



## **Application for the Registration of New Graduate and Undergraduate Curricula/Programs – Including Programs to be Offered in Distance Education Format**

### **Important Information**

1. This application is for use by institutions of higher education that hold an absolute charter or permanent authority to award degrees seeking to register **general academic curricula**.
2. **Do not** use this application for the following program proposals:
  - Programs preparing teachers, educational leaders, or other school personnel
  - Programs preparing licensed professionals
  - Programs leading to doctoral level degrees
  - Programs leading to a credit-bearing Certificates or Advanced Certificates
  - Proposals for revisions to existing registered programs (including title changes, curricular changes, etc.)
3. Program registration is based upon standards in the Regulations of the Commissioner of Education (8 NYCRR Chapter II, Subchapter A). The Department registers individual curricula/programs rather than the institution as a whole, but the registration process includes, in some instances, an assessment of institutional-level compliance with some of the standards.
4. This application includes attestations/assurances, by the Chief Administrative or Academic Officer/Provost of the institution, on behalf of the institution, concerning the institution's compliance with statutory and regulatory requirements related to the standards for curricula/program registration and operation of higher education programs in New York State.
5. The Department will audit compliance and, if an institution is found to be out of compliance with one or more standard to which it attested compliance, that finding may lead to denial of: (1) re-registration of the program, pursuant to §52.1(l) of the Regulations of the Commissioner of Education and (2) the ability of the institution to utilize attestations in future applications for program registration; and in certain circumstances may warrant deregistration of the program.
6. Program proposals from SUNY and CUNY System institutions must be submitted to the Department by the System Administration. Contact the System Administration for information concerning relevant proposal submission requirements.
7. The Department reserves the right to request additional information and/or clarification of any information provided by the institution that may be necessary for the Department to make a registration decision concerning the proposed program.

## Submission Instructions

Applications for program registration will be accepted in **electronic format only** via the instructions below. Hard copy applications will not be accepted or reviewed by the Department and will not be retained.

1. Create a single PDF document that includes the following documents:
  - The completed Application for the Registration of New Graduate and Undergraduate Curricula/Programs, with all required signatures included;
  - Any request for a Master Plan Amendment and associated information and materials that may be required concerning this program proposal (see below); and
  - Any external review of the proposed program that is required (see below).
2. Attach the PDF document to an e-mail.
3. Send the e-mail (with attachment) to [OCUERevAdmin@nysed.gov](mailto:OCUERevAdmin@nysed.gov).
4. The subject line of the email should include the name of the institution, the degree award and the program title. For example:

Subject: ABC College, Master of Science, English Literature.

## Master Plan Amendments

If this program proposal necessitates a Master Plan Amendment, additional information and materials related to that request will be required. Please refer to information on the Department's web site at: <http://www.nysed.gov/college-university-evaluation/proposals-requiring-master-plan-amendment> for information on Master Plan Amendments to determine if such an amendment is required for this program proposal and to access the Master Plan Amendment Supplement.

## External Review

Please refer to <http://www.nysed.gov/college-university-evaluation/external-reviews> for information about when an external review of a proposed program is required. If such a review is required, that material must be submitted with the program registration application.

## General Information

Institution (Legal Name)	Institution Code
Rochester Institute of Technology	460500
Proposed Program Title	Degree Award
Community Development and Inclusive Leadership	B.S.
Address of Any Campus Where the Proposed Program Will Be Offered (main and/or branch campuses)	Full-time or Part-time <sup>1</sup>
52 Lomb Memorial Drive, Rochester, NY 14623	Full-time
All Program Format(s) (standard, distance education <sup>2</sup> , evening, weekend and/or other)	HEGIS Code
Standard	2101.00
Joint Registration IHE (if applicable)	Total Number of Credits
	120
Lead Contact [First Name, Last Name, Title]	Telephone Number
Dr. Anne G. Wahl, Assistant Provost	585-475-7688
Email Address	
agwvpa@rit.edu	

<sup>1</sup> Please refer to §52.2(c) and §145-2.1 of the Regulations of the Commissioner for definitions and information concerning full and part time study. Note: Only programs registered as full time are eligible for TAP. Programs are subject to audit by the NYS Office of the State Comptroller and the Higher Education Services Corporation (HESC) for financial aid compliance purposes.

<sup>2</sup> If a major portion of the program (50% or more) can be completed through study delivered by distance education then the program must be registered in the distance education format. Hybrid or blended courses do not count toward the 50%.

## Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.<sup>3</sup>

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number
Dr. Ellen M. Granberg, Provost and Senior Vice President for Academic Affairs	585-475-2392

<sup>3</sup> The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

## Program Purpose, Objectives and Targets

### Program Purpose

*Department Expectation:* Clearly define a program purpose that is aligned to the degree award and program title.

The NTID Bachelor of Science in Community Development and Inclusive Leadership (LEAD) is an innovative, interdisciplinary degree program in which students will gain dialogue, leadership, interpersonal, research, and data management skills needed to become dynamic leaders at the helm of 21<sup>st</sup> century organizations. Notably, this degree offers multidisciplinary partnerships with RIT's Saunders College of Business, College of Liberal Arts, the College of Health Sciences and Technology, and the School of Individualized Studies (SOIS) through six concentrations: Deaf Leadership, Business Management, Public Policy, Community Health, Political Science, and Psychology. Coursework pathways to enter a number of master's degree programs at RIT form part of this proposal. Graduates will leave RIT prepared for leadership and ready to meet the demands of the rapidly changing needs of both the workplace and community organizations.

The educational outcomes for this program are for students to:

- Identify and analyze traits, skills, communication styles, and best practices of domestic, international, historical, and modern-day community leaders.
- Examine their own leadership strengths and weaknesses.
- Learn and apply qualitative and quantitative research methods to help identify and address community needs, develop and implement strategies, and assess outcomes.
- Recognize and value multicultural, accessible, and inclusive community members and groups.
- Determine strategies for dialoguing, identifying, and addressing social justice issues, concerning ability, race, gender, class, religion, sexual orientation, and gender identity within different communities.
- Identify and utilize best leadership practices in individual, group, and social media communication skills to advance community inclusion, consensus, and productivity.
- Integrate grant writing and grant management skills into development of community strategic planning.
- Apply core theoretical foundations of inclusive leadership and community development to a variety of government, education, business, and not-for-profit agencies.

Students will be prepared to assume entrepreneurial, managerial, and advocacy leadership roles in government, public, private, and educational organizations. Students will graduate with a leadership e-portfolio that demonstrates qualitative and quantitative research acumen, grant writing and leadership experience, multicultural competency, and social media management skills as well as a strong foundation in leadership theory and best practices in community development. These transferable and sought-after skills will ensure LEAD graduates will either enter the workforce or enroll in a graduate program.

## Program Objectives

Department Expectation: Articulate between 1 and 3 program-level (curriculum-level) objectives that are clearly defined and directly aligned with the program purpose and proposed degree award.

1. Identify key historical, contemporary, national and international leaders and their successful leadership traits and decision-making strategies.
2. Demonstrate leadership skills and community-based practice competencies
3. Identify how the intersectionality of race, gender, class and disability impact individual identity and membership in a community

## Program Targets –

Department Expectation: Establish realistic enrollment, retention, graduation, and job placement targets for this program that are connected to the reviewing system by which the success of students and faculty in achieving such goals and objectives of the program are determined. Note: There are not specific Department defined targets required for the registration of curricula. The Department expects institutions to establish targets that reflect the espoused quality of the program, and to periodically and systematically review such targets as they related to program implementation.

Enrollment Projections: The Department assumes that Year 5 enrollment projections will be full-capacity relative to existing and new resources planned.

Year 1	Year 2	Year 3	Year 4	Year 5
8	16	28	43	50
Annual Retention Rate Target (%)		Target graduation rate (%)		Target Job Placement Rate (%)
70%		78.57%		93.30%

## Curriculum and Course Information

Please provide the following:

1. The applicable sample student program schedule table:
  - Table A: Undergraduate Program Schedule; or
  - Table B: Graduate Program Schedule

**When completing the program schedule table please refer to the requirements in §52.2(c) of the Regulations of the Commissioner concerning completion of Associate, Baccalaureate and Master's degree programs.**

2. Please list the course titles for all new courses included as part of the proposed program, and, either attach the course syllabi or, if such syllabi are not yet available, provide course descriptions and objectives in the chart below.

<b>New Course Titles</b>	Indicate that course syllabi are attached or, provide course descriptions and objectives (if course syllabi are not available)
LEAD 101 Introduction to Community Leadership and Development	Course Outline Form provided in Appendix A
LEAD 102 Inclusive Leadership	Course Outline Form provided in Appendix A
LEAD 103 Introduction to Intersectionality	Course Outline Form provided in Appendix A
LEAD 200 Dimensions of Ethical Community Leadership	Course Outline Form provided in Appendix A
LEAD 201 Shaping Educational and Legal Policy	Course Outline Form provided in Appendix A
LEAD 203 Foundations of Dialogue: Black Deaf Experiences	Course Outline Form provided in Appendix A
LEAD 300 Rhetoric of Leadership	Course Outline Form provided in Appendix A
LEAD 301 Social Media Communication and Leadership	Course Outline Form provided in Appendix A
LEAD 302 Community Development in Athletics	Course Outline Form provided in Appendix A
LEAD 303 Literatures of Intersectionality	Course Outline Form provided in Appendix A
LEAD 304 Conflict Resolution: Negotiation and Mediation	Course Outline Form provided in Appendix A
LEAD 305 International Deaf Leadership and Community Development	Course Outline Form provided in Appendix A
LEAD 306 Leadership in the Deaf Community	Course Outline Form provided in Appendix A
LEAD 307 Leadership and Accessible Technology	Course Outline Form provided in Appendix A
LEAD 308 Current Trends in Community Development and Leadership	Course Outline Form provided in Appendix A
LEAD 309 Dialogue: Race and Ethnicity	Course Outline Form provided in Appendix A

<b>New Course Titles</b>	Indicate that course syllabi are attached or, provide course descriptions and objectives (if course syllabi are not available)
LEAD 310 Dialogue: Gender	Course Outline Form provided in Appendix A
LEAD 311 Dialogue: Deaf, DeafBlind, DeafDisabled, Hard-of-Hearing	Course Outline Form provided in Appendix A
LEAD 312 Dialogue: LGBTQIA	Course Outline Form provided in Appendix A
LEAD 313 Dialogue: Social Class	Course Outline Form provided in Appendix A
LEAD 350 Introduction to Qualitative Research	Course Outline Form provided in Appendix A
LEAD 351 Introduction to Quantitative Research	Course Outline Form provided in Appendix A
LEAD 500 Experiential Learning in Community Development and Inclusive Leadership	Course Outline Form provided in Appendix A
LEAD 501 Capstone Seminar	Course Outline Form provided in Appendix A



## Table A: Undergraduate Program Schedule

### Rochester Institute of Technology - BS Community Development and Inclusive Leadership

- Indicate academic calendar type: ☒ Semester ☐ Quarter ☐ Trimester ☐ Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

Term: Fall 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
General Education – Social Perspective: LEAD 101 Introduction to Community Leadership and Development <sup>(1)</sup>	3	3		x	
LEAD 102 Inclusive Leadership	3		3	x	
General Education – First Year Writing: UWRT 150 FYW: Writing Seminar	3	3			
General Education – Elective	3	3			
General Education – Scientific Principles Perspective	3	3			
YOPS 010 RIT 365: RIT Connections	0				
Term credit total:	15	12	3		

Term: Spring 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
LEAD 103 Introduction to Intersectionality	3		3	x	LEAD 102
General Education – Artistic Perspective	3	3			
General Education – Mathematical Perspective A: NMTH 250 Elementary Statistics or STAT 145 Introduction to Statistics I <sup>(2)</sup>	3	3			<sup>(3)</sup>
General Education – Elective	3	3			
General Education – Elective	3	3			
Wellness Education 1	0				
Term credit total:	15	12	3		

Term: Fall 2		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
General Education – Ethical Perspective: LEAD 200 Dimensions of Ethical Community Leadership	3	3		x	
LEAD Concentration Course 1	3		3	x <sup>(4)</sup>	<sup>(5)</sup>
General Education – Global Perspective	3	3			
General Education – Immersion	3	3			
General Education – Natural Science Inquiry Perspective	3	3			
Term credit total:	15	12	3		

Term: Spring 2		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
General Education – Elective: LEAD 201 Shaping Educational and Legal Policy	3	3		x	LEAD 101 and LEAD 102
LEAD 203 Foundations of Dialogue: Black Deaf Experiences	3		3	x	LEAD 200
General Education – Immersion	3	3			
General Education – Elective (WI)	3	3			
General Education – Mathematical Perspective B	3	3			
Term credit total:	15	12	3		

Term: Fall 3		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
LEAD 350 Introduction to Qualitative Research	3		3	x	Third-year status in LEAD-BS
LEAD Concentration Course 2	3		3	x <sup>(4)</sup>	<sup>(5)</sup>
LEAD Concentration Course 3	3		3	x <sup>(4)</sup>	<sup>(5)</sup>
Open Elective	3				
General Education – Elective	3	3			
Term credit total:	15	3	9		

Term: Spring 3		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
LEAD 351 Introduction to Quantitative Research	3		3	x	Third-year status in LEAD-BS; Min. C- in STAT 145 or NMTH 250
LEAD Concentration Course 4	3		3	x <sup>(4)</sup>	<sup>(5)</sup>
LEAD Concentration Course 5	3		3	x <sup>(4)</sup>	<sup>(5)</sup>
NAST 220 Fundamentals of Database Applications	3		3		
Open Elective	3				
Term credit total:	15	0	12		

**Table A: Undergraduate Program Schedule**  
**Rochester Institute of Technology - BS Community Development and Inclusive Leadership**

Term: Summer 3		Credits per classification										
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)							
LEAD 500 Experiential Learning in Community Development and Inclusive Leadership	0		0	x	Dept. permission and min C- in LEAD 350 and LEAD 351							
Term credit total:	0	0	0									
Term: Fall 4		Credits per classification					Term: Spring 4		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
LEAD Concentration Course 6	3		3	x <sup>(4)</sup>	<sup>(5)</sup>		LEAD 501 Capstone Seminar (WI-PR)	3		3	x	LEAD 500
LEAD Concentration Course 7	3		3	x <sup>(4)</sup>	<sup>(5)</sup>		LEAD Concentration Course 8	3		3	x <sup>(4)</sup>	<sup>(5)</sup>
General Education – Immersion	3	3					LEAD Concentration Course 9	3		3	x <sup>(4)</sup>	<sup>(5)</sup>
General Education – Elective	3	3					General Education – Elective	3	3			
Open Elective	3						Open Elective	3				
Wellness Education 2	0											
Term credit total:	15	6	6				Term credit total:	15	3	9		
Program Totals:		Credits: 120			Liberal Arts & Sciences: 60			Major: 48			Open Elective & Other: 12	

Cr = credits    LAS = [Liberal Arts and Sciences](#)    Maj = major requirement    New = new course    Prerequisite(s) = list prerequisite(s) for the noted courses

- (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 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%.
- (4) Deaf leadership (LEAD-xxx) concentration courses are new; other courses are existing.
- (5) See concentration charts in Tables A.1 – A.6 for prerequisites.

As shown in Table A above, the B.S. in Community Development and Inclusive Leadership program consists of 120 semester credits (SCH) taken over 8 semesters. The major includes 60 semester credit hours of general education coursework, 48 SCH of major coursework, and 12 SCH of open electives.

**Core Curriculum:** All students must complete the same 10 LEAD courses (27 SCH), including the experiential learning (EL) requirement (0 SCH), that comprise the program's core curriculum. Two of these courses, LEAD 101 and LEAD 200, count as General Education Perspectives courses and a third (LEAD 201) serves as a general education elective; the other seven courses (18 SCH) count as part of the major coursework. An additional course, NAST 220 Fundamentals of Database Applications (3 SCH), is required of all students to ensure their familiarity with organizing, storing, and reporting data.

