in their labs to investigate, explore, and discover, students learn hands-on skills that become the foundation of scientific research.

5. **Service learning** includes community-based volunteering and service projects that teach civic responsibility and strengthen our global communities.

Third Year
You will fill out an application form outlining your proposal during your 3rd year, which LEAD Program Coordinator will be provided the Google Form link to fill your application form.
Fall:
> Students will work with their faculty advisors to develop a proposal for LEAD-500: Experiential Learning.
> Your faculty advisor will begin work with you on your proposal.

Spring:
> Students will present their proposals one semester prior to the start of their projects. The LEAD team (faculty who teach in the LEAD program) will provide feedback and after revisions; the team may or may not approve the project proposal.
> Once a proposal is approved by the LEAD Advisory Committee, please enroll in LEAD-500 for the following semester.

Fourth Year

You will participate in an experiential learning opportunity (LEAD-500). Once this course (LEAD-500) is satisfactorily completed, you will register for your capstone course (LEAD-501). Then, you will present about your experiential learning opportunity in your capstone course (LEAD-501).

> *Summer or Fall of 4th year:*
> > **>** LEAD-500

> *Spring:*
> > **>** LEAD-501

LEAD-501 Capstone Seminar
Prerequisite: LEAD-500 or equivalent course.
Students will conclude their study in the LEAD program by developing a professional portfolio and proposing an area for further examination. The research proposal will investigate current issues in community development and inclusive leadership. Applying knowledge gained from their coursework and their completed experiential learning opportunity, students will develop, write, and present a research proposal. Students will also prepare themselves for future employment and/or continued education at the graduate level by designing a professional e-portfolio. This document will allow students to demonstrate the range of activities and assignments they have undertaken in the LEAD degree program.
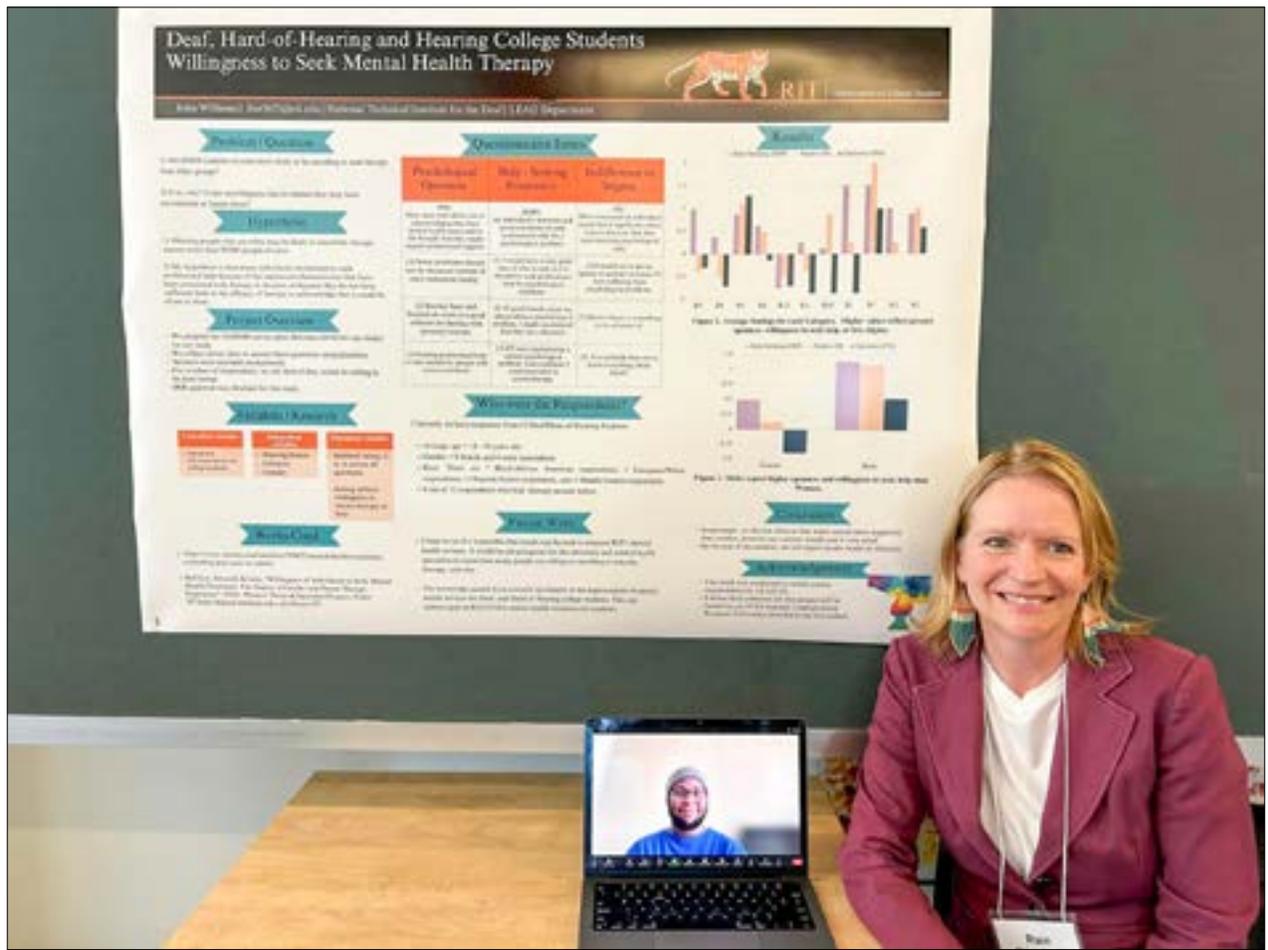
As part of the LEAD program requirements, students must choose and complete one of the six concentrations, listed below. These courses support specialized learning within a focus area.

