



PEN-International
For Students Who Are Deaf or Hard-of-Hearing

National Technical Institute for the Deaf
Rochester Institute of Technology
52 Lomb Memorial Drive
Rochester, New York 14623-5604
www.pen.ntid.rit.edu

**2010 Summer Leadership Institute
for Postsecondary Deaf and Hard of Hearing students**

Student Expectations and Projects

The major goals of the Summer Institute are to:

1. Promote development of leadership skills among student leaders.
2. Focus on advocacy skills in the areas of general access, support services and employment.
3. Engage in learning about Deaf culture and awareness.

What are the expectations of student ambassadors?

Prior to the Summer Institute:

1. Participate in mandatory orientation sessions at their school. Failure to participate may result in replacement as a student ambassador.
2. Seek opportunities to participate in leadership activities, enabling them to better participate in the Institute.
3. Review the reading packets that will be sent to participants.
4. As a group, develop a 15-minute group presentation, to be given on the first day of the Institute (see Student Presentations document).

During the Summer Institute:

1. Comply to the Institute Student Code of Conduct.
2. Be in attendance for and participate fully in all presentations and activities.
3. All 'free time' activities will be planned and carried out by the delegation as a group. There will be no 'on your own time' activities.
4. Begin a journal of his/her trip (written, photo, video or other format agreed upon).

5. Give a group presentation on the first day of the Institute, and prepare for a second group presentation to be given on the last day of the Institute (see Student Presentations document).

After the Summer Institute:

1. Complete and edit the student journals started at the Institute, to be submitted by **3 October, 2010**, which will be posted on the PEN-International WWW site.
2. Work as a team to prepare and offer a 1-2 hour delegation presentation on their experiences and what they have learned, to their school community by **24 October 2010**.
3. In the academic year following the Summer Institute, participate in institutional and community-wide activities, seek and assume leadership positions, and actively engage in volunteer opportunities. Faculty members will be asked to submit reports in **1 May 2011** which outline contributions of student ambassadors to their school and community, as a result of the Summer Leadership Institute.
4. Be assigned other duties and responsibilities as determined.