**LEAD Concentration Courses:** The remainder (27 SCH) of the major coursework that a student undertakes is done through the selection of a concentration area, an integral part of this program. Each student must successfully complete nine of the specified courses offered within the selected concentration. NTID faculty will teach the courses in the Deaf Leadership concentration whereas faculty members from other RIT colleges will teach existing courses in the business management (SCOB), school psychology (COLA), public policy (COLA), community health (CHST and COLA), and political science (COLA) concentrations. A full tabulation of the courses required for each of the six concentration areas follows below in Tables A.1 – A.6. Prerequisite courses, if any are required, are noted next to the course in each concentration.

**Table A.1. Coursework Required for Deaf Leadership Concentration.**

Students must choose any nine of the following courses. New courses are noted in bold and all course outlines are available in Appendix A.

<b>Course</b>	<b>Prerequisite(s)</b>
FNRT 355 Fundraising, Grant Writing & Marketing for Nonprofit Institutions	none
<b>LEAD 300 Rhetoric of Leadership</b>	none
<b>LEAD 301 Social Media Communication and Leadership</b>	none
<b>LEAD 302 Community Development in Athletics</b>	none
<b>LEAD 303 Literatures of Intersectionality</b>	none
<b>LEAD 304 Conflict Resolution: Negotiation and Mediation</b>	none
<b>LEAD 305 International Deaf Leadership and Community Development</b>	none
<b>LEAD 306 Leadership in the Deaf Community</b>	none
<b>LEAD 307 Leadership and Accessible Technology</b>	none
<b>LEAD 308 Current Trends in Community Development and Leadership</b>	none
<b>LEAD 309 Dialogue: Race and Ethnicity</b>	LEAD 203
<b>LEAD 310 Dialogue: Gender</b>	LEAD 203
<b>LEAD 311 Dialogue: Deaf, DeafBlind, DeafDisabled, Hard-of-Hearing</b>	LEAD 203
<b>LEAD 312 Dialogue: LGBTQIA</b>	LEAD 203
<b>LEAD 313 Dialogue: Social Class</b>	LEAD 203

**Table A.2. Coursework Required for Business Management Concentration.**

Students must take a total of nine courses as indicated below.

<b>Course</b>	<b>Prerequisite(s).</b>
ACCT 110 Financial Accounting or NACC 205 Financial Accounting	none
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 3 <sup>rd</sup> year standing
MGMT 215 Organizational Behavior	2 <sup>nd</sup> year standing
MGMT 310 Leading High-Performance Teams or MGMT 320 Managerial Skills	MGMT 215
MGIS 130 Information Systems and Technology or MGIS 330 Systems Analysis and Design	none
MGIS 320 Database Management Systems, or MGIS 350 Developing Business Applications, or MGIS 450 Enterprise Systems	none
MKTG 230 Principles of Marketing or NBUS 227 Principles of Marketing	2 <sup>nd</sup> 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  MKTG 410: MKTG 320

**Table A.3. Coursework Required for Public Policy Concentration.**

Students must choose any nine of the following courses.

<b>Course</b>	<b>Prerequisite(s)</b>
FNRT 355 Fundraising, Grant Writing & Marketing for Nonprofit Institutions	none
PUBL 201 Ethics, Values, and Public Policy	none
PUBL 301 Public Policy Analysis	2 <sup>nd</sup> year standing
PUBL 363 Cybersecurity Policy	none
PUBL 510 Technology Innovation and Public Policy	none
PUBL 520 Information & Communications Policy	none
PUBL 530 Energy Policy	none
PUBL 531 Climate Change: Science, Technology and Policy	3 <sup>rd</sup> year standing
PUBL 589 Topics in Public Policy	none
STSO 201 Science and Technology Policy	none
STSO 341 Biomedical Issues	none
STSO 421 Environmental Policy	none

**Table A.4. Coursework Required for Community Health Concentration.**

Students must choose any nine of the following courses.

<b>Course</b>	<b>Prerequisite(s)</b>
ANTH 435 Archaeology of Death	none
COMM 344 Health Communication	none
CRIM 245 Prostitution and Vice	CRIM 110
CRIM 275 Crime and Violence	CRIM 110
HLTH 315 Reinventing Health Care	none
HLTH 320 Legal Aspects of Health Care	none
HLTH 325 Health Care Leadership	none
HLTH 330 Health Planning and Program Development	none
FNRT 355 Fundraising, Grant Writing & Marketing for Nonprofit Institutions	none
PSYC 221 Abnormal Psychology or PSYC-221H Honors Abnormal Psychology	PSYC 101 or PSYC 101H or completion of one (1) 200 level PSYC course
PSYC 231 Death and Dying	PSYC 101 or PSYC 101H or completion of one (1) 200 level PSYC course
PSYC 241 Health Psychology	PSYC 101 or PSYC 101H or completion of one (1) 200 level PSYC course
SOCI 102 Foundations of Sociology	none
SOCI 246 Gender and Health or ANTH 246 Gender and Health	none
SOCI 322 Health and Society	none
STSO 341 Biomedical Issues	none

**Table A.5. Coursework Required for Political Science Concentration.**

Students must choose any nine of the following courses.

<b>Course</b>	<b>Prerequisite(s)</b>
FNRT 355 Fundraising, Grant Writing & Marketing for Nonprofit Institutions	none
POLS 110 American Politics	none
POLS 120 Introduction to International Relations	none
POLS 215 Tech, Ethics & Global Politics	none
POLS 250 State and Local Policy	none
POLS 290 Politics and the Life Sciences	none
POLS 295 Cyberpolitics	none
POLS 305 Political Parties and Voting	none
POLS 310 The Congress	none
POLS 320 American Foreign Policy	none
POLS 325 International Law and Organizations	none
POLS 330 Human Rights in Global Perspective	none
POLS 333 The Rhetoric of Terrorism	none
POLS 355 Political Leadership	none
POLS 365 Anarchy, Technology and Utopia	none

**Table A.6. Coursework Required for Psychology Concentration.**

Students must take a total of nine courses as indicated below.

Course	Prerequisite(s)
<b>All students must take the following four courses:</b>	
PSYC 101 Introduction to Psychology, or PSYC-101H Honors Introduction to Psychology	none
PSYC 221 Abnormal Psychology or PSYC-221 Honors Abnormal Psychology	PSYC 101 or PSYC 101H or completion of one (1) 200 level PSYC course
PSYC 223 Cognitive Psychology	PSYC 101 or PSYC 101H or completion of one (1) 200 level PSYC course
PSYC 226 Development Psychology	PSYC 101 or PSYC 101H or completion of one (1) 200 level PSYC course
<b>Students must take any five of the following courses:</b>	
FNRT 355 Fundraising, Grant Writing & Marketing for Nonprofit Institutions	none
POLS 250 State and Local Policy	none
POLS 310 The Congress	none
POLS 355 Political Leadership	none
PUBL 201 Ethics, Values, and Public Policy	none
PUBL 520 Information and Communication Policy	none



## Faculty Information: Rochester Institute of Technology - BS Community Development and Inclusive Leadership

### Existing Core Faculty

Department Expectations: Identify the specific faculty members that will be responsible for setting the curricular objectives, teaching program courses, advising students, and determining the means by which program and course objectives are measured. **Identify the program director.**

Core faculty members must meet minimum academic qualifications as identified in Part 52.2(b) of regulation, and be of sufficient depth and breadth to provide leadership, direction, and discharge other responsibilities critical to the start-up of the program.

**Note:** Faculty curricula vitae or resumes should not be attached to this application and should only be provided if specifically requested by the Department.

Faculty Member Name, Title, and Rank	Courses to be taught	FT or PT; if FT identify % of time to the program	Highest Earned Degree, Discipline, IHE	Additional qualifications which demonstrate professional competence relative to the specific program.
Jess Cuculick, Associate Professor, <b>Interim Program Director</b>	LEAD 501 Capstone Seminar, taught once annually	10%	Ed.D., Teaching and Curriculum, University of Rochester	Chair, Liberal Studies, M.S., Secondary Education of Students Who Are Deaf or Hard of Hearing; Master of Social Work; Co-Director, NTID Faculty Program for Academia; Director, NTID Deaf Health Laboratory, Associate Director of the NTID Center on Culture and Language
Liam Esposito, Senior Lecturer	LEAD 101 Introduction to Community Leadership and Development, two sections taught annually  LEAD 102 Inclusive Leadership, two sections taught annually  LEAD 300 Rhetoric of Leadership, taught once biennially  LEAD 306 Leadership in the Deaf Community, taught once biennially  LEAD 500 Experiential Learning Coordinator	80%	M.S., Secondary Education of Students Who Are Deaf or Hard of Hearing, Rochester Institute of Technology	Program Coordinator for NTID's A.S. in Applied Liberal Arts; Former Executive Director for IGNITE (formerly Advocacy for Deaf Survivors of Domestic Violence)

Faculty Member Name, Title, and Rank	Courses to be taught	FT or PT; if FT identify % of time to the program	Highest Earned Degree, Discipline, IHE	Additional qualifications which demonstrate professional competence relative to the specific program.
Melinda Hopper, Senior Lecturer	LEAD 350 Introduction to Qualitative Research, two sections taught annually	20%	Ph.D., Teaching and Curriculum, University of Rochester	M.S., Secondary Education of Students Who Are Deaf or Hard of Hearing; Instructor of courses on education policy, law, and deafness.
Rain Bosworth, Assistant Professor	LEAD 351 Introduction to Quantitative Research, two sections taught annually	20%	Ph.D., Psychology, University of California – San Diego	
Denise Kavin, Senior Lecturer and Assistant Dean	LEAD 201 Shaping Educational and Legal Policy, taught once annually (as the second section for the course)	10%	Ed.D., Leadership and Educational Policy Studies, Northern Illinois University	Assistant Dean and NTID Executive Director for Outreach, Placement, and Special Projects; M.S., Educational and Social Policies; M.S., Secondary Education of Students Who Are Deaf or Hard of Hearing, NTID Executive Director for Outreach, Placement, and Special Projects; M.S., Educational and Social Policies; M.S., Secondary Education of Students Who Are Deaf or Hard of Hearing
Aimee Whyte, Lecturer	LEAD 200 Dimensions of Ethical Community Leadership, two sections taught annually  LEAD 304 Conflict Resolution: Negotiation and Mediation, taught once biennially  LEAD 301 Social Media Communication and Leadership, taught once biennially  LEAD 312 Dialogue: LGBTQIA, taught once biennially	35%	M.A., Mental Health Counseling, Gallaudet University	Director of Community Education and Counseling, Advocacy Services for Abused Deaf Victims; Licensed Mental Health Counselor; Approved Clinical Supervisor; National Certified Counselor; Ph.D. candidate, Counseling and Counselor Education

Faculty Member Name, Title, and Rank	Courses to be taught	FT or PT; if FT identify % of time to the program	Highest Earned Degree, Discipline, IHE	Additional qualifications which demonstrate professional competence relative to the specific program.
Rachel Mazique, Assistant Professor	LEAD 103 Introduction to Intersectionality, taught twice annually  LEAD 303 Literatures of Intersectionality, taught twice biennially	30%	Ph.D., English, University of Texas - Austin	Research includes Queer and Gender Studies, theories of ethnicity, human rights, Deaf studies, Disability studies
Janine Butler, Assistant Professor	LEAD 307 Leadership and Accessible Technology, taught once biennially	5%	Ph.D., Rhetoric, Writing And Composition, East Carolina University	Publications in accessibility and interactive captioning.

## Faculty to be Hired – Rochester Institute of Technology – BS Community Development and Inclusive Leadership

***Department Expectations:** Identify the specific job title, courses to be taught, and qualifications for each position and the specific timeline by which the faculty member(s) will be hired. The job descriptions and minimum qualifications of faculty to be hired meet the minimum academic qualifications as identified in Part 52.2(b) of Commissioner's regulation. The date provided by which faculty to be hired will be in place must be clear and directly connected to when they are needed to discharge their responsibilities during program implementation. The Department reserves the right to request more information concerning recruitment and hiring of faculty if it is needed to make a determination concerning compliance with program registration standards.*

Position Title, and Rank	Highest Earned Degree, Discipline, and additional qualifications	Courses to be taught	Date by which they will begin job duties
Lecturer	Master's degree in field relevant to instructional duties	<ul style="list-style-type: none"> <li>• LEAD 302 Community Development in Athletics, taught once biennially (5%)</li> <li>• LEAD 305 International Deaf Leadership and Community Development, taught once biennially (5%)</li> <li>• LEAD 313 Dialogue: Social Class, taught once biennially (5%)</li> <li>• Additional non-LEAD departmental coursework previously taught by faculty listed in the Existing Core Faculty table</li> </ul>	AY 2022-2023
Lecturer	Master's degree in field relevant to instructional duties	<ul style="list-style-type: none"> <li>• LEAD 203 Foundations of Dialogue: Black Deaf Experiences, taught twice annually (20%)</li> <li>• LEAD 309 Dialogue: Race and Ethnicity, taught once biennially (5%)</li> <li>• LEAD 310 Dialogue: Gender, taught once biennially (5%)</li> <li>• LEAD 311 Dialogue: Deaf, DeafBlind, DeafDisabled, Hard-of-Hearing, taught once biennially (5%)</li> <li>• Additional non-LEAD departmental coursework previously taught by faculty listed in the Existing Core Faculty table</li> </ul>	AY 2022-2023
Tenure-Track Faculty	Doctoral degree in field relevant to instructional duties	<ul style="list-style-type: none"> <li>• <b>Program Director</b> (20%)</li> <li>• LEAD 201 Shaping Educational and Legal Policy, taught once annually (10%)</li> <li>• LEAD 308 Current Trends in Community Development and Leadership, taught twice biennially (10%)</li> </ul>	AY 2022-2023

## Appendix A: Course Outline Forms

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### ROCHESTER INSTITUTE OF TECHNOLOGY

### NATIONAL TECHNICAL INSTITUTE FOR THE DEAF LIBERAL STUDIES

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#### NTID-LEAD-101

#### Introduction to Community Leadership and Development

### 1.0 Administrative information

#### a) Proposal and approval

Course proposed by	Liam Esposito
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

#### b) This outline is for a:

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

#### c) Special designations for undergraduate courses

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/21/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
<b>Y</b>	Required course Y/N   For which programs: LEAD-BS
<b>x</b>	Program elective course Y/N   For which programs: APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

<b>x</b>	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

## 2.0 Course information

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Introduction to Community Leadership and Development
Transcript title (30 Characters)	Intro Community Leadership
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

<b>x</b>	Fall
<b>x</b>	Spring
	Summer
	Other
	Offered biennially

*If "Other" is checked, explain:*

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s) (check all that apply):**

In-person	x
Online	
Blended	

**3.0 Course description** (as it will appear in the bulletin)

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.

**4.0 Topics** (should be in an enumerated list or outline format)

**4.1 Leadership**

- 4.1.1 Understanding Leadership for community
- 4.1.2 Defining Leadership
- 4.1.3 Global Leadership Attributes
- 4.1.4 Practicing Leadership
- 4.1.5 Recognizing Your Traits
- 4.1.6 Historical Leaders
- 4.1.7 Leadership Studies
- 4.1.8 Strength-based leadership
- 4.1.9 Ethics of leadership

**4.2 Leadership Styles**

- 4.2.1 Leadership Styles
- 4.2.2 Tasks and Relationships
- 4.2.3 Developing Leadership Skills
- 4.3 Vision
  - 4.3.1 Creating a vision for community
  - 4.3.2 Characteristics of a vision
  - 4.3.3 Vision articulation
  - 4.3.4 Vision implementation within the community
  - 4.3.5 Vision for different contexts
- 4.4 Constructive Community Climate
  - 4.4.1 Understand the concept of constructive climate
  - 4.4.2 Explain the process for providing constructive feedback
- 4.5 Conflict
  - 4.5.1 Kinds of Conflict
  - 4.5.2 Approach to Conflict
  - 4.5.3 Strategies for Conflict Resolutions
  - 4.5.4 Styles of Approaching Conflict
  - 4.5.5 Handling Conflict
  - 4.5.6 Communication and Conflict
- 4.6 Accessibility and intersectionality in leadership
  - 4.6.1 Fundamentals of disability and racial justice
  - 4.6.2 Strategies for inclusion and access in leadership

**5.0 Possible resources** (should be in an enumerated list or outline format)

- 5.1 Northouse, P. G. *Leadership: Theory and Practice* (current edition) ISBN: 1506362311
- 5.2 Krile, J. (current edition). *The Community Leadership Handbook: Framing Ideas, Building Relationships, and Mobilizing Resources*
- 5.3 Block, P. (current edition). *Community: The Structure of Belonging*.