Deaf Leadership — **(NTID)**
Business Management — Saunders College of Business **(SCOB)**
Public Policy — College of Liberal Arts **(COLA)**
Community Health — College of Heath Sciences and Technology **(CHST)**
Political Science — College of Liberal Arts **(COLA)**
Psychology — College of Liberal Arts **(COLA)**

NTID	SCOB	COLA	CHST

Nine courses from one concentration are required for completion. The Deaf Leadership concentration may be taken by hearing students. All others are restricted to deaf and hard-of-hearing students.

Deaf Leadership

Deaf Leadership Concentration (LEADDEAF). Choose any nine of the following courses:	
Course Number & Title	**Prerequisite(s)**
FNRT-355 - Fundraising, Grant Writing & Marketing for Nonprofit Institutions	
LEAD-300 - Rhetoric of Leadership	
LEAD-301 - Social Media Communication and Leadership	
LEAD-302 - Community Development in Athletics	
LEAD-303 - Literatures of Intersectionality	LEAD-103 Introduction to Intersectionality
LEAD-304 - Conflict Resolution: Negotiation and Mediation	
LEAD-305 - International Deaf Leadership and Community Development	LEAD-306 Leadership in the Deaf Community
LEAD-306 - Leadership in the Deaf Community	
LEAD-307 - Leadership and Accessible Technology	
LEAD-308 - Current Trends in Community Development and Leadership	
LEAD-309 - Dialogue: Race and Ethnicity	LEAD-203 Foundations of Dialogue: Black Deaf Experiences
LEAD-310 Dialogue: Gender	LEAD-203 Foundations of Dialogue: Black Deaf Experiences
LEAD-311 - Dialogue: Deaf, DeafBlind, DeafDisabled, Hard-of-Hearing	LEAD-203 Foundations of Dialogue: Black Deaf Experiences
LEAD-312 Dialogue: LGBTQIA	LEAD-203 Foundations of Dialogue: Black Deaf Experiences
LEAD-313 Dialogue: Social Class	LEAD-203 Foundations of Dialogue: Black Deaf Experiences

Deaf Leadership Concentration Course Descriptions
The Deaf Leadership concentration provides students with an opportunity to focus on specific aspects of community development and leadership with special emphasis on ethics, rhetoric, social media communication, intersectionality, current national and international trends, and accessible technology. Students will choose nine courses to complete their concentration in this area.