**6.0 Course-level student learning outcomes and associated assessment methods**

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Assess community leadership philosophy, traits, skills, behaviors	written paper
6.2 Exercise understanding of the fundamental ways community leadership is practiced in organizations	written paper
6.3 Evaluate fundamental leadership practices relevant to contemporary organizations	written paper
6.4 Identify and analyze methods of accessibility	written paper
6.5 Identify and analyze inclusiveness of racial justice and disability justice	written paper final project
6.6 Analyze personal leadership strengths and weaknesses.	written self-assessment



**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Students will gain knowledge of inclusive leadership theories to identify and implement strategies to achieve community goals.
- Gain knowledge of research methodologies in preparation for community-based leadership roles.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

This course aligns with both NYSED and RIT general education requirements.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). One of the goals of this course is to know organizational inclusiveness of racial justice and disability justice work.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

**a.1** Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Through their final written projects, students will identify and analyze methods of accessibility.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

x	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through their final written papers, students will use accepted scholarly resources to analyze historical and/or contemporary issues of racial justice and disability justice.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
x	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information

	8. Perform college-level mathematical operations or apply statistical techniques
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**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

Students will analyze different perspectives in disability justice and racial justice.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

Student achievement will be assessed through written papers.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
9/10/19	Social	#4	1/21/20
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**NTID-LEAD-102**  
**Inclusive Leadership**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Liam Esposito
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/21/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
<b>Y</b>	Required course Y/N   For which programs: LEAD-BS
<b>x</b>	Program elective course Y/N   For which programs: APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

<b>x</b>	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Inclusive Leadership
Transcript title (30 Characters)	Inclusive Leadership
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

<b>x</b>	Fall
<b>x</b>	Spring
	Summer
	Other
	Offered biennially

*If "Other" is checked, explain:*

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s) (check all that apply):**

In-person	x
Online	
Blended	x

### **3.0 Course description** (as it will appear in the bulletin)

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.

### **4.0 Topics** (should be in an enumerated list or outline format)

- 4.1 Introduction to Organizations
- 4.2 Structures of Organizations
- 4.3 Board of Director Oversight
- 4.4 Workplace Organizations
  - 4.4.1 Educational Organizations
  - 4.4.2 Government Organizations
  - 4.4.3 Non-Profit Organizations
  - 4.4.4 Entrepreneurial Organizations
- 4.5 Applications of disability and racial justice in organizations
- 4.6 Strategies for inclusion and access in organizations

### **5.0 Possible resources** (should be in an enumerated list or outline format)

- 5.1 Organization Development: A Jossey-Bass Reader, edited by Joan V. Gallos. San Francisco, CA: Jossey-Bass. Current edition

5.2 The Fifth Discipline Fieldbook, by Peter Senge et al. New York, NY: Currency / Doubleday. Current edition

5.3 Articles from various sources to be disseminated.

### **6.0 Course-level student learning outcomes and associated assessment methods**

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Identify and distinguish various forms of organizational structure and cultures	written paper
6.2 Exercise understanding of the fundamental components of organizational development	written paper
6.3 Evaluate fundamental leadership practices relevant to contemporary organizations	written paper
6.4 Identify and analyze methods of accessibility used in varying organizational structures	written paper final project
6.5 Identify and analyze inclusiveness of racial justice and disability justice utilized in varying organizational structures	written case study final project
6.6 Conduct an organizational needs assessment to evaluate strengths and priorities.	written needs assessment
6.7 Examine, compare and contrast effective communication strategies.	final project
6.8 Construct a written case study identifying organizational structures, strengths and weaknesses to solve an agency issue.	written case study rubric

### **7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Students will gain knowledge of organizational theories to create, strengthen and manage change in community entities.
- Demonstrate effective written and oral communication abilities.

### **8.0 Colleges may add additional information here if necessary**

(e.g., information required by accrediting bodies)



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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

This course aligns with both NYSED and RIT general education requirements.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

### a. Communication

**a.1** Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Through their written papers, students will identify and analyze methods of accessibility used in varying organizational structures.

### b. Critical Thinking

**b.1** Check at least one of the following student learning outcomes:

x	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through their written papers, students will identify and analyze methods of accessibility used in varying organizational structures.

### III. Additional Student Learning Outcomes

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

Table A.1: Student Learning Outcomes	
(Check)	Student Learning Outcomes
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences

	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**NTID-LEAD-103**  
**Introduction to Intersectionality**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Alesia Allen and Rachel Mazique
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
<input checked="" type="checkbox"/>	General Education	1/21/20
<input type="checkbox"/>	Writing Intensive	
<input type="checkbox"/>	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
<b>Y</b>	Required course Y/N   For which programs: LEAD-BS
<b>x</b>	Program elective course Y/N   For which programs: APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

<b>x</b>	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Introduction to Intersectionality
Transcript title (30 Characters)	Intro to Intersectionality
Credit hours	3
Prerequisite(s)**	LEAD 102
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

<b>x</b>	Fall
<b>x</b>	Spring
	Summer
	Other
	Offered biennially

*If "Other" is checked, explain:*

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s) (check all that apply):**

In-person	x
Online	
Blended	x

### 3.0 Course description (as it will appear in the bulletin)

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.

### 4.0 Topics (should be in an enumerated list or outline format)

- 4.1 What is intersectionality?
- 4.2 Intersectionality and Identity
- 4.3 Understanding matrix of domination and axes of privilege, domination, and oppression
- 4.4 Am I privileged? Let's talk privileges and oppressions
- 4.5 Empathy and becoming the ultimate empath
- 4.6 Becoming a social advocate
- 4.7 Putting intersectionality to practice

### 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 Rothenberg, P. S. (1998). *Race, class, and gender in the United States: An integrated study*. New York: St. Martin's Press.

5.2 Hill, C. P., & Bilge, S. (2016). *Intersectionality*.

5.3 Romero, M. (2018). *Introducing intersectionality*.

5.4 Crenshaw, K. (2016). *On intersectionality: Essential writings*. Place of publication not identified: New Press.

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Define intersectionality and demonstrate comprehension of intersectionality as a theoretical and analytical framework	reflection paper, assignments
6.2 Read texts and identify the arguments in order to learn how to deploy intersectionality	out of class assignments, reflection paper
6.3 Analyze and develop positions on the theoretical and political debates related to race, gender, disability and class	out of class assignments, reflection paper
6.4 Analyze how race, class, disability and gender impact people's lives in terms of families, education, the economy, immigration, and the legal system	reflection paper
6.5 Identify connections and analyze ideas and data concerning the relationship(s) between gender, disability race, and class.	written paper and/or class presentation
6.6 Reflect on the ways in which race, gender, disability and class shape individuals' lives and the lives of people around them.	Reflection paper, out of class assignments
6.7 List specific example of social advocacy.	in class activity, out of class assignment
6.8 Apply social advocacy concepts to promote change	written paper
6.9 Identify how the intersectionality of race, gender, class and disability impact individual identity and membership in a community.	Final project

## 7.0 Program goals or student learning outcomes supported by this course (if applicable, as an enumerated list)

- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)



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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

a.1 Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Through written papers, students will identify connections and analyze ideas and data concerning the relationship(s) between gender, race, and class.

## **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
x	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through their reflective papers, students will analyze how race, class, and gender impact people's lives in terms of families, education, the economy, immigration, and the legal system.

## **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
<b>(Check)</b>	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions

	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**ROCHESTER INSTITUTE OF TECHNOLOGY**

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**LIBERAL STUDIES**

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**NTID-LEAD-200**

**Dimensions of Ethical Community Leadership**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Aimee Whyte
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
<input checked="" type="checkbox"/>	General Education	2/25/20
<input type="checkbox"/>	Writing Intensive	
<input type="checkbox"/>	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
<b>x</b>	Required course Y/N   For which programs: LEAD-BS
<b>x</b>	Program elective course Y/N   For which programs: APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

<b>x</b>	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Dimensions for Ethical Community Leadership
Transcript title (30 Characters)	Ethical Community Leadership
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

<b>x</b>	Fall
<b>x</b>	Spring
	Summer
	Other
	Offered biennially

*If "Other" is checked, explain:*

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s)** (check all that apply):

In-person	x
Online	
Blended	x

### 3.0 Course description (as it will appear in the bulletin)

This course provides an introduction to ethical theories, frameworks, and practices as they relate to community development and inclusive leadership. Topics in this course will include communication, advising, mentoring, trust- and rapport-building, problem-solving, cultural awareness, diversity, and ethical codes of practice, and will be approached through the use of theoretical frameworks, such as strengths-based evaluation, social constructivism, and systems perspectives. With a focus on ethical decision-making, students will engage in self-analysis and reflection to develop a deeper self-awareness in these areas.

### 4.0 Topics (should be in an enumerated list or outline format)

- 4.1 Communication Skills
- 4.2 Trust and Rapport Building
- 4.3 Define Ethics
- 4.4 Ethical Principles vs. Codes of Practice
- 4.5 Mentoring vs. Advising
- 4.6 Mentoring Theories: Strengths-Based, Person-Centered, Social Constructivist, Systems, Social Justice
- 4.7 Self-Awareness and Cultural Awareness
- 4.8 Mentoring and Advising with Diverse Populations
- 4.9 Ethical Dimensions
- 4.10 Accessibility and Intersectionality

## 5.0 Possible resources (should be in an enumerated list or outline format)

5.1 Westergaard, J. (current edition). *An introduction to helping skills: Counselling, coaching and mentoring*.

5.2 Chang, V. N., Decker, C. L., & Scott, S. T. (2018). *Developing helping skills: A step-by-step approach to competency*.

5.3 Egan, G. (1990). *The skilled helper: A systematic approach to effective helping*. Brooks/Cole: Monterey, Calif.

5.4 Stickley, T. (January 01, 2011). From SOLER to SURETY for effective non-verbal communication. *Nurse Education in Practice*, 11, 6, 395-398.

5.5 Neville, H. A. (2015). Social Justice Mentoring: Supporting the Development of Future Leaders for Struggle, Resistance, and Transformation. *The Counseling Psychologist*, 43(1), 157–169. <https://doi.org/10.1177/0011000014564252>

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Define “ethics,” describe concepts of ethical principles, identify ethical dimensions and codes of practice, and relate these items to one’s own personal values and beliefs.	in-class assignments, role-play rubric, reflection papers
6.2 Explain and define key aspects of ethical and inclusive community leadership.	out-of-class assignments, quiz
6.3 Recognize, describe, and demonstrate specific ethical qualities and skills that build rapport and foster trust, including attending and nonverbal communication and problem solving.	in class assignments, role-play rubric, reflection papers
6.4 Explain self-awareness and self-understanding. Be able to articulate the values in one’s own personal belief system that serve as a foundation for a personal advising and mentoring style.	in-class assignments, self-analysis paper reflection/assessment papers
6.5 Develop cultural awareness by considering gender, culture, race, ethnicity, age, sexual orientation, sexual identity, disability and ability, language, socioeconomic status, education, spirituality and religion, and health status.	in-class assignments, role-play rubric, reflection/assessment papers
6.6 Exhibit ethical and inclusive skills that recognize and support accessibility and intersectionality	final project
6.7 Compare and contrast mentoring theories: strengths-based, person-centered, social constructivist, systems, and social justice	in class assignments, reflection papers

6.8 Develop proficiency in basic communication skills fundamental to helping others such as reflecting, restating, paraphrasing, clarifying, summarizing, asking open-ended questions, providing and receiving constructive feedback, and problem solving	in class assignments, role-play rubric, reflection papers
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**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)



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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education. NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

a.1 Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using
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	standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Through their written reflective papers, students will define ethics, describe how the concept of ethical practice applies to helping, identify ethical models and codes of practice, and connect ethical practices to one's own personal values and beliefs.

## **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
	Reach sound conclusions based on logical analysis of evidence
x	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through their role-plays, students will recognize, describe, and demonstrate specific advising and mentoring qualities and skills that build rapport and foster trust, including attending and nonverbal communication (i.e., SOLER, SURETY), active listening, respect, nonjudgment, empathy, and compassion.

## **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
x	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific

	questions
	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

Through an examination of concepts pertaining to cultural awareness, diversity, and sensitivity, students will develop an understanding of and appreciation for various ethical considerations commonly encountered in the field of community development and inclusive leadership.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

Through their role-plays, students will define “ethics,” describe how the concept of ethical practice applies to helping, identify ethical models and codes of practice, and connect ethical practices to one’s own personal values and beliefs.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
9/10/19	Ethical	#2	2/25/20
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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DEPARTMENT OF LIBERAL STUDIES**

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**NTID-LEAD-201**

**Shaping Educational and Legal Policy**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Mindy Hopper, Denise Kavin & Jennifer Gravitz
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/21/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
Y	Required course Y/N   For which programs: LEAD-BS
	Program elective course Y/N   For which programs:

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Shaping Educational and Legal Policy
Transcript title (30 Characters)	Educational and Legal Policy
Credit hours	3
Prerequisite(s)**	LEAD 101 and LEAD 102
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s)** (check all that apply):

In-person	x
Online	
Blended	x

### **3.0 Course description** (as it will appear in the bulletin)

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 policymaking 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.

### **4.0 Topics** (should be in an enumerated list or outline format)

- 4.1 Introduction to Law and Policy Processes and Structures
  - 4.1.1 Branches of government
  - 4.1.2 Law-making and policy-making processes
  - 4.1.3 Americans with Disabilities and related federal laws
  - 4.1.4 Selected state laws
  - 4.1.5 Judicial review of laws
- 4.2 Defining Education Leadership
  - 4.2.1 Styles
  - 4.2.2 Settings

- 4.2.3 Early Identification and Intervention
  - 4.2.4 K-12 Education
  - 4.2.5 Higher Education (public and private)
  - 4.2.6 Other (adult, technical, vocational)
- 4.3 Defining Policy in Education
  - 4.3.1 Differentiating between law and policy
  - 4.3.2 Stakeholders and their significance in deaf education
  - 4.3.3 Processes- how policy is developed
  - 4.3.4 Advocacy and Lobbying
- 4.4 History and overview of current education laws pertaining to the education of D/HH students
  - 4.4.1 Bilingual Education Act of 1968
  - 4.4.2 Individuals with Disabilities Education Act (IDEA) (PL 94-142 in 1972)
  - 4.4.3 Amy Rowley Case
  - 4.4.4 IEP & SMART objectives
  - 4.4.5 Rehabilitation Act of 1973
  - 4.4.6 Americans with Disabilities Act (ADA, 1990)
  - 4.4.7 Michael Argenyi Case
  - 4.4.8 No Child Left Behind Act (2001)
  - 4.4.9 Workforce Innovations and Opportunities Act ( 2014)
  - 4.4.10 Alice Cogswell and Anne Sullivan Act (2017)
  - 4.4.11 Early Hearing Detection and Intervention Act (2017)
- 4.5 Significant court cases and decisions pertaining to the education of D/HH students
  - 4.5.1 Brown v. Board of Education (1954)
  - 4.5.2 Amy Rowley v. Board of Education (1982)
  - 4.5.3 Michael Argenyi v. Creighton University (2014)
- 4.6 Movements pertaining to the education of D/HH students
  - 4.6.1 Early Hearing Screening and Intervention
  - 4.6.2 Mainstreaming and Inclusion as Philosophies
  - 4.6.3 Free appropriate public education (FAPE) & Individualized Education Program (IEP)
  - 4.6.4 Educational Placements
- 4.7 Language and Communication
  - 4.7.1 Educational Interpreting Standards
  - 4.7.2 Bill of Rights for Deaf and Hard of Hearing Children
  - 4.7.3 The Child First Campaign
- 4.8 Analyses of Advocacy Letters and Position Statements related to Deaf Education
  - 4.8.1 National Association of the Deaf Advocacy Letters
  - 4.8.2 Courses and Examinations
  - 4.8.3 Public and Charter Schools
  - 4.8.4 National Association of the Deaf Position Statements
  - 4.8.5 Early Cognitive Language and Language Development and Education of DHH Children – two separate concepts?
  - 4.8.6 Schools for the Deaf
  - 4.8.7 ASL and English Bilingual Education

- 4.8.8 Inclusion
- 4.8.9 High-Stakes Assessments and Accountability
- 4.8.10 Colleges and Universities

## 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 [www.nad.org](http://www.nad.org)
- 5.2 [www.ceasd.org](http://www.ceasd.org)
- 5.3 [www.deaffocus.org/legislation](http://www.deaffocus.org/legislation)
- 5.4 [www.adara.org](http://www.adara.org)
- 5.5 [www.gallaudet.edu/clerc-center.html](http://www.gallaudet.edu/clerc-center.html)
- 5.6 The National Association of the Deaf (2015). *Legal rights: The guide for Deaf and hard of hearing people* (6<sup>th</sup> ed.) Washington, DC: Gallaudet University Press.
- 5.7 Peabody, L. (2006). *How to write policies, procedures, & task outlines* (3<sup>rd</sup> ed.) Lacey, Washington: Peabody Communications, Writing Services.
- 5.8 Selected current articles and policies
- 5.9 [www.deafchildren.org](http://www.deafchildren.org)
- 5.10 [www.aqbell.org](http://www.aqbell.org)
- 5.11 [www.deafed.net](http://www.deafed.net)
- 5.12 [www.csavr.org](http://www.csavr.org)
- 5.13 <http://www.lead-k.org>

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course student learning outcome	Assessment method
6.1 Identify the Americans with Disabilities Act and analysis state and federal laws and policy regarding legal protections and educational advancement of D/HH people.	reflective journals and or reflective responses, classroom assignments
6.2 Identify, examine and compare various styles and settings involving Educational Leadership.	reflective journals and or reflective responses, classroom assignments
6.3 Analyze and interpret laws pertinent to the education of D/HH students and its purpose to supporting the education of D/HH students	reflective journals and or reflective responses, class assignment
6.4 Reconstruct political movements or campaigns that have resulted in supporting the education of D/HH students	reflective journals and or reflective responses, class assignment
6.5 Highlight significant cases and decisions pertaining to the education of D/HH students.	reflective journals and or reflective responses, class assignment
6.6 Differentiate between law and policy.	reflective journals and or reflective responses, classroom assignments
6.7 Formulate potential steps in advocacy and lobbying for bill passages	in-class assignment



6.8 Analyze, identify, or critique components of advocacy letters and position statements related to Deaf Education.	in and out of class assignments
6.9 Define policy and its significance.	reflective journals and or reflective responses, classroom assignments
6.10 Analyze skills to interpret and implement education policies.	assignment, final project
6.11 Demonstrate steps and processes to developing a policy.	assignment, final project, written paper
6.12 Identify resources that are available for support toward educational leadership	assignment, written paper

**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

**a.1** Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Through their written projects, students will analyze, interpret and implement education policies.

## **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
x	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through their reflective journals and/or assignments, students will analyze and interpret arguments pertinent to the education of D/HH students.

## **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions

	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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NTID-LEAD-203  
FOUNDATIONS OF DIALOGUE: BLACK DEAF EXPERIENCES

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Alesia Allen
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/21/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
<b>Y</b>	Required course Y/N   For which programs: LEAD-BS
<b>x</b>	Program elective course Y/N   For which programs: APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

<b>x</b>	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Foundations of Dialogue: Black Deaf Experiences
Transcript title (30 Characters)	Dialogue: Black Experiences
Credit hours	3
Prerequisite(s)**	LEAD 200
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

<b>x</b>	Fall
<b>x</b>	Spring
	Summer
	Other
	Offered biennially

*If "Other" is checked, explain:*

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s)** (check all that apply):

In-person	<b>x</b>
Online	
Blended	

### 3.0 Course description (as it will appear in the bulletin)

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.

### 4.0 Topics (should be in an enumerated list or outline format)

- 4.1 Introduction to leadership intergroup dialogue skills
- 4.2 Definition of and practice with listening, empathy, inquiry, advocacy, recognition of assumptions and biases, reflection and resolution skills
- 4.3 Historical, cultural and contemporary influences on Black and Black Deaf experiences
- 4.4 Intergroup dialogues on selected topics, including but not limited to: education, employment, discrimination, institutional racism, police relationships, family, health, Black and Black Deaf intersectionality.
- 4.5 Creation of just and inclusive groups.

## 5.0 Possible resources (should be in an enumerated list or outline format)

5.1 OLUO, I. J. E. O. M. A. (current edition). *SO YOU WANT TO TALK ABOUT RACE*. Place of publication not identified: SEAL.

5.2 Diangelo, Robin. (current edition). *White fragility why it's so hard for white people to talk about racism*. London: Allen Lane.

5.3 Kendi, I. X. (current edition). *Stamped from the beginning: The definitive history of racist ideas in America*.

5.4 Ogunyipe, B. (n.d.). *Black Deaf Culture Through the Lens of Black Deaf History*. Retrieved from <https://dcmp.org/learn/366-black-deaf-culture-through-the-lens-of-black-deaf-history>

5.5 Sue, D. W. (current edition). *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Dif*. John Wiley & Sons.

5.6 Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (current edition). *Group counseling: Strategies and skills*.

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course student learning outcome	Assessment method
6.1 Define and distinguish dialogue intergroup leadership skills from debates and discussions.	homework assignments, quizzes, journals.
6.2 Define role and function of creating and maintaining just dialogue	homework assignments, quizzes, journals.
6.3 Show inclusive leadership group skills	homework assignments, journals and final project.
6.4 Identify and analyze the historical and modern Black and Black Deaf perspectives.	homework assignments, journals and final project.
6.5 Explore and honor the commonalities and differences across and within racial boundaries.	homework assignments, journals and final project.
6.6 Demonstrate dialogue techniques that support just and inclusive resolutions	homework assignments, journals and final project,
6.7 Articulate self-advocacy skills for intergroup understanding and social justice.	homework assignments, journals and final project,



**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

a.1 Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Through their homework assignments, written journals and final projects, students will articulate self-advocacy skills for intergroup understanding and social justice.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
x	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through their final projects, students will analyze evidence and demonstrate dialogue techniques that support just and inclusive resolutions.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information

	8. Perform college-level mathematical operations or apply statistical techniques
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**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**NTID-LEAD-300**  
**Rhetoric of Leadership**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Liam Esposito
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/21/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
<b>x</b>	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

<b>x</b>	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Rhetoric of Leadership
Transcript title (30 Characters)	Rhetoric of Leadership
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

<b>x</b>	Fall
<b>x</b>	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s)** (check all that apply):

In-person	x
Online	
Blended	x

### 3.0 Course description (as it will appear in the bulletin)

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.

### 4.0 Topics (should be in an enumerated list or outline format)

- 4.1 Introduction to Rhetoric
- 4.2 Analyzing rhetoric of historical leaders
- 4.3 Analyzing rhetoric of contemporary leaders
- 4.4 Rhetoric in Deaf community vs. hearing community
- 4.5 Knowing your audience
- 4.6 Speaking to your audience
- 4.7 Development of communications
- 4.8 Public speaking

## 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 Aristotle. (1926). *The "art" of rhetoric*. (J. H. Freese, Trans.). Cambridge, MA: Harvard University Press.
- 5.2 Burke, K. (1969). *A rhetoric of motives*. Berkeley, CA: University of California Press.
- 5.3 Jankowski, K. (2014). *Deaf Empowerment Emergence, Struggle, and Rhetoric*. Washington, DC: Gallaudet University Press.
- 5.4 Losh, E. M., Alexander, J., Cannon, K., & Cannon, Z. (2014). *Understanding rhetoric: A graphic guide to writing*. Boston, MA: Bedford/St. Martin's.
- 5.5 Olson, K. M. (2007). Rhetorical leadership and transferable lessons for successful social advocacy in Al Gore's an inconvenient truth. *Argumentation and Advocacy*, 44, 90-109.
- 5.6 Stewart, F. R. (2017). The rhetoric of shared grief: An analysis of letters to the family of Michael Brown. *Journal of Black Studies*, 48(4), 355-372.
- 5.7 Topping, R.N.S. (2016). *The elements of rhetoric: how to write and speak clearly and persuasively: a guide for students, teachers, politicians & preachers*. Kettering, OH: Angelico Press.
- 5.8 The Conversation <https://theconversation.com/us/topics/rhetoric-8995>
- 5.9 TEDxUCLA. (2018, June). Austin Vaday: *Sign Language is my superpower* [Video file]. Retrieved from <https://www.youtube.com/watch?v=OFIZdH2xEe8>
- 5.10 TEDxIslay. (2010, June). Wayne Betts, Jr.: *Deaf Lens* [Video file]. Retrieved from <https://www.youtube.com/watch?v=ocbyS9-3jjM>
- 5.11 TEDxRochester. (2013, November). Davin Searls: *Deaf culture in Rochester* [Video file]. Retrieved from <https://www.youtube.com/watch?v=VavTdaCDqag>
- 5.12 TED. (2015, November). Christine Sun Kim: *The enchanting music of sign language* [Video file]. Retrieved from <https://www.youtube.com/watch?v=2Euof4PnjDk>
- 5.13 TEDxGallaudet. (2015, March). Peter Hauser: *Effects of Linguisticism and Audism on the Developing Deaf Person* [Video file]. Retrieved from <https://www.youtube.com/watch?v=73zUW76OOxg>
- 5.14 TEDxRanneySchool. (2018, April). Chella Man: *Becoming Him* [Video file]. Retrieved from [https://www.ted.com/talks/chella\\_man\\_becoming\\_him](https://www.ted.com/talks/chella_man_becoming_him)
- 5.15 TEDGlobal (2019, July). Chimamanda Ngozi Adichie: *The danger of a single story* [Video file]. Retrieved from [https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story)
- 5.16 Isidore Niyongabo, Advocacy & Public Engagement at the National Black Deaf Advocates
- 5.17 Marvin Timothy Albert, Director of NTID Student Life Team
- 5.18 De'Lasha Singleton, Director of Youth Empowerment Summit at the National Black Deaf Advocates
- 5.19 Najma Johnson, Executive Director of DAWN
- 5.20 Melissa Elmira Yingst, MELMIRA
- 5.21 Soccoro Garcia, Alma de Muxeristas
- 5.22 Flavia Fleischer, Chair of Deaf Studies at CSUN
- 5.23 Rob Rice, CEO/President of BayFirst
- 5.24 Rosa Lee Gallimore, CSD
- 5.25 Andrew Bottoms, Harvard University
- 5.26 Jennifer "JAC" Cook, CSD Fremont



**6.0 Course-level student learning outcomes and associated assessment methods**

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course student learning outcome	Assessment Method
6.1 Identify and distinguish various forms of rhetoric.	written paper
6.2 Exercise understanding of the various rhetorical strategies and distinguish application of rhetorical uses.	written paper
6.3 Evaluate speeches given by hearing and Deaf leaders and assess for effectiveness and impact.	written paper
6.4 Create speeches of their own and deliver them to a variety of audiences.	presentation written paper
6.5 Identify and analyze strategies for inclusiveness of racial justice and disability justice in rhetoric.	written paper

**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**

(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

**a.1** Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Through written papers, students will identify and analyze strategies for inclusiveness of racial justice and disability justice in rhetoric.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
X	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through their written papers, students will create persuasive speeches of their own and deliver them to a variety of audiences.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions

	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**NTID-LEAD-301**  
**Social Media Communication and Leadership**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Aimee Whyte
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/28/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Social Media Communication and Leadership
Transcript title (30 Characters)	Social Media Communication
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

d) Anticipated Course Delivery Mode(s) (check all that apply):

In-person	x
Online	
Blended	x

### 3.0 Course description (as it will appear in the bulletin)

This course focuses on social media technologies and communication used by leaders and organizations in the United States and globally. Students will examine various social media platforms, including Facebook, Twitter, Instagram, YouTube, and LinkedIn, and evaluate the security, privacy, ethics, and accessibility possibilities for each. Through experiential learning, students will build their own social media brands, content, and hashtags, using current trends, theories, and tools, including tools of accessibility and inclusion, to welcome a diverse network of followers. An analysis of how social media technologies have impacted organizational development, political activism, social justice, the economy, and news consumption, will inform students about social media advantages and disadvantages, as well as etiquette, best practices, and do's and don'ts. This course will provide students with the opportunity to experience how people with various disabilities access social media to guide management on best practices in accessibility, and review case studies of diversity and inclusion in social media to engage with followers/audiences from various cultural, racial, and ethnic backgrounds.

### 4.0 Topics (should be in an enumerated list or outline format)

- 4.1 Different social media platforms used by leaders and organizations.
- 4.2 Developing a social media brand that is professional, academic, or organizational.
- 4.3 Concepts and theories of social media use.
- 4.4 Creating accessible, inclusive, interactive, informative, and innovative social media communication.
- 4.5 Evaluating social media security, privacy, ethics, and accessibility.
- 4.6 Social media tools, tactics, and strategies.
- 4.7 Impacts of social media on organizational development, political activism, social justice, the economy, and news consumption.
- 4.8 Social media advantages and disadvantages.

- 4.9 Social media etiquette and best practices.
- 4.10 Social media and accessibility.
- 4.11 Social media and diversity/inclusion.

## 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 Aaker J., Smith, A., Adler, C., Heath, C. & Ariely, D. (current edition) *The Dragonfly Effect: Quick, Effective, and Powerful Ways To Use Social Media to Drive Social Change*. San Francisco, CA: Jossey-Bass.
- 5.2 Matthews, P. *Social media, community development and social capital*. (2016). *Community Development Journal*, 51, 3, pp. 419-435.  
<https://doi.org/10.1093/cdj/bsv040>
- 5.3 Askanase, D. (2019). *Community Organizer* (2.0). Accessed April 2, 2019 at <https://www.communityorganizer20.com/abouttheblog/>
- 5.4 University of Kansas, Center for Community Health and Development. (2019). *Social Media for Digital Advocacy*. Accessed on April 2, 2019 at <https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main>

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Demonstrate how to effectively set up professional, academic, and organizational social media brands on a variety of prominent social media platforms and technologies used by leaders and organizations.	hands-on assignments, social media participation, reflection papers
6.2 Apply the concepts and theories that inform the use of social media	hands-on assignments and reflection/assessment paper
6.3 Develop social media content and campaigns.	hands-on assignments and reflection/assessment papers
6.4 Describe best practices in accessibility for an international audience that meets obligations under the ADA and adheres to the W3C's Web Content Accessibility Guidelines (WCAG) 2.1 and Section 508.	homework, written papers, presentations
6.5 Evaluate social media security, privacy, ethics, and accessibility, and develop critical thinking skills in order to apply existing knowledge to pertinent future development and trends of social media.	homework, written papers, discussion questions
6.6 Propose how to build digital communities via social media that include people with diverse cultures, identities, and backgrounds, and people with disabilities	homework, papers, group work
6.7 Critically examine ethical decisions and responses that leaders and organizations need to make when engaging with diverse audiences via social media	discussion questions, group work



**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

a.1 Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Students will complete a final written report on their development of an accessible and inclusive digital community.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
x	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through their homework, papers, and/or discussion questions, students will evaluate social media security, privacy, ethics, and accessibility, and develop critical thinking skills in order to apply existing knowledge to pertinent future development and trends of social media.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences

	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**LIBERAL STUDIES**

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**NTID-LEAD-302**  
**Community Development in Athletics**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Skip Flanagan and Mindy Hopper
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
<input type="checkbox"/>	General Education	
<input type="checkbox"/>	Writing Intensive	
<input type="checkbox"/>	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Community Development in Athletics
Transcript title (30 Characters)	Community Dev. in Athletics
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

*If "Other" is checked, explain:*

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s)** (check all that apply):

In-person	x
Online	
Blended	x

### **3.0 Course description** (as it will appear in the bulletin)

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.