LEAD-300 Rhetoric of Leadership
Students master the elements of rhetoric and become adept at strategies for successfully conveying valuable knowledge and a leadership vision that persuades readers and motivates organizations. Beyond the Aristotelian rules of communication, students learn powerful and innovative techniques drawn from multiple sources, including media and visual narratives. Each student produces written projects and oral presentations, and each student receives critical feedback and individual support as well as workshop team input and top visitor expertise. Through exploration of rhetorical perspectives and practices of leadership, students will be able to understand, analyze, and evaluate rhetoric's potential relationships to experiences and practices of contemporary leadership. Furthermore, students will demonstrate ability to engage in rhetorical leadership by adopting at least one communication strategy to connect with their intended audiences.

LEAD-301 Social Media Communication and Leadership
Social media is a valuable leadership tool. This course focuses on social media communication and leadership and provides an overview of how to strategize, create, and evaluate social media activities used by leaders and organizations. Students will build their own social media brand and design accessible and inclusive content using prominent theories and approaches that guide successful social media practice. To examine the constantly evolving social media landscape, real-time case studies, ethical and psychological issues, and current social trends are integrated throughout the course.

LEAD-302 Community Development in Athletics
This course offers a unique perspective into leadership within the sports community. Students will learn about sports philosophy, characteristics of athletic leadership, and group dynamics. Team communication strategies and the cultivation of community of athletes will also be discussed.

LEAD-303 Literatures of Intersectionality
Leaders of social justice movements work towards visions of a better world—one that dismantles systemic barriers and injustices. This course will turn to intersectional fiction writing to examine how literature can contribute to social justice movements. In other words, we will ask how reading literatures of intersectionality may foster social justice movements. In doing so, we will situate contemporary intersectional literature in their historical contexts—looking to the theory and writing of feminist women-of-color, queer studies, disability studies, Indigenous studies, and Deaf studies. We will read some of these theories as literature and literature as theory—with attention to interlocking forms of oppression and privilege.

LEAD-304 Conflict Resolution: Negotiation and Meditation
This skills-oriented course introduces theories and practices of conflict resolution and provides basic training in mediation, negotiation, and facilitation. In addition to examining the strengths and weaknesses for each of these conflict resolution methods, this course orients students to specific tools commonly used in each to manage conflicts, such as identifying the zone of possible agreement (ZOPA), developing BATNAs (best alternative to a negotiated agreement), and performing SWOT Analyses (Strengths, Weaknesses, Opportunities, Threats). Through the use of case studies, simulations, role-plays, and reflective practice, students will learn how to manage power imbalances and ethical dilemmas, address needs for accommodations, and adapt for cultural differences. Students will learn a range of transferable skills for managing interpersonal, organizational, and community disputes.

LEAD-305 International Deaf Leadership and Community Development

Prerequisite: LEAD-306 Leadership in the Deaf Community

The challenges and opportunities for Deaf community development vary from one country to another. This course focuses on the skills and best practices for Deaf leaders to implement in their countries of origin. Students will be introduced to international laws that support Deaf and underserved communities. The achievements of past and current international Deaf leaders will be studied and used as a model for identifying the needs of communities and mobilizing community action. This course is designed for international and domestic students who are committed to making positive organizational changes in countries throughout the world.

LEAD-306 Leadership in the Deaf Community

This course will introduce historical and current issues regarding leadership and the Deaf/Hard of Hearing (D/HH) community. Students will learn about D/HH leaders in the Deaf community over the years, examine movements that have impacted the lives of D/HH individuals, and finally, learn about influential organizations of, by, and for D/HH individuals.

LEAD-307 Leadership and Accessible Tech

This course equips students with tools for understanding principles and uses of accessible technologies, such as captioned media, mobile applications, and voice recognition software, with a focus on how deaf and hard-of-hearing leaders and organizations work to ensure access to communication. This course is built on the framework of access as a continual process in which users advocate for the needs of their community. This course establishes the legal requirements that mandate access technologies, such as captioned media, and reviews how leaders have campaigned for increased access to media. These underlying principles inform the course's overriding exploration of the benefits and limitations of current technologies that may not be fully accessible; how current leaders and leading organizations utilize access technologies to facilitate signed, spoken, and written communication; and current work on the next generation of access technologies. The readings, assignments, and discussions in this course will encourage students to recognize how access technologies can support individuals as well as how leaders can serve as advocates who work to fight for improved access to communication and other resources in their communities.

LEAD-308 Current Trends in Community Development and Leadership

This course includes an overview of the current trends in community development and leadership. Content includes best practices and topics for community development and leadership, as well as pertinent laws, policies, resources and information. Students will participate in and critique a designated set of lectures, roundtable discussions and presentations on topics covering current trends in community development and inclusive leadership. The goal is to engage students in discussion of current trends with their peers and with experts in the field.

LEAD-309 Dialogue: Race and Ethnicity

Prerequisites: LEAD-203 or equivalent course.

This course will include an overview of the history of current race & ethnic relations in the United States, including the Deaf community. It will provide students with advanced skills in planning, evaluating and leading group discussions needed to create and empower working groups in the community, education or on the job, to achieve their organizational goals. Students will be challenged to apply these skills by engaging in discussion about critical and contemporary issues experienced by people of color and diverse ethnicities to facilitate understanding and resolution between members of diverse working groups. During classroom dialogue, students will actively participate in structured discussions with students and learn from each other's perspectives. Students will explore avenues for resolution. Students will use readings, journals, discussions, and a final written paper to explore ways of taking action to create change and bridge differences.

LEAD-310 Dialogue: Gender

Prerequisites: LEAD-203 or equivalent course.

An overview of the history of gender and its evolution in American society will be provided. Students will be challenged to apply dialogue skills by engaging in discussion about critical and contemporary issues experienced by different genders to facilitate understanding and resolution between members of diverse working groups. During classroom dialogue, students will actively participate in structured discussions with students and learn from each other's perspectives, read and discuss relevant reading material, and explore avenues to resolution. Students will also explore ways of taking action to create change and bridge differences through readings, journals, leading a discussion and a final reflection paper.

LEAD-311 Dialogue: Deaf, DeafBlind, DeafDisabled, Hard-of-Hearing

Prerequisites: LEAD-203 or equivalent course.

A history of the Deaf, Deafblind, DeafDisabled and Hard-of-Hearing communities and their relationship with the American society will be discussed. This course will challenge students to apply group skills by engaging in discussion about critical and contemporary issues experienced by deaf, deafblind, deafdisabled, or hard-of-hearing communities to facilitate understanding and resolution between members of diverse work groups. During classroom dialogue, students will actively participate in structured discussions with students and learn from each other's perspectives, read and discuss relevant reading material, and explore avenues to resolution. Students will also use readings, journals, discussions, and a final reflection paper to explore ways of taking action to create change and bridge differences.

LEAD-312 Dialogue: LGBTQIA

Prerequisites: LEAD-203 or equivalent course.

An evolution of the LGBTQIA movement and intersectionality will be covered. This course will challenge students to apply group skills by engaging in discussion about critical and contemporary issues experienced by LGBTQIA communities to facilitate understanding and resolution between members of diverse work groups. During classroom dialogue, students will actively participate in structured discussions and learn from each other's perspectives, read and discuss relevant reading material, and explore avenues to resolution. Students will also use readings, journals, leading a discussion and a final reflection paper to explore ways of taking action to create change and bridge differences.

LEAD-313 Dialogue: Social Class

Prerequisites: LEAD-203 or equivalent course.

An overview of class and privilege in American society will be provided in this course. In a socially diverse organization, an effective leader must develop the talent of harnessing the skills and contributions of each of its members to achieve its goals. Classism and privilege have precluded many people from access to or full participation in many educational, professional, and community-based organizations. Developing skills to discuss issues of classism and privilege is critical to any work group's effectiveness. A leader's ability to facilitate understanding and resolution is key to leading the group to success. Working to establish a just work group as well as empowering and valuing diverse abilities and experiences are critical to creating inclusive and effective work groups.

Other Concentrations

These concentrations are offered through the other colleges of RIT. Course descriptions can be found at:
Student Information Systems (SIS).