### **4.0 Topics** (should be in an enumerated list or outline format)

- 4.1 Developing team culture
- 4.2 Developing various modes of communication in a team setting
- 4.3 Understanding team dynamics
- 4.4 Balancing personality types to create an effective team
- 4.5 Use of language and its impact on leadership
- 4.6 How to influence others in the athletic community
- 4.7 Community Leadership characteristics applicable for the athletic community
- 4.8 Leading with core values
- 4.9 Accountability
- 4.10 Understanding “The Process” and cultivating “buy-in”
- 4.11 Vision creation
- 4.12 Chain of command
- 4.13 The “Dichotomy of Leadership”
- 4.14 The application of Emotional Quotient into Leadership

### **5.0 Possible resources** (should be in an enumerated list or outline format)

- 5.1 Willink, J., & Babin, L. (2018). *The dichotomy of leadership: Balancing the challenges of extreme ownership to lead and win.*

5.2 NTID (n.d.) *Relentless Tiger Leadership: NTID Athlete Development Program* Retrieved from <https://www.ntid.rit.edu/athletes/athlete-development/program>

5.3 Janssen, J. (2002). *Championship team building: What every coach needs to know to build a motivated, committed & cohesive team*. Cary, N.C: Winning The Mental Game.

5.4 Janssen, J. (2000). *Jeff Janssen's peak performance playbook: 50 drills, activities & ideas to inspire your team, build mental toughness & improve team chemistry*. Cary, NC: Winning The Mental Game.

5.5 Janssen, J., & Dorrance, A. (2011). *How to develop relentless competitors: A proven 5-step process to transform your passive athletes into fierce competitors*. Cary, NC: Winning The Mental Game.

5.6 Walsh, B., Jamison, S., & Walsh, C. (2014). *The score takes care of itself: My philosophy of leadership*. New York: Portfolio.

5.7 Scott, D. (2014). *Contemporary leadership in sport organizations*. Champaign, IL: Human Kinetics.

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Describe strategies for connecting and networking with peers from the community of athletes.	self + peer reports, in-class assignments, online discussion
6.2 Describe how to manage time and stress from a leadership standpoint.	perceived pressure, reflection journals, online discussion, in-class assignments
6.3 Identify personalities of athletes and the leadership and making necessary and appropriate adjustments.	disc assessment, reflection journals, online discussion
6.4 Define team building skills.	reflection journals, online discussion
6.5 Create a vision for a proposed athletic community.	written paper, presentation, online discussions
6.6 Identify and analyze appropriate language for leadership use in the athletic community.	case studies, reflection journals
6.7 Define accountability and how to hold the athletic community accountable.	case studies, reflection journals
6.8 Describe core values and explain the importance of them.	written paper, presentation, case studies, reflection journals

## 7.0 Program goals or student learning outcomes supported by this course (if applicable, as an enumerated list)



- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary** (e.g., information required by accrediting bodies)

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**LIBERAL STUDIES**

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**NTID-LEAD-303**  
**Literatures of Intersectionality**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Rachel Mazique
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
<input checked="" type="checkbox"/>	General Education	1/28/20
<input type="checkbox"/>	Writing Intensive	
<input type="checkbox"/>	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Literatures of Intersectionality
Transcript title (30 Characters)	Lit. of Intersectionality
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

d) Anticipated Course Delivery Mode(s) (check all that apply):

In-person	<input checked="" type="checkbox"/>
Online	<input type="checkbox"/>
Blended	<input checked="" type="checkbox"/>

### 3.0 Course description (as it will appear in the bulletin)

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.

### 4.0 Topics (should be in an enumerated list or outline format)

#### 4.1 Historical contexts of systemic racism

- 4.1.1 Patriarchy
- 4.1.2 Systemic ableism, or the ideology of ability
- 4.1.3 Institutional audism, or the Hearing hegemony
- 4.1.4 Ethnocentrism
- 4.1.5 Heteronormativity
- 4.1.6 Homophobia
- 4.1.7 Transphobia
- 4.1.8 Gender-nonconformity prejudice
- 4.1.9 The systemic violence and marginalization against Indigenous peoples
- 4.1.10 Antisemitism
- 4.1.11 Islamophobia

#### 4.2 Theory and writing of feminist women-of-color, queer studies, disability studies, Indigenous studies, and Deaf studies

#### 4.3 Literature and social justice

#### 4.4 Storytelling and intersectional activism

#### 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 Selections from *Black Queer Studies: A Critical Anthology*
- 5.2 Selections from *Brave New Words: How Literature will Save the Planet*, selections from *Literature and Social Justice: Protest Novels, Cognitive Politics & Schema Criticism*,
- 5.3 Selections from *Borderlands/La Frontera: The New Mestiza*
- 5.4 Selections of fiction/nonfiction from *Eyes of Desire 2: A Deaf GLBT Reader*
- 5.5 Selections of fiction/nonfiction from *Step into the Circle: The Heartbeat of American Indian, Alaska Native, and First Nations Deaf Communities*
- 5.6 *T4: A Novel in Verse*, *Sula*, *Beloved*
- 5.7 *The House on Mango Street*
- 5.8 *Desert Blood: The Juárez Murders*
- 5.9 *The Combahee River Collective Statement: Black Feminist Organizing in the Seventies and Eighties*. NY: Kitchen Table, Women of Color Press, 1986. PDF file.
- 5.10 Carbado, Devon W., Kimberlé Williams Crenshaw, Vickie M. Mays, and Barbara Tomlinson. "Intersectionality: Mapping the Movements of a Theory." *Du Bois Review* 10.2 (Fall 2013): 303-312.
- 5.11 Collins, Patricia Hill. "Looking Back, Moving Ahead: Scholarship in Service to Social Justice." *Gender & Society* 26.1 (2012): 14-22.
- 5.12 *This Bridge Called My Back: Writings by Radical Women of Color*. Eds. Cherrie Moraga, Gloria Anzaldúa. 2<sup>nd</sup> ed. New York: Kitchen Table, Women of Color Press, 1983. Print.
- 5.13 Luft, Rachel and Jane Ward. "Toward an Intersectionality Just Out of Reach: Confronting Challenges to Intersectional Practice." *Advances in Gender Research* 13 (2008).
- 5.14 Erasmus, Pascal Paskittles. "Beyond the Margins: Examining the Systemic Devaluing and Marginalization of Indigenous Women in Canada." *Simon Fraser University*. 17 Dec. 2015. <http://www.sfu.ca/olc/indigenous/beyond-margins-examining-systemic-devaluing-marginalization-indigenous-wom>. Accessed 31 Jan. 2019.
- 5.15 Allan, Billie and Janet Smylie. "First Peoples, Second Class Treatment: The Role of Racism in the Health and Well-Being of Indigenous Peoples in Canada." *Wellesley Institute Advancing Urban Health*. 2015. <https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Full-Report-FPSCT-Updated.pdf> 1-71. PDF file.
- 5.16 Meer, Nasar. "Racialization and Religion: Race, Culture and Difference in the Study of Antisemitism and Islamophobia." *Ethnic and Racial Studies*, 36.3 (2013): 385-398.
- 5.17 Valerio, Nakita. "Islamophobia & Intersectionality: The Implications for Feminism." Panel Presentation at the University of Alberta on Islamophobia: Intersections & Cross Currents in Honour of International Day for the Elimination of Racial Discrimination. *The Drawing Board*. 21 Mar. 2017. <https://thedrawingboardcanada.com/2017/03/21/islamophobia-intersectionality-the-implications-for-feminism/>. Accessed 31 Jan. 2019.
- 5.18 Cousin, Glynis. "A Common Cause: Reconnecting the Study of Racism and Antisemitism." *European Societies* 14.2 (2012): 166-185.

- 5.19 Jarema, Kerri. "11 Books by Muslim Women Writers to Add to your TBR Right Now." *Bustle*. 27 Mar. 2017. <https://www.bustle.com/p/11-books-by-muslim-women-writers-to-add-to-your-tbr-right-now-47140>. Accessed 31 Jan. 2019.
- 5.20 Bauman, H-Dirksen. "Audism." *Encyclopaedia Britannica*. Encyclopaedia Britannica, Inc, 2019. <https://www.britannica.com/topic/audism>. Accessed 30 Jan. 2019.
- 5.21 IGSF. "Institute for Gender, Sexuality, and Feminist Studies: 2015-2016 Annual Newsletter." McGill Institute for Gender, Sexuality, and Feminist Studies, [https://www.mcgill.ca/igsf/files/igsf/newsletter\\_2016.pdf](https://www.mcgill.ca/igsf/files/igsf/newsletter_2016.pdf) PDF file.
- 5.22 Miller, Lisa R. and Eric Anthony Grollman. "The Social Costs of Gender Nonconformity for Transgender Adults: Implications for Discrimination and Health." *Sociological Forum* 30.3 (Sept. 2015): 809-831.
- 5.23 Johnson, E. Patrick and Mae G. Henderson, eds. *Black Queer Studies: A Critical Anthology*. Durham: Duke University Press, 2005. Print.
- 5.24 Ammons, Elizabeth. *Brave New Words: How Literature will Save the Planet*. Iowa City, University of Iowa Press, 2010. Print.
- 5.25 Bracher, Mark. *Literature and Social Justice: Protest Novels, Cognitive Politics & Schema Criticism*. Austin: University of Texas Press, 2013. Print.
- 5.26 Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza*. 3<sup>rd</sup> ed. San Francisco: Aunt Lute Books, 2007. Print.
- 5.27 Luczak, Raymond, ed. *Eyes of Desire 2: A Deaf GLBT Reader*. Minneapolis: Handtype Press, 2007. Print.
- 5.28 Paris, Damara Goff and Sharon Kay Wood, eds. *Step into the Circle: The Heartbeat of American Indian, Alaska Native, and First Nations Deaf Communities*. Oregon: AGO Publications, 2002. Print.
- 5.29 LeZotte, Ann Clare. *T4: A Novel in Verse*. Boston, Houghton Mifflin Company, 2008. Print.
- 5.30 Morrison, Toni. *Sula*. New York: Vintage International, 2004. Print.
- 5.31 Morrison, Toni. *Beloved*. New York: Vintage International, 2004. Print.
- 5.32 Cisneros, Sandra. *The House on Mango Street*. New York: Vintage Contemporaries, 1984. Print.
- 5.33 Gaspar De Alba, Alicia. *Desert Blood: The Juárez Murders*. Houston: Arte Público Press, 2005. Print.

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Identify various systemic barriers and forms of discrimination in the literature they read.	written reader-responses
6.2 Define various systemic barriers and forms of discrimination.	written essays
6.3 Explain intersectionality.	artistic, filmic, poster presentations, or written explanations of intersectionality

6.4 Explain through examples, and/or relate the historical contexts of interlocking forms of oppression and privilege.	presentations, written essays
6.5 Differentiate between theories of the feminist women-of-color, queer studies, disability studies, Indigenous studies, and Deaf studies.	written reader-responses
6.6 Apply theories from the above-mentioned humanities fields to examinations of literatures of intersectionality.	a literary analysis essay
6.7 Write literary analyses that examine intersectionality.	the literary analysis essay
6.8 Analyze theories from the feminist women-of-color, queer studies, disability studies, Indigenous studies, and Deaf studies with analysis of our literary texts to explain social (in)justice, propose pathways to social justice, or to examine social (in)justice.	a final essay
6.9 Write a social justice proposal or critique of the relationship between literature and politics.	the final synthesis essay

**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

This course aligns with both NYSED and RIT general education requirements.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the humanities.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about intersectionality and learn about the history of oppression and privilege.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication



**a.1** Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Students will write a social justice proposal or critique of the relationship between literature and politics which will be assessed through a final synthesis essay that involves either a proposal for social justice through the arts/literature, or a critique of the relationship between literature and politics.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
x	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Students will differentiate between theories of the feminist women-of-color, queer studies, disability studies, Indigenous studies, and Deaf studies. This will be assessed through written reader-responses to reading questions on selected articles/book chapters.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
<b>(Check)</b>	<b>Student Learning Outcomes</b>
x	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the

	natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

Students will interpret and evaluate literature pertaining to the intersectionalities of race, ethnicity, gender, and cultures.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

The literary analysis essays will examine intersectionality (through both theory and literature).

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
9/10/19	Artistic	#1	1/28/20
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**ROCHESTER INSTITUTE OF TECHNOLOGY**  
**NATIONAL TECHNICAL INSTITUTE FOR THE DEAF**  
**LIBERAL STUDIES**

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**NTID-LEAD-304**  
**Conflict Resolution: Negotiation and Mediation**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Aimee Whyte
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/28/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Conflict Resolution: Negotiation and Mediation
Transcript title (30 Characters)	Conflict Resolution
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s) (check all that apply):**

In-person	<input checked="" type="checkbox"/>
Online	<input type="checkbox"/>
Blended	<input type="checkbox"/>

**3.0 Course description** (as it will appear in the bulletin)

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.

**4.0 Topics** (should be in an enumerated list or outline format)

- 4.1 Theories, Skills, and Techniques in Conflict Resolution
- 4.2 Mediation Process, Techniques, and Tactics
- 4.3 Negotiation Process, Techniques, and Tactics
- 4.4 Communication and Facilitation Processes, Techniques, and Tactics
- 4.5 Applying Conflict Resolution, Mediation, and Negotiation Strategies in Various Settings and Situations
- 4.6 Diversity Issues in Conflict Resolution
- 4.7 Disability and Accessibility Issues in Conflict Resolution
- 4.8 Ethical dilemmas and standards
- 4.9 Mediation and Conflict Resolution Programs
- 4.10 ADA Mediation
- 4.11 Further Training and Certification

**5.0 Possible resources** (should be in an enumerated list or outline format)

- 5.1 Blecha, B. *Teaching with Simulations – Pedagogy in Action*. Retrieved from <https://serc.carleton.edu/sp/library/simulations/index.html>
- 5.2 “Fisher, R., Ury, W., Patton, B., Fisher, R., Learning Communications LLC., & Conflict management, Inc. (current edition). *Getting to yes: The video workshop on negotiation*. Bensenville, IL: Learning Communications.
- 5.3 DeMarr, B. J., & De, J. S. C. (current edition). *Negotiation and dispute resolution*. Chicago: Chicago Business Press.
- 5.4 Horton, S. (current edition). *The Leader's Guide to Negotiation: How to Use Soft Skills to Get Hard Results*.
- 5.5 Guest speakers

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Explain conflict resolution, mediation, negotiation, and facilitation, and recognize/articulate the strengths and weaknesses of different conflict resolution methods/styles.	out of class assignments, in class assignments, role-plays
6.2 Examine the expectations, roles, and boundaries of the mediator, negotiator, and facilitator.	out of class assignments, in class assignments, role-plays
6.3 Distinguish between a dispute and a conflict, explain how a dispute can turn into a conflict, and identify conflict styles.	out of class assignments, in class assignments, role-plays
6.4 Analyze negotiable and non-negotiable issues and situations, identify psychological dynamics affecting negotiations, and apply current scholarship to understand and design effective negotiation strategies.	out of class assignments, in class assignments, role-plays
6.5 Discuss theoretical approaches of leadership and conflict resolution to different settings and situations, including their own.	out of class assignments, critiqued negotiation simulations, role-plays, reflection paper
6.6 Identify the zone of possible agreement (ZOPA) in negotiations.	out of class assignments, critiqued negotiation simulations, role-plays
6.7 Describe the functions of the best alternative to a negotiated agreement (BATNA) and develop BATNAs in negotiations.	out of class assignments, critiqued negotiation simulations, role-plays
6.8 Perform SWOT Analyses (Strengths, Weaknesses, Opportunities, Threats) for use in mediation/negotiation situations and identify situations that will benefit from such analysis	hands-on activities, role-plays, reflective practice via a course rubric, presentation

6.9 Identify conflict resolution styles in different cultures, culture and power in negotiations, and adapt conflict resolution tactics/strategies to cultural differences and power imbalances.	out of class assignments, in class assignments, role-plays
6.10 Explain how to make mediation, negotiation, and facilitation processes accessible and fair to all participants and how to handle requests for accommodations for people with disabilities.	out of class assignments, in class assignments, role-plays
6.11 Identify and explain ethical dilemmas and standards in mediation, negotiation, and conflict resolution, including managing ethical dilemmas and dual roles common in small communities.	out of class assignments, critiqued negotiation simulations, role-plays
6.12 Identify and describe various mediation, negotiation, and conflict resolution programs/services in the United States, including the types of complaints the ADA Mediation Program offered by the Department of Justice (DOJ) can resolve.	reflective paper
6.13 Describe conflict resolution certification training programs.	reflective paper

**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.
- Demonstrate effective written and oral communication abilities.

**8.0 may add additional information here if necessary** (e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

This course aligns with both NYSED and RIT general education requirements.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn through the use of case studies, simulations, role-plays, and reflective practice, how to manage power imbalances and ethical dilemmas, address needs for accommodations, and adapt for cultural differences.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.



### a. Communication

a.1 Check at least one of the following student learning outcomes:

	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
x	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

a.2 In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Students will deliver a presentation of their findings via a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) of example mediation/negotiation situations. The course instructor will use a rubric to evaluate student presentations.

### b. Critical Thinking

b.1 Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
x	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

b.2 In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through written assignments and role-plays, students will analyze negotiable and non-negotiable issues and situations, identify psychological dynamics affecting negotiations, and apply current scholarship to understand and design effective negotiation strategies.

### III. Additional Student Learning Outcomes

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

Table A.1: Student Learning Outcomes	
(Check)	Student Learning Outcomes
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the

	natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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DEPARTMENT OF LIBERAL STUDIES**

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**NTID-LEAD-305**

**International Deaf Leadership and Community Development**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Jennifer Gravitz
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/28/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	International Deaf Leadership and Community Development
Transcript title (30 Characters)	Intern'l Leadership & Comm. Dev.
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

*If "Other" is checked, explain:*

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s) (check all that apply):**

In-person	<input checked="" type="checkbox"/>
Online	<input type="checkbox"/>
Blended	<input checked="" type="checkbox"/>

**3.0 Course description** (as it will appear in the bulletin)

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.

**4.0 Topics** (should be in an enumerated list or outline format)

4.1 Introduction to International Leadership and Community Development

- 4.1.1 World Federation of the Deaf
- 4.1.2 Discovering Deaf Worlds
- 4.1.3 United Nations
- 4.1.4 Peace Corps
- 4.1.5 NGOs

4.2 International Deaf Leaderships

- 4.2.1 Andrew Foster-Africa
- 4.2.2 Past WFD Presidents-Finland
- 4.2.3 Laurent Clerc-France
- 4.2.4 T. Gallaudet-US
- 4.2.5 EM Gallaudet-US
- 4.2.6 Braam Jordaan-South Africa
- 4.2.7 Drisana Levitzke-Gray-Australia
- 4.2.8 Byun Seung Il-South Korea

- 4.3 Unique opportunities and challenges in international leadership
- 4.4 Educational and vocational opportunities and challenges
- 4.5 Communication strategies among global Deaf communities
- 4.6 Deaf to Deaf: International Sign Language and other modalities
- 4.7 Deaf and Hearing: Strategies
- 4.8 Community Development: Communication and Mobilization
- 4.9 Understanding legal, cultural, economic and governmental structures.
- 4.10 Interpersonal, group and social media communication skills
- 4.11 Community development planning, budgeting, and assessment

## 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 Kamkwamba, W., Mealer, B., & Hymas, A. (2019). *The boy who harnessed the wind*.
- 5.2 Easterly, W. (current edition). *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good*.
- 5.3 Tyler, N., & Ward, R. M. (current edition). *Planning and community development: A guide for the 21st century*. New York: W. W. Norton.
- 5.4 Green, G. P., & Haines, A. (current edition). *Asset building & community development*.
- 5.5 DeFilippis, J., & Saegert, S. (current edition). *The community development reader*. New York, N.Y: Routledge.
- 5.6 Zdenek, R. O., & Walsh, D. (current edition). *Navigating community development: Harnessing comparative advantages to create strategic partnerships*.
- 5.7 World Federation of the Deaf website and associated media
- 5.8 Lane, H. (2005). Ethnicity, Ethics and the Deaf-World. *The Journal of Deaf Studies and Deaf Education*, 10,(3), 291–310. <https://doi.org/10.1093/deafed/eni030>
- 5.9 United Nations. (2006). Convention on the Rights of Persons with Disabilities (CRPD). Retrieved from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
- 5.10 World Federation of the Deaf. The Legal Recognition of Sign Languages by Country. Retrieved from <http://wfdeaf.org/news/resources/legal-recognition-sign-languages-country/>
- 5.11 World Federation of the Deaf. Advancing human rights and sign language. Retrieved from <http://wfdeaf.org/our-work/human-rights-of-the-deaf/>
- 5.12. World Federation of the Deaf. 2030 Agenda. Retrieved from <http://wfdeaf.org/our-work/2030-agenda/>
- 5.13 The United Nations. The foundation of human rights law. Retrieved from <https://www.un.org/en/sections/universal-declaration/foundation-international-human-rights-law/index.html>
- 5.14 The United Nations. UN Flagship Report on Disability and Sustainable Development Goals. Retrieved from <https://www.un.org/development/desa/disabilities/publication-disability-sdgs.html>
- 5.15 Broderick, A. & Ferri, D. (current edition). *International and European Disability Law and Policy: Text, Cases and Materials*. Cambridge, United Kingdom: Cambridge University Press.

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course student learning outcome	Assessment method
6.1 Identify international and national laws that support Deaf and underserved communities: United Nations Convention on the Rights of Persons with Disabilities & Americans with Disabilities Act.	reflective papers, assignments
6.2 Identify strategies that international deaf leaders use.	reflective papers, assignments, project
6.3 Analyze facilitators and barriers experienced by deaf and hard of hearing international agencies and deaf leaders.	reflective papers, assignments
6.4 Identify unique opportunities and challenges in international leadership and community development	reflective papers, assignments
6.5 Develop community development and administrative strategies for addressing one Deaf community need outside of the U.S., using the framework from the Convention on the Rights of Persons with Disabilities.	reflective papers, assignments, projects

## 7.0 Program goals or student learning outcomes supported by this course (if applicable, as an enumerated list)

- Demonstrate effective written and oral communication abilities.

## 8.0 Colleges may add additional information here if necessary

(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

a.1 Check at least one of the following student learning outcomes:



	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
x	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Students will read, various texts regarding the enforcement and effectiveness of international and national laws in a selected country. Their understanding of these readings will be assessed via assignments.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
x	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Students will analyze and evaluate current events and trends. They will then identify unique opportunities and challenges in international leadership and community development and present their conclusions via written reflective papers.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
x	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary

	issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

- a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

This course is designed for international and domestic students who are committed to making positive organizational changes in countries throughout the world. The challenges and opportunities for Deaf leadership and community development vary from one international organization to another.

- b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

Students will be assessed via classroom discussions, projects, assignments, and/or reflective papers.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
9/10/19	Global	#3	1/28/20
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**NTID-LEAD-306**  
**Leadership in the Deaf Community**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Denise Kavin
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/5/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
<input checked="" type="checkbox"/>	General Education	1/28/20
<input type="checkbox"/>	Writing Intensive	
<input type="checkbox"/>	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Leadership in the Deaf Community
Transcript title (30 Characters)	Leadership in Deaf Community
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s)** (check all that apply):

In-person	x
Online	
Blended	x

### **3.0 Course description** (as it will appear in the bulletin)

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.

### **4.0 Topics** (should be in an enumerated list or outline format)

#### 4.1 What is Leadership in the Deaf community?

- 4.1.1 Definitions
- 4.1.2 Settings
- 4.1.3 Higher Education
- 4.1.4 Residential Schools for the Deaf
- 4.1.5 Organizational
- 4.1.6 Grassroots
- 4.1.7 Sports

#### 4.2 Leadership -vs- management

- 4.2.1 Nine Leadership Styles
- 4.2.2 Transformational
- 4.2.3 Transactional
- 4.2.4 Servant
- 4.2.5 Autocratic
- 4.2.6 Laissez-faire
- 4.2.7 Democratic
- 4.2.8 Bureaucratic

- 4.2.9 Charismatic
- 4.2.10 Situational
- 4.3 Characteristics of effective -vs- ineffective leadership
  - 4.3.1 Leadership and Audism
  - 4.3.2 What is Audism?
  - 4.3.3 Intersectionality and impact on D/HH individuals and the D/HH community
  - 4.3.4 Pushback
- 4.4 Prominent Leaders in Deaf History
  - 4.4.1 Laurent Clerc
  - 4.4.2 George W. Veditz
  - 4.4.3 William C. Stokoe
  - 4.4.4 Andrew Foster
  - 4.4.5 Dr. I. King Jordan
  - 4.4.6 Ben Soukup
  - 4.4.7 Nancy Bloch
  - 4.4.8 Howard Rosenblum
  - 4.4.9 Bobbi Beth Scoggins
  - 4.4.10 Christine Kim
  - 4.4.11 Nyle DiMarco
- 4.5 Activism in the DHH Community: Case Studies
  - 4.5.1 Deaf President Now movement (1988)
  - 4.5.2 Americans with Disabilities Act (1990)
  - 4.5.3 Deaf Grassroots Movement (2016)
- 4.6 Organizations
  - 4.6.1 National Association of the Deaf
  - 4.6.2 Youth Leadership Camp
  - 4.6.3 World Federation of the Deaf
  - 4.6.4 Council of Educational Administrators of Schools & Programs for the Deaf
  - 4.6.5 National Black Deaf Advocates
  - 4.6.6 Registry of Interpreters for the Deaf

## **5.0 Possible resources** (should be in an enumerated list or outline format)

- 5.1 The Executive Connection. (2018) *9 common leadership styles: what type of leader are you?* Retrieved from <https://tec.com.au/resource/9-common-leadership-styles-which-type-of-leader-are-you/>
- 5.2 “Kenton, K., Delan, D., Hott, L. R., Garey, D., Chowder, K., Channing, S., Guidall, G., ... OverDrive, Inc. (2009). *Through deaf eyes*. Arlington, Va.: PBS.
- 5.3 Moore, M. (n.d.) *DeafPeople.com*. Retrieved from (<https://deafpeople.com/leader/index.html>)
- 5.4 Gannon, J. R., Butler, J., & Gilbert, L.-J. (current edition). *Deaf heritage: A narrative history of deaf America*. Washington, D.C: Gallaudet University Press.
- 5.5 Burch, S. (current edition). *Signs of Resistance: American Deaf Cultural History, 1900 to World War II*. Fredericksburg: New York University Press.
- 5.6 Bahan, B. J., Bauman, H.-D. L., Montenegro, F., Darnall, L., In Steinberg, E. J., Dawn Pictures, Black Mountain (Firm), DawnSignPress, *Audism unveiled* (2008).
- 5.7 Kamm-Larew, D., Stanford, J., Greene, R., Heacox, C., & Hodge, W. (January 01, 2008). Leadership Style in the Deaf Community: An Exploratory Case Study of a University President. *American Annals of the Deaf*, 153, 4, 357-367.

- 5.8 Balk, John William. (1997). *Leadership practices of superintendents at residential schools for the deaf*. DigitalCommons@University of Nebraska - Lincoln.
- 5.9 World Federation of the Deaf website
- 5.10 National Black Deaf Advocates website
- 5.11 Registry of Interpreters for the Deaf website
- 5.12 CEASD website
- 5.13 NAD website
- 5.14 YLC website

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Label various definitions of leadership and give examples of how they can vary as pertaining to certain settings.	quiz
6.2 Distinguish the difference between leadership and management.	exit interview in class
6.3 Identify nine styles of leadership and situations to which they best apply.	quiz
6.4 Distinguish between the characteristics and practices of effective and ineffective leadership and potential impact or consequences.	written assignment
6.5 Illustrate the concept of Audism and discuss intersectionality between leadership and deaf culture.	written assignment
6.6 Identify selected prominent leaders in the D/HH community over history and analyze and evaluate their impact on the Deaf community.	written assignment
6.7 Reconstruct and critique selected case studies of major movements in Deaf history and how they were led.	written project
6.8 Identify activist organizations and determine how they have been influential in the D/HH community.	exit interview

## 7.0 Program goals or student learning outcomes supported by this course (if applicable, as an enumerated list)

- Demonstrate effective written and oral communication abilities.
- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.

## 8.0 Colleges may add additional information here if necessary

(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

This course aligns with both NYSED and RIT general education requirements.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will be introduced to historical and current issues regarding leadership and the Deaf/Hard of Hearing (D/HH) community.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication



**a.1** Check at least one of the following student learning outcomes:

	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
x	Demonstrate comprehension of information and ideas accessed through readings and discussion

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Students will be assigned readings and they will demonstrate comprehension of information and ideas through written assignments.

## **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
x	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through their written projects, students will reconstruct major movements in Deaf history and critique how they were led.

## **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary

	issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**NTID-LEAD-307**  
**Leadership and Accessible Technology**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Janine Butler
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/12/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/28/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Leadership and Accessible Technology
Transcript title (30 Characters)	Leadership & Accessible Tech.
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s)** (check all that apply):

In-person	x
Online	
Blended	x

### 3.0 Course description (as it will appear in the bulletin)

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.

### 4.0 Topics (should be in an enumerated list or outline format)

- 4.1 Access as a continual process in which users advocate for their individual and their community's needs.
- 4.2 Access to and through spoken, signed, and written communication.
- 4.3 Legal requirements that mandate access technologies.
- 4.4 Advocacy for improved accessibility, such as for captioned media.
- 4.5 Current utilization of access technologies to facilitate signed, spoken, and written communication in organizations and other spaces.

- 4.6 Benefits and limitations of current access technologies.
- 4.7 Current and future developments of the next generation of access technologies.
- 4.8 Specific access technologies, including automatic real-time speech-to-text services; telecommunications services including video relay services and captioned telephone services; video remote interpreting; accessibility services for DeafBlind individuals; and other services.
- 4.9 Communication through captioned videos and captioned media in various contexts.
- 4.10 Prominent organizations that advocate for and improve access technologies, including the National Association of the Deaf (NAD), Convo, the Deaf Professional Arts Network (D-PAN), and the Center on Access Technology at NTID.

## 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 Ai-Media. (current edition). "About Us." Retrieved from Ai-Media. <https://www.ai-media.tv/about-us/>
- 5.2 Convo. (current edition). "About." Retrieved from. <https://convorelay.com/about>
- 5.3 Deaf Professional Arts Network. (current edition). Retrieved from <https://dpan.tv/>
- 5.4 National Association of the Deaf. (current edition). "Technology." Retrieved from <https://www.nad.org/resources/technology/>
- 5.5 Ellcessor, E. (current edition). *Restricted access: Media, disability, and the politics of participation*.
- 5.6 Yergeau, Melanie, et al. (2013). "Multimodality in Motion: Disability and Kairotic Spaces." *Kairos* 18 (1): n.p.

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Examine the significance and implications of access as a process.	in-class and homework assignments
6.2 Determine how the evolution of accessibility laws over the years has established the foundation for improved access.	in-class and homework assignments
6.3 Compile an extensive list of access technologies.	in-class and homework assignments
6.4 Evaluate the strategies that leaders and organizations use to strengthen access to spoken, signed, and written communication.	case study or interview presentations, projects
6.5 Assess and critique the benefits and limitations of specific access technologies.	technology assessment presentations, projects
6.6 Propose strategies for improving a particular access technology to ensure access in the workplace and/or in the community.	projects, proposal presentations

6.7 Create a personal leadership development action plan for using and advocating for access technologies throughout the near future.	project (leadership development action plan), presentation
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**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate effective written and oral communication abilities.

Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

This course aligns with both NYSED and RIT general education requirements.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). One of the goals of this course is to learn about how leaders can serve as advocates who work to fight for improved access to communication and other resources in their communities.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication



**a.1** Check at least one of the following student learning outcomes:

	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
x	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Students will deliver a presentation in American Sign Language and/or American English describing strategies for improving a particular access technology to ensure access in the workplace and/or in the community. Student achievement in this area will be assessed via a rubric.