Business Management

Deaf Leadership Concentration (LEADDEAF). Choose any nine of the following courses:	
Course Number & Title	**Prerequisite(s)**
ACCT-110-Financial Accounting or NACC-205 Financial Accounting	
ACCT-210 - Management Accounting or NACC-206 Managerial Accounting	ACCT-110 or NACC-205
DECS-310 - Operations Management	STAT-145 or MATH-251 or MATH-252 and 3rd year standing
MGMT-215 Organizational Behavior	2nd year standing
MGMT-310 Leading High-Performance Teams	LEAD-306 Leadership in the Deaf Community
or MGMT-320 Managerial Skills	MGMT-215
MGIS-130Information Systems and Technology or MGIS-330 Systems Analysis and Design	
MGIS-320 Database Management Systems, or MGIS-350 - Developing Business Applications, or MGIS-450 - Enterprise Systems	
MKTG-230 - Principles of Marketing or NBUS-227 - Principles of Marketing	2nd year standing
INTB-320 - Global Marketing, or MKTG-320 - Internet Marketing, or MKTG-350 - Consumer Behavior, or MKTG-360 - Professional Selling, or MKTG-370 - Advertising and Promotion Management or MKTG-410 - Search Engine Marketing and Analytics	All except MKTG-410: MKTG-230 or NBUS-227

11.2.2 Public Policy

Deaf Leadership Concentration (LEADDEAF). Choose any nine of the following courses:	
Course Number & Title	**Prerequisite(s)**
FNRT-355 - Fundraising, Grant Writing & Marketing for Nonprofit Institutions	
PUBL-201 - Ethics, Values, and Public Policy	
PUBL-301 - Public Policy Analysis	2nd year standing
PUBL-363 - Cybersecurity Policy	
PUBL-510 - Technology Innovation and Public Policy	
PUBL-520 - Information & Communications Policy	
PUBL-530 - Energy Policy	
PUBL-531 - Climate Change: Science, Technology and Policy	3rd year standing
PUBL-589 - Topics in Public Policy	

11.2.3 Community Health

Community Health Concentration (LEADCMHLTH). Choose any nine of the following courses:	
Course Number & Title	**Prerequisite(s)**
ANTH-435 - Archaeology of Death	
COMM-344 - Health Communication	
CRIM-245 - Prostitution and Vice	CRIM-110
CRIM-275 - Crime and Violence	CRIM-110
HLTH-315 - Reinventing Health Care	
HLTH-320 - Legal Aspects of Health Care	
HLTH-325 - Health Care Leadership	
HLTH-330 - Health Planning and Program Development	
FNRT-355 - Fundraising, Grant Writing & Marketing for Nonprofit Institutions	
PSYC-221 - Abnormal Psychology or PSYC-221H Honors Abnormal Psychology	PSYC-101 or PSYC-101H or one (1) 200 level PSYC course
PSYC-231 - Death and Dying	PSYC-101 or PSYC-101H or one (1) 200 level PSYC course
PSYC-241 - Health Psychology	PSYC-101 or PSYC-101H or one (1) 200 level PSYC course
SOCI-102 - Foundations of Sociology	
SOCI-246-Gender and Health or ANTH-246-Gender and Health	
SOCI-322 - Health and Society	
STSO-341 - Biomedical Issues	

11.2.4 Political Science

Political Science Concentration (LEADPOLSCI). Choose any nine of the following courses:	
Course Number & Title	**Prerequisite(s)**
FNRT-355 Fundraising, Grant Writing & Marketing for Nonprofit Institutions	
POLS-110 - American Politics	
POLS-120 - Introduction to International Relations	
POLS-215 - Tech, Ethics & Global Politics	
POLS-250 - State and Local Policy	
POLS-290 - Politics and the Life Sciences	
POLS-295 - Cyberpolitics	
POLS-305 - Political Parties and Voting	
POLS-310 - The Congress	
POLS-320 - American Foreign Policy	
POLS-325 - International Law and Organizations	
POLS-330vHuman Rights in Global Perspective	
POLS-333 - The Rhetoric of Terrorism	
POLS-355 - Political Leadership	
POLS-365 - Anarchy, Technology and Utopia	