## **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

x	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Using accepted scholarly methods to research and collect evidence from sources, students will create a personal leadership development action plan regarding the use of access technologies to promote community development and inclusivity. Their personal leadership development action plan will build on and include knowledge from the sources that they cite.

## **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent

	perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**NTID-LEAD-308  
CURRENT TRENDS IN COMMUNITY DEVELOPMENT AND LEADERSHIP**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Jennifer Gravitz
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/12/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
<input checked="" type="checkbox"/>	General Education	1/28/20
<input type="checkbox"/>	Writing Intensive	
<input type="checkbox"/>	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course YES. For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Current Trends in Community Development and Leadership
Transcript title (30 Characters)	Curr. Trends Comm. Dev. & Lead.
Credit hours	3
Prerequisite(s)**	
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s)** (check all that apply):

In-person	X
Online	
Blended	

### **3.0 Course description** (as it will appear in the bulletin)

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.

### **4.0 Topics** (should be in an enumerated list or outline format)

- 4.1 Current research in inclusive leadership
- 4.2 Current research in community development
- 4.3 Best practices in community development
- 4.4 Best practices in inclusive leadership
- 4.5 Laws, regulations and guidelines
- 4.6 Resources, networking and professional development

### **5.0 Possible resources** (should be in an enumerated list or outline format)

- 5.1 Maxwell, J. (2019). *Leadershift: The 11 Essential Changes Every Leader Must Embrace* (Current Edition). New York, New York: HarperCollins Leadership.
- 5.2 Stead, V, editor. (2015): *The Education Doctorate (Ed.D.): Issues of Access, Diversity, Social Justice, and Community Leadership (Equity in Higher Education*

- Theory, Policy, and Praxis* (Current Edition). New York, New York: Peter Lang Publishing, Inc.
- 5.3 Kirkman, B. and Harris, T. (2017). *3D Team Leadership: A New Approach for Complex Teams*. (1st Edition). Palo Alto, CA. Stanford University Press.
- 5.4 McChrystal, S., Collin, T., Silverman, D., Fussell, C. (2015). *Team of Teams: New Rules of Engagement for a Complex World*. New York, New York. Penguin Random House, LLC.
- 5.5 DuBrin, A. *Leadership: Research Findings, Practice, and Skills*. Boston, MA. Cengage Learning (Current Edition).
- 5.6 *Leadership-as-Practice: (2016) Theory and Application (Routledge Studies in Leadership Research)*. New York, New York. Routledge.
- 5.7 Madsen, S. (2018). *Handbook of Research on Gender and Leadership* (Research Handbooks in Business and Management series). Northampton, MA. Edward Elgar Publishing, Inc.
- 5.8 Instructor will assign articles, books, and database research opportunities readily available at the Wallace Library.

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course student learning outcome	Assessment method
6.1 Apply the tools of community development and inclusive leadership analysis to a specific research area.	research papers, projects, assignments
6.2 Demonstrate knowledge of current trends in community development and inclusive leadership.	written assignments and research papers
6.3 Research, integrate and apply analytic skills and knowledge to specific topics in community development and inclusive leadership.	written assignments research papers
6.4 Apply theories and practices in community development and inclusive leadership to current and possible future trends.	written assignments and research papers
6.5 Analyze and discuss various articles related to course topics.	written assignments
6.6 Apply knowledge of the major topics addressed in the course.	written assignments

## 7.0 Program goals or student learning outcomes supported by this course (if applicable, as an enumerated list)

- Demonstrate effective written and oral communication abilities.
- Gain knowledge of research methodologies in preparation of community-based leadership goals.

## 8.0 Colleges may add additional information here if necessary (e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

a.1 Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Through written papers and/or assignments, students will demonstrate knowledge of current trends in community development and inclusive leadership.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

x	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Students will develop practical skills to research, integrate and apply analytic skills and knowledge to specific topics in community development and inclusive leadership. They will be assessed via written assignments and/or written papers.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
<b>(Check)</b>	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions



	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**NTID-LEAD-309  
DIALOGUE: RACE AND ETHNICITY**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Alesia Allen and Jennifer Gravitz
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/12/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/28/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Dialogue: Race and Ethnicity
Transcript title (30 Characters)	Dialogue: Race and Ethnicity
Credit hours	3
Prerequisite(s)**	LEAD 203
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s) (check all that apply):**

In-person	x
Online	
Blended	x

**3.0 Course description** (as it will appear in the bulletin)

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.

**4.0 Topics** (should be in an enumerated list or outline format)

- 4.1 Refinement of Inclusive Leadership Group Skills
- 4.2 Review of Intersectionality and Identity
- 4.3 Ethnic and Racial Identity Development
- 4.4 Ethnicity, Race and Culture
- 4.5 Racial and Ethnic Communities and Education
- 4.6 Racial and Ethnic Communities and Employment
- 4.7 Discrimination and Oppression in Racial and Ethnic Communities
- 4.8 Domestic violence in Racial and Ethnic Communities
- 4.9 Racial and Ethnic Communities and Institutional Racism
- 4.10 Religion in Racial and Ethnic communities
- 4.11 Race and Ethnic Relations and the Deaf Community

## 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 Rivas-Drake, D., & Umaña-Taylor, A. J. (current edition). *Below the surface: Talking with teens about race, ethnicity, and identity*.
- 5.2 Oluo, I., Turpin, B., & OverDrive, Inc. (current edition). *So You Want to Talk about Race*. Place of publication not identified: Blackstone Publishing.
- 5.3 Diangelo, R. (current edition). *White fragility: Why it's so hard for white people to talk about racism*. London: Allen Lane.
- 5.4 Kendi, I. X. (current edition). *Stamped from the beginning: The definitive history of racist ideas in America*.
- 5.5 Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (current edition). *Group counseling: Strategies and skills*.
- 5.6 Brown, J. (current edition). *How to be an inclusive leader: Your role in creating cultures of belonging where everyone can thrive*.
- 5.7 Harts, M. (current edition). *The memo: What women of color need to know to secure a seat at the table*.
- 5.8 Brown, J. (2016). *Inclusion: Diversity, the new workplace & the will to change*.
- 5.9 Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (current edition). *Group counseling: Strategies and skills*

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course student learning outcome	Assessment method
6.1 Show inclusive leadership group skills pertaining to race and ethnic relations.  6.1.1 Demonstrate use of listening and clarification skills during dialogue sessions. 6.1.2 Reflect and communicate other dialogue participants' perspectives and feelings without bias or judgment. 6.1.3 Demonstrate empathic understanding of dialogue group participants. 6.1.4 Identify commonalities and differences between dialogue participants. 6.1.5 Contribute to dialogue resolution.	homework assignments, classroom discussions rubric, and final project
6.2 Identify and analyze the historical and modern race and ethnicity experiences.	homework assignments, classroom discussions rubric, journals and final project
6.3 Explore the commonalities and differences across and within racial and ethnic boundaries.	homework assignments, classroom discussions rubric, journals and final project

6.4 Demonstrate dialogue techniques that support just and inclusive resolutions relating to race and ethnicity.	homework assignments, classroom discussions rubric, and final project.
6.5 Identify planning, evaluating and leadership group skills pertaining to race and ethnic relations.	journals, classroom discussions rubric, and final project.

**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

a.1 Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Through written homework assignments, journals and final projects, students will articulate self-advocacy skills for intergroup understanding and social justice.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
x	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through final projects, students will demonstrate dialogue techniques that support just and inclusive resolutions.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information



	8. Perform college-level mathematical operations or apply statistical techniques
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**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**NTID-LEAD-310**  
**DIALOGUE: GENDER**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Jennifer Gravitz
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/12/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
<input checked="" type="checkbox"/>	General Education	1/28/20
<input type="checkbox"/>	Writing Intensive	
<input type="checkbox"/>	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Dialogue: Gender
Transcript title (30 Characters)	Dialogue: Gender
Credit hours	3
Prerequisite(s)**	LEAD 203
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

*If "Other" is checked, explain:*

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s)** (check all that apply):

In-person	<input checked="" type="checkbox"/>
Online	<input type="checkbox"/>
Blended	<input checked="" type="checkbox"/>

### **3.0 Course description** (as it will appear in the bulletin)

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.

### **4.0 Topics** (should be in an enumerated list or outline format)

- 4.1 Refinement of Inclusive Leadership Group Skills
- 4.2 Review of intersectionality and identity
- 4.3 Identity Development
- 4.4 Historical Influences
- 4.5 Culture and Gender
- 4.6 Education and Gender
- 4.7 Employment and Gender
- 4.8 Discrimination
- 4.9 Dating
- 4.10 Domestic violence
- 4.11 Institutional sexism
- 4.12 Religion
- 4.13 Family and Health

#### 4.14 Gender relations and the Deaf Community

### 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 hooks, b., & Miles, R. (2018). *Feminism is for everybody: Passionate politics*.
- 5.2 Adichie, C. N. (2017). *We should all be feminists*.
- 5.3 Adichie, C. N. (2018). *Americanah*.
- 5.4 Adichie, C. N. (2018). Dear Ijeawele, or, A feminist manifesto in fifteen suggestions.
- 5.5 Airton, L. (2019). Gender: Your guide: a gender-friendly primer on what to know, what to say, and what to do in the new gender culture.
- 5.6 Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (current edition). *Group counseling: Strategies and skills*

### 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course student learning outcome	Assessment method
6.1 Show inclusive leadership group skills focusing on gender.  6.1.1 Demonstrate use of listening and clarification skills during dialogue sessions. 6.1.2 Practice non-judgmental and bias-free comments. 6.1.3 Reflect and communicate other dialogue participants' perspectives and feelings without bias or judgment. 6.1.4 Demonstrate empathic understanding of dialogue group participants. 6.1.5 Identify commonalities and differences between dialogue participants. 6.1.6 Contribute to dialogue resolution.	homework assignments, classroom discussions rubric, and final project
6.2 Identify and analyze the historical and modern gender experiences.	homework assignments, classroom discussions rubric, and final project
6.3 Explore and honor the commonalities and differences across and within gender boundaries.	homework assignments, classroom discussions rubric, and final project
6.4 Demonstrate dialogue techniques that support just and inclusive resolutions pertaining to gender.	homework assignments, journals, classroom discussions rubric, and final project

### 7.0 Program goals or student learning outcomes supported by this course (if applicable, as an enumerated list)

- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.

- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

a.1 Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Students will articulate self-advocacy skills for intergroup understanding and social justice. Skills will be assessed via homework assignments, written journals and final project.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
x	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Students will demonstrate dialogue techniques that support just and inclusive resolutions though their final written project and/or presentation.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions
	7. Comprehend and evaluate mathematical or statistical information



	8. Perform college-level mathematical operations or apply statistical techniques
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**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**NTID-LEAD-311**  
**DIALOGUE: Deaf, DeafBlind, DeafDisabled, Hard of Hearing**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Jennifer Gravitz
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/12/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/28/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Dialogue: Deaf, DeafBlind, DeafDisabled, Hard-of-Hearing
Transcript title (30 Characters)	Dialogue: Deaf, DBld, DDis, HoH
Credit hours	3
Prerequisite(s)**	LEAD 203
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s) (check all that apply):**

In-person	x
Online	
Blended	x

**3.0 Course description** (as it will appear in the bulletin)

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.

**4.0 Topics** (should be in an enumerated list or outline format)

- 4.1 Refinement of Inclusive Leadership Group Skills
- 4.2 Review of Intersectionality and Deaf, DeafBlind, DeafDisabled, Hard-of-Hearing Identities
- 4.3 Identity Development
- 4.4 History
- 4.5 Deaf, DeafBlind, DeafDisabled and Hard-of-Hearing Cultures
- 4.6 Education in Deaf, Deafblind, DeafDisabled and Hard-of-Hearing Communities
- 4.7 Employment in Deaf, Deafblind, DeafDisabled and Hard-of-Hearing Communities
- 4.8 Discrimination and Audism in Deaf, Deafblind, DeafDisabled and Hard-of-Hearing Communities

- 4.9 Institutional Racism and Ethnic Relations in Deaf, Deafblind, DeafDisabled and Hard-of-Hearing Communities
- 4.10 Religion
- 4.11 Family and Health
- 4.12 Communication
- 4.13 Language Deprivation

## 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 Leigh, I. (2010). *A lens on deaf identities*. New York: Oxford University Press.
- 5.2 Holcomb, T. K. (2013). *Introduction to American deaf culture*.
- 5.3 Rarus, B., & Harris, G. (2014). *Finding Zoe: A deaf woman's story of identity, love, and adoption*. New York: BenBella Books, Inc.
- 5.2 Goodley, D. (2017). *Disability studies: An interdisciplinary introduction*.
- 5.5 Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*.
- 5.6 Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (current edition). *Group counseling: Strategies and skills*

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course student learning outcome	Assessment method
6.1 Show inclusive leadership group skills pertaining to Deaf, Deafblind, DeafDisabled and Hard- of-Hearing Communities 6.1.1 Demonstrate use of listening and clarification skills during dialogue sessions. 6.1.2 Practice non-judgmental and bias-free comments. 6.1.3 Reflect and communicate other dialogue participants' perspectives and feelings without bias or judgment. 6.1.4 Demonstrate empathic understanding of dialogue group participants. 6.1.5 Identify commonalities and differences between dialogue participants. 6.1.6 Contribute to dialogue resolution.	class discussion rubric, assignments, journals and final project
6.2 Recognize personal biases and assumptions regarding Deaf, Deafblind, DeafDisabled and Hard- of-Hearing Communities	class discussion rubric, assignments, journals and final project
6.3 Identify and analyze the historical and modern D, DB, DD, HoH experiences.	class discussion rubric, assignments and journals
6.4 Explore the commonalities and differences across and within Deaf, Deafblind, DeafDisabled and Hard- of-Hearing Communities boundaries.	class discussion rubric, assignments, journals and final project
6.5 Demonstrate dialogue techniques that support just and inclusive resolutions pertaining to Deaf, Deafblind, DeafDisabled and Hard- of-Hearing Communities.	class discussion rubric, assignments, and final project

**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

a.1 Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Students will articulate self-advocacy skills for intergroup understanding and social justice. Skills will be assessed via homework assignments, journals and written final project and/or presentations.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
x	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through final projects, students will demonstrate dialogue techniques that support just and inclusive resolutions.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions



	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**DEPARTMENT OF LIBERAL STUDIES**

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**NTID-LEAD-312**  
**DIALOGUE: LGBTQIA**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Jennifer Gravitz
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/12/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
<input checked="" type="checkbox"/>	General Education	1/28/20
<input type="checkbox"/>	Writing Intensive	
<input type="checkbox"/>	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Dialogue: LGBTQIA
Transcript title (30 Characters)	Dialogue: LGBTQIA
Credit hours	3
Prerequisite(s)**	LEAD 203
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

*If "Other" is checked, explain:*

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s)** (check all that apply):

In-person	x
Online	
Blended	x

### **3.0 Course description** (as it will appear in the bulletin)

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.

### **4.0 Topics** (should be in an enumerated list or outline format)

- 4.1 Refinement of Inclusive Leadership Group Skills
- 4.2 Review of Intersectionality and LGBTQIA Identity
- 4.3 Sexual Orientation, Gender Identification and Gender Fluidity
- 4.5 Historical Influences
- 4.6 Culture and LGBTQIA Communities
- 4.7 Education and LGBTQIA Communities
- 4.8 Employment and LGBTQIA Communities
- 4.9 Discrimination and LGBTQIA Communities
- 4.10 Institutional Homophobia and Transphobia
- 4.11 Relationships and Marriage
- 4.12 Religion and LGBTQIA communities
- 4.13 Transitioning
- 4.14 Coming Out

#### 4.15 Use of LGBTQIA Language

### 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 Luczak, R. (current edition). *Eyes of desire: A deaf gay & lesbian reader*. Boston: Alyson Publications.
- 5.2 Luczak, R. (current edition). *Eyes of desire 2: A deaf GLBT reader*. Minneapolis: Handtype Press.
- 5.3 Quesada, U. (current edition). *Queer brown voices: Personal narratives of Latina/o LGBT activism*.
- 5.4 Snorton, C. R. (current edition). *Black on both sides: A racial history of trans identity*.
- 5.5 Killermann, S. (current edition). *A guide to gender: The social justice advocate's handbook*.
- 5.6 In Luczak, R. (current edition). *QDA: A queer disability anthology*.
- 5.7 Lambert, J., & Myers, S. (current edition). *The diversity training activity book: 50 activities for promoting communications and understanding at work*. New York: AMACOM.
- 5.8 Perry, R. (current edition). *Belonging at work: Everyday actions you can take to cultivate an inclusive organization*.
- 5.9 Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (current edition). *Group counseling: Strategies and skills*.

### 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course student learning outcome	Assessment method
6.1 Show inclusive leadership group skills pertaining to LGBTQIA relations. 6.1.1 Demonstrate use of listening and clarification skills during dialogue sessions. 6.1.2 Practice non-judgmental and bias-free comments. 6.1.3 Reflect and communicate other dialogue participants' perspectives and feelings without bias or judgment. 6.1.4 Demonstrate empathic understanding of dialogue group participants. 6.1.5 Identify commonalities and differences between dialogue participants. 6.1.6 Contribute to dialogue resolution.	homework assignments, classroom discussions rubric, and final project.
6.2 Identify and analyze the historical and modern LGBTQIA experiences.	journals, classroom discussions rubric, and final project.
6.3 Explore the commonalities and differences across and within LGBTQIA boundaries.	homework assignments, journals, classroom discussions rubric, and final project.

6.4 Recognize the role of reflection in developing resolution to group conflicts pertaining to LGBTQIA relations.	homework assignments, journals, classroom discussions rubric, and final project.
6.5 Demonstrate dialogue techniques that support just and inclusive resolutions pertaining to LGBTQIA relations.	homework assignments, journals, classroom discussions rubric, and final project.

**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

a.1 Check at least one of the following student learning outcomes:

x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Students will articulate self-advocacy skills for intergroup understanding and social justice. Skills will be assessed via homework assignments, written journals, final projects, and/or presentations.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
x	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Through final projects, students will demonstrate dialogue techniques that support just and inclusive resolutions.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions



	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	



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**NTID-LEAD-313**  
**DIALOGUE: SOCIAL CLASS**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Jennifer Gravitz
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/12/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
x	General Education	1/28/20
	Writing Intensive	
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
	Required course Y/N   For which programs:
x	Program elective course Y/N   For which programs: LEAD-BS, APPLA-AS

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

Course seats will be reserved for students in LEAD-BS and the associated immersions and minors and in APPLA-AS. The number of seats to be reserved for each group will be communicated by the LEAD program director to the college scheduling officer as necessary. Students in other NTID AS and AAS programs may enroll in this course pending the availability of seats.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Dialogue: Social Class
Transcript title (30 Characters)	Dialogue: Social Class
Credit hours	3
Prerequisite(s)**	LEAD 203
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
x	Spring
	Summer
	Other
	Offered biennially

*If "Other" is checked, explain:*

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

**d) Anticipated Course Delivery Mode(s)** (check all that apply):

In-person	<input checked="" type="checkbox"/>
Online	<input type="checkbox"/>
Blended	<input checked="" type="checkbox"/>

### **3.0 Course description** (as it will appear in the bulletin)

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.

### **4.0 Topics** (should be in an enumerated list or outline format)

- 4.1 Refinement of Inclusive Leadership Group Skills
- 4.2 Intersectionality
- 4.3 Class Relations
- 4.4 Privilege
- 4.5 Class, Oppression and Discrimination
- 4.6 Class and Identity Development
- 4.7 Culture and Class
- 4.8 Education and Class
- 4.9 Employment and Class
- 4.10 Class and Religion

### **5.0 Possible resources** (should be in an enumerated list or outline format)

- 5.1 Isenberg, N. (current edition). *White trash: The 400-year untold history of class in America*.
- 5.2 Jensen, B. (current edition). *Reading classes: On culture and classism in America*. Ithaca, N.Y: ILR Press.
- 5.3 Adams, M. (current edition). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism*. New York: Routledge.
- 5.4 Schmitz, P. (current edition). *Everyone leads: Building leadership from the community up*. San Francisco: Jossey-Bass.
- 5.5 Brown, B. (current edition). *Dare to lead: Brave work, tough conversations, whole hearts*.
- 5.6 Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (current edition). *Group counseling: Strategies and skills*.

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course student learning outcomes	Assessment method
6.1 Show inclusive leadership group skills pertaining to class relations. 6.1.1 Demonstrate use of listening and clarification skills during dialogue sessions. 6.1.2 Practice non-judgmental and bias-free comments. 6.1.3 Reflect and communicate other dialogue participants' perspectives and feelings without bias or judgment. 6.1.4 Demonstrate empathic understanding of dialogue group participants. 6.1.5 Identify commonalities and differences between dialogue participants. 6.1.6 Contribute to dialogue resolution.	homework assignments, journals, classroom discussions rubric, and final project.
6.2 Identify and analyze historical and modern class relations.	homework assignments, journals, classroom discussions rubric, and final project.
6.3 Explore the commonalities and differences across and within classes.	homework assignments, journals, classroom discussions rubric, and final project.
6.4 Demonstrate dialogue techniques that support just and inclusive resolutions pertaining to class relations.	homework assignments, journals, classroom discussions rubric, and final project.
6.5 Identify strategies for leadership accountability pertaining to class relations.	homework assignments, journals, classroom discussions rubric, and final project.

**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Demonstrate interpersonal and group communication skills to foster productive, supportive, diverse and inclusive community organizations.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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## APPENDIX A: GENERAL EDUCATION

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### Preliminary Notes:

According to NYSED, “The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.” Although decisions about the general education status of RIT courses are guided by this categorization and the details provided at the NYSED web site ([click HERE](#)), RIT recognizes that a general education course might not fit neatly into any one of these categories. Course authors from all areas are encouraged to read not only the NYSED web site, but also the mission statement at RIT’s General Education web site ([click HERE](#)).

This appendix is meant to highlight those facets of a course that are directly relevant to its General Education status, and if applicable, to provide course authors with an opportunity to elaborate on aspects of the course that locate it in one or more of the Perspective categories. The course description, course goals, and course learning outcomes (sections 2, 3, and 4 of the course outline) should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT’s General Education Outcomes assessment cycle.

### I. Nature of the Course:

After reviewing the NYSED web site ([click HERE](#)) and the RIT description of general education ([click HERE](#)) describe how this course fits the definition of general education.

NYSED: The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences (2019). This course falls under the social sciences designation.

RIT: In accordance with RIT’s mission, the General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens (2019). Students will learn about methods that organizations use for accessibility and learn about organizational racial justice and disability justice.

### II. General Education Essential Outcomes:

The Academic Senate approved the following proposal at the meeting of 16 April, 2015.

*Communication and critical thinking are essential to the general education of every student at RIT. Going forward, every course designated as general education by GEC will provide learning experiences designed to achieve at least one student learning outcome from each of these domains (Communication and Critical Thinking).*

The approved student learning outcomes are listed below.

#### a. Communication

**a.1** Check at least one of the following student learning outcomes:



x	Express oneself effectively in common college-level written forms using standard American English
	Revise and improve written products
	Express oneself effectively in presentations, either in American English or American Sign language
	Demonstrate comprehension of information and ideas accessed through reading

**a.2** In the space below, explain which aspects of this course lend themselves to the Communication outcome(s) indicated above, and how student achievement will be assessed.

Students will articulate self-advocacy skills for intergroup understanding and social justice. Skills will be assessed via homework assignments, written journals, final projects and/or presentations.

### **b. Critical Thinking**

**b.1** Check at least one of the following student learning outcomes:

	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
x	Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
	Reach sound conclusions based on logical analysis of evidence
	Demonstrate creative and/or innovative approaches to assignments or projects

**b.2** In the space below, explain which aspects of this course lend themselves to the Critical Thinking outcome(s) indicated above, and how student achievement will be assessed.

Students will demonstrate dialogue techniques that support just and inclusive resolutions though their final projects and/or presentations.

### **III. Additional Student Learning Outcomes**

Indicate which (if any) of the following student learning outcomes will be supported by and assessed in this course.

<b>Table A.1: Student Learning Outcomes</b>	
(Check)	<b>Student Learning Outcomes</b>
	1. Interpret and evaluate artistic expression considering the cultural context in which it was created
	2. Identify contemporary ethical questions and relevant positions
	3. Examine connections among the world's populations
	4. Analyze similarities and differences in human experiences and consequent perspectives
	5. Demonstrate knowledge of basic principles and concepts of one of the natural sciences
	6. Apply methods of scientific inquiry and problem solving to contemporary issues or scientific questions

	7. Comprehend and evaluate mathematical or statistical information
	8. Perform college-level mathematical operations or apply statistical techniques

**a. Explanation:** In the space below, explain how this course supports the student learning outcomes indicated above.

**b. Assessment:** In the space below, explain how student achievement in the specified student learning outcomes will be assessed.

#### IV. Perspectives

Indicate which Perspectives (if any) this course is intended to fulfill.

Keep in mind that perspectives courses are meant to be introductory in nature. [Click HERE](#) for descriptions of the General Education Perspectives and their associated student learning outcomes.

Table A.2: Request for Perspective Status			
Date Requested	GE Perspectives	Required Outcomes (see Table A.1)	Date Granted
	Artistic	#1	
	Ethical	#2	
	Global	#3	
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

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**ROCHESTER INSTITUTE OF TECHNOLOGY**

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**NTID-LEAD-350**  
**Introduction to Qualitative Research**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Mindy Hopper & Jess Cuculick
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/12/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
<input type="checkbox"/>	General Education	
<input type="checkbox"/>	Writing Intensive	
<input type="checkbox"/>	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
Y	Required course Y/N   For which programs: LEAD-BS
	Program elective course Y/N   For which programs:

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

This course is only open for LEAD-BS majors.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Introduction to Qualitative Research
Transcript title (30 Characters)	Intro. Qualitative Research
Credit hours	3
Prerequisite(s)**	Third-year status in LEAD-BS
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

x	Fall
	Spring
x	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	10

Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

d) Anticipated Course Delivery Mode(s) (check all that apply):

In-person	x
Online	
Blended	x

### 3.0 Course description (as it will appear in the bulletin)

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.

### 4.0 Topics (should be in an enumerated list or outline format)

- 4.1 History of Qualitative Research
- 4.2 Definition & Types of Qualitative Research
  - 4.2.1 Focus group
  - 4.2.2 Action
  - 4.2.3 Phenomenology
  - 4.2.4 Ethnography
- 4.3 Essence & Components (Broadness & Emergence of Meanings) of Qualitative Research
  - 4.3.1 Researcher's Role, Participants, & Biases in Qualitative Research
  - 4.3.2 Types of Questions for Qualitative Research
  - 4.3.3 Reading and identifying characteristics of Qualitative Research
  - 4.3.4 Trustworthiness of Qualitative Research
  - 4.3.5 Observing and taking field notes in Qualitative Research
  - 4.3.6 Qualitative Inquiring (Interviewing)
  - 4.3.7 Thematic Analysis
- 4.4 Writing a qualitative research proposal

### 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 Boateng, R. (current edition). *Research made easy: Workbook edition*. Charleston, SC: CreateSpace Independent Publishing Platform.
- 5.2 Harding, J. (current edition). *Qualitative data analysis: From start to finish*. London: Sage.

- 5.3 Merriam, S. & Associates. (current edition). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.
- 5.4 MH Newsdesk by MH Themes. (current date). *TQR: Where the world comes to learn qualitative research*. Accessed January 26, 2019 at <https://tqr.nova.edu/websites/>.
- 5.5 MAXQDA: *The Art of Data Analysis* software
- 5.6 MAXApp | MAXQDA Mobile App

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Define and identify different kinds of qualitative research.	midterm exam
6.2 Illustrate the history of qualitative research.	midterm exam
6.3 Describe the role of a qualitative researcher which would also include choosing participants.	final exam
6.4 Identify and practice formulating qualitative research questions.	written assignment, written reaction papers
6.5 Annotate some qualitative research study articles.	final exam, written assignments
6.6 Perform practice participant observations and field note taking skills.	semester long project
6.7 Create interviewing questions and utilize interviewing skills.	semester long project
6.8 Perform manual coding and thematic analysis.	written assignments, reaction papers
6.9 Define trustworthiness and describe limitations of qualitative studies.	final exam
6.10 Explain the importance of networking with qualitative researchers.	written reaction papers
6.11 Write a qualitative research proposal.	written final project

## 7.0 Program goals or student learning outcomes supported by this course (if applicable, as an enumerated list)

- Gain knowledge of research methodologies in preparation for community –based leadership roles.
- Demonstrate effective written and oral communication abilities.

## 8.0 Colleges may add additional information here if necessary (e.g., information required by accrediting bodies)

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**NTID-LEAD-351**

**Introduction to Quantitative Research**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Matthew Dye and Vince Samar
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	12/12/19
College dean	12/16/19

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
<input type="checkbox"/>	General Education	
<input type="checkbox"/>	Writing Intensive	
<input type="checkbox"/>	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
Y	Required course Y/N   For which programs: LEAD-BS
	Program elective course Y/N   For which programs:

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

This course is only open for LEAD-BS majors.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Introduction to Quantitative Research
Transcript title (30 Characters)	Intro. Quantitative Research
Credit hours	3
Prerequisite(s)**	3 <sup>rd</sup> year status in the program and minimum C- in STAT-145 or NMTH-250
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

	Fall
x	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)



	Contact hours	Maximum students/section
Lecture	3	10
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

d) Anticipated Course Delivery Mode(s) (check all that apply):

In-person	x
Online	
Blended	

### 3.0 Course description (as it will appear in the bulletin)

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.

### 4.0 Topics (should be in an enumerated list or outline format)

- 4.1 Research and Program Evaluation
- 4.2 Measurement
- 4.3 Ethics
- 4.4 Quantitative Research Methods
- 4.5 Survey Design
- 4.6 Descriptive and Inferential Statistics
- 4.7 Scientific Writing
- 4.8 Research with Deaf People, Communities, and Organizations
- 4.9 Randomized Control Trials
- 4.10 Data Management and Data Safety

### 5.0 Possible resources (should be in an enumerated list or outline format)

#### Books and Manuals

- 5.1 Martin, T. (unpublished), *The Undergraduate Guide to R*.  
(<http://www.biostat.jhsph.edu/~ajaffe/docs/undergradguidetoR.pdf>)

- 5.2 Orfanidou, E., Woll, B., & Morgan, G. (current edition). *Research Methods in Sign Language Studies: A Practical Guide*. Wiley-Blackwell.
- 5.3 American Psychological Association (current edition). *Publication Manual of the American Psychological Association* (current edition). Washington, DC: American Psychological Association.
- 5.4 SPSS, SPSS Manual, MAXQDA
- 5.5 Robinson, S.B., & Leonard, K.F. (current edition). *Designing Quality Survey Questions*. Sage.
- 5.6 Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (current edition). *Program Evaluation: Alternative Approaches and Practical Guidelines* (current edition). Pearson.

### Websites

- 5.7 Belmont Report (<https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html>)
- 5.8 CITI Program (<https://about.citiprogram.org/en/homepage/>)
- 5.9 Purdue Online Writing Lab ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html))
- 5.10 National Center for Deaf Health Research - NCDHR (<https://www.urmc.rochester.edu/ncdhr.aspx>)
- 5.11 NCDHR Publication List (<https://www.urmc.rochester.edu/ncdhr/publications-presentations/publications.aspx>)

### Articles

- 5.12 Singleton, J.L., Jones, G., & Hanumantha, S. (2014). Toward ethical research practice with deaf participants. *Journal of Empirical Research on Human Research Ethics*, 9(3), 59-66.
- 5.13 Sheridan, M.A., & White, B.J. (2013). Deaf and hard-of-hearing people. In T. Mizrahi