11.2.5   Psychology

Psychology Concentration (LEADPSYC). Take a total of nine courses as indicated:	
Course Number & Title	Prerequisite(s)
Required four courses:	
PSYC-101 - Introduction to Psychology, **or** PSYC-101H - Honors Introduction to Psychology	
PSYC-221 - Abnormal Psychology **or** PSYC-221 - H Honors Abnormal Psychology	PSYC-101 or PSYC-101H or one (1) 200 level PSYC course
PSYC-223 - Cognitive Psychology	PSYC-101 or PSYC-101H or one (1) 200 level PSYC course
PSYC-226 - Developmental Psychology	PSYC-101 or PSYC-101H or one (1) 200 level PSYC course

Choose any five of the following courses:	
FNRT-355 - Fundraising, Grant Writing & Marketing for Nonprofit Institutions	
POLS-250 - State and Local Policy	
POLS-310 - The Congress	
POLS-355 - Political Leadership	
PUBL-201 - Ethics, Values, and Public Policy	
PUBL-520 - Information and Communication Policy	

youtube.com/watch?v=pUfX76TimvM

Introduction
My name is Baguma. I'm from the Democratic Republic of the Congo in Africa.

What made you interested in the LEAD Program?
I'm involved with the LEAD program because I love working with the Deaf community.

There are many African deaf people who need leadership, I want to learn more and become a strong leader for them so I can advocate for the Deaf community.

What have you learned so far in the courses you've taken in the LEAD Program?
I've learned a lot from the LEAD program courses I've taken. For example, the U.N. and work in the international Deaf community, resolving conflicts through mediation, setting up various organizations for the deaf so that we can flourish and grow.

What LEAD program class has helped you the most?
I've enjoyed many of the LEAD courses I've taken. They have been a good fit for me. One particular course that surprised me; I didn't think I was going to learn that much. The course was on mediation. I really enjoyed it because the teacher was so skilled.

First, they taught us and then we got an opportunity to practice those skills: mediating conflict from different perspectives. I can imagine using those skills in the Deaf community. I really enjoyed that.

What are your career goals and how will the LEAD program help you achieve these goals?
My career goal is to work with deaf organizations and deaf education in support of both of them. My involvement with the LEAD program has been a great influence on me because I recognize my needs and the LEAD courses meet those needs to build up my confidence so that in the future I can establish these programs in the Deaf community back home, in the Democratic Republic of the Congo.

What advice would you offer future LEAD program students?
My advice would be for them to follow their passions, their motivations, and their dreams. I want more people involved with the LEAD program to focus on studying hard so that in the future, they can address the needs of deaf people. We want to develop many more leaders in the Deaf community.

Anything you'd like to add?
The RIT Scholarship was like a seed planted within me that grew as I learned and has become strong. Now I feel I'm ready to go back to my home country and to help establish organizations for the deaf to support and train those individuals to become strong leaders.

I want to see deaf people become successful in the future.

Thank you to RIT.

youtube.com/watch?v=PFmZk4vEUs0

Introduction
Hello. I'm Serena Rush. I was born and raised in Maryland. I'm currently a second-year student majoring in psychology.

What made you interested in the LEAD Program?
I became interested in the LEAD program because when I was looking at the courses a year ago, I realized how much I enjoy the Deaf community and love being involved in leadership. So I thought taking this course will be a great way to gain leadership experience and have discussions with classmates as well as to gain a better understanding of the Deaf community.

What have you learned so far in the courses you've taken in the LEAD Program?
From the courses I have taken in LEAD, I have learned a lot about myself and my personal identity and how I lead others. I have learned how to be an empathetic and compassionate leader. I have also learned how to communicate with others and to be more assertive. I now know how to advocate for myself as well as how to advocate for my peers. I've learned a lot, and this program is beneficial for my future.

What kinds of advocacy do you want to be involved?
Really, I want to be involved in individual advocacy. I want to be able to support deaf peer education programs. I'm very intrigued with deaf education. My family has a rich background in deaf education, so I want to continue that and try to improve the system for all deaf children.

Do you think the LEAD program will help you achieve your goals by helping your leadership skills?
Yes, I do believe the LEAD program will help me become a better leader because soft skills are hard to pick up. You also learn how to collaborate and work together with others. The LEAD program has a lot of collaboration and discussion opportunities. Some other programs are more focused on lecturing but I love having discussions with others.

What LEAD program class has helped you the most?
One of the classes that I have really enjoyed taking in the LEAD program, and was actually one of the first classes I took in this program is titled Leadership and the Deaf community.

We learned a lot about advocacy, and we had very in-depth discussions in that class. We also had discussions about other countries, and I did not realize how much impact we have had on other countries. It really inspired me to continue in this program.

What are your career goals and how will the LEAD program help you achieve these goals?
In the future, I aim to be a teacher for deaf children specifically. I would also like to help establish a deaf education program and help develop that. The LEAD program so far has helped me to understand how to make the connection between leadership and education.

The program has also taught me about other leaders who are deaf and how they were able to lift up their own community. And it was very inspirational to learn from them, and I hope to follow their lead.

What advice would you offer future LEAD program students?

My advice for future LEAD program participants is to bring all of you and be yourself. Don't be afraid to share your opinion and perspective because it is very important for this program to be able to have discussions with your classmates.

Some topics may be difficult to discuss, but bring it to the table and discuss it. If you do that, it shows a lot about yourself, your passion and interest, and if you do that, you will truly grow and develop in this program. I think the LEAD program is an excellent program. And if you're interested in it, I would say go ahead and join.

What would you say to someone who is thinking about exploring the LEAD program?

If you join this program you'll learn so much and it's very beneficial. RIT is a great place to host the LEAD program. There are so many different resources.

Why is RIT/NTID the perfect place to host the LEAD program?

RIT is made up of nine different colleges, which means we can collaborate with the different colleges.

Important Resources

Listed below are resources that you should be using as an RIT/NTID student. Many, you will hopefully use on a daily basis and for communicating with faculty and staff.

Academic Policies and Processes

Academic policies and processes and other RIT policies and procedures which include but are not limited to:

The Directed Self Placement (DSP) is a tool that provides students with information about curricular options and asks each student to self-select into one of two RIT first-year writing courses.

> **Academic Actions and Recognitions**

> **Academic Integrity Process**

> **Admission**

> **Americans with Disabilities Act (ADA) Information**

> **Attendance**

> **Diplomas and Degrees Certification**

> **Educational Records**

> **Eligibility for Participation in RIT Athletics**

> **Final Course Grade Disputes**

> **Final Examination Policies**

> **Foreign Travel Programs**

> **Grades**

> **Graduation Requirements**

> **Honors Program Requirements**

> **Leave of Absence**

> **Registration**

> **RITx Verification Policies**

> **Undergraduate Double Major Policy**

> **Undergraduate Dual Degree Policy**

Accessibility

Access Services

All NTID-supported students are required to request interpreting, captioning, and notetaking services for classes if needed. Services may be requested with the Department of Access Services (DAS).
> How to make a request for access services? **myaccess.rit.edu/myAccess5/**
> More information about your requests: **rit.edu/ntid/das/request**
> Visit the **Frequently Asked Questions** (FAQ) for more information in English and ASL.

DeafPlus

Accommodations for deaf and hard-of-hearing students with additional disabilities.

Disability Services Office (DSO)

The Disability Services Office supports all RIT students who identify as having a permanent or temporary disability.

Bookstore

Akademos is RIT's new online bookstore. Visit **here** for a tutorial.

Computer Network

RIT provides an e-mail address and account for all students, faculty, and staff. All RIT communications are routed through rit.edu email domains.

Counseling and Academic Advising Services (CAAS):

Upon entering NTID, each student is assigned a professional academic advisor and a faculty mentor. Undergraduate students will meet with their academic advisor regarding course/degree planning and progression, as well as career and graduate school planning.

A required step in a successful registration is to see your academic advisor before registering for courses to ensure you are progressing toward degree completion. All first year, transfer and mid-degree students have a hold on their account, which their academic advisor will remove once they have met to discuss their course and degree plan. All advisors have an office location, telephone number and email address. They maintain open office hours for quick questions and meet with students by appointment. Students may also use the online Starfish appointment system to make an appointment.

If you experience any challenges related to your course work, remember that the best time to see your advisor is before problems get too big so that the two of you can decide on a course of action while they are more easily manageable. If you do not know your academic advisor's name or their contact information you can find this information by accessing the SIS Info center and select Student Info System. Your academic advisor's name appears on the right side of your student center landing page. Please visit Counseling and Academic Advising Services here: rit.edu/ntid/caas.

Wellness

Wellness Programs provides a multifaceted approach to student wellness encompasses all aspects of student's personal well-being, including physical and emotional health.
Counseling and Psychological Services provides confidential and personalized services to meet the mental health needs of RIT students.
Substance and Addiction Intervention Services for the Deaf provides drug and addiction information, education, prevention, intervention and referral services to the deaf/hard-of-hearing community residing in the Greater Rochester area of New York State as well as to students at NTID.

DLS Tutoring Program

The Department of Liberal Studies Tutoring Program (DTP) provides an extensive network of tutoring support for deaf and hard-of-hearing students. DTP offers a wide variety of peer and professional faculty tutors. Tutors work with students on their reading and writing assignments at NTID as well as provide reading and writing support for all courses throughout RIT. Both peer and professional faculty tutors are skilled in American Sign Language and English.

Students should meet first with their instructors and discuss the most appropriate support available. In some courses, instructors provide tutoring for their own courses. In other cases, instructors can advise students where to go for additional tutoring.

Financial Aid

RIT is committed to making education accessible. We want to take the guesswork out of the aid process to help make your experience as smooth as possible. The RIT Financial Aid office is your partner, and we can work to create a financial plan together. Our goal is to provide assistance that can help you launch the career of your dreams.

NTID Academic Support Center (NASC)

The main goal of the NASC is to provide in-person support and interactions to help students succeed in their classes. Students are encouraged to use the NASC to get help and referrals on general academic questions and concerns. Students may also use the NASC as a place to study and receive assistance as different academic issues arise.

NTID Learning Center (NLC)

The **NLC** is designed to support your academic needs. Students can use their computer workstations, printers, video lab and laptop/study spaces.

RIT Citizenship and Conduct

Integrity and strong moral character is valued and expected within and outside of the RIT community. Citizenship and Conduct encompasses other RIT policies and procedures which include but are not limited to:

- **Alcohol and Drugs**
- **Compliance Policy and Code of Ethical Conduct**
- **Core Values**
- **Environmental Sustainability**
- **Illegal Conduct**
- **Ombuds Office**
- **Privacy Policy**
- **Service or Assistance Animal**

- **Smoking**
- **University Closings**

- **Code of Conduct of Computer Use**
- **Consensual Romantic or Sexual Relationships**
- **Diversity Statement**
- **Freedom of Speech and Expression Honor Code**
- **Individual Conflict of Interest and Commitment**
- **Political and Legislative Activities**
- **Prohibiting Discrimination and Harassment**
- **Skate Boards, Roller Blades, Skates, Bicycles and Other Similar Conveyances**
- **Student Conduct Process**
- **Weapons, Firearms and Dangerous Instruments on Campus**

RIT's myCourses

myCourses is a RIT learning management system (LMS) that allows instructors and students to interact and access course materials online. A variety of tools are available to instructors to promote interaction and provide resources for the students in their courses.

RIT Service Center (RSC)

Get answers to **common RSC questions** any time of day! Visit **the knowledge base** for more information.

Starfish

Starfish is a communication tool that allows your course instructor to easily inform you if you become at-risk in the course. Advisors assigned to you also receive notification of the instructor's concerns. Instructors   and advisors can then take a coordinated approach to help you utilize campus resources and develop an action plan.

start.rit

start.rit.edu is where you manage your personal identity and RIT Computer Account preferences, and register your computers or devices to the RIT Network.

Student Health Center (SHC)

The **Student Health Center at RIT** provides high quality primary health care and education to students in a caring and supportive environment.

Student Information System (SIS)

The **Student Information System (SIS)** allows you to: register for courses, view your grades, view your class schedule, view open and closed courses, view your wait list ability, update your address, as well as obtain information about semester charges, financial aid credit, and your account balance.

RIT's Student Information System (SIS) training link can be found at: **rit.edu/sistraining/student-training-materials**

Wallace Library

While you are here, you will be using the Wallace Library. Dr. Joan Naturale is the Deaf librarian for NTID. **Please visit her here**.

RIT

National Technical
Institute for the Deaf

**Community
Development
and Inclusive
Leadership**

rit.edu/ntid/lead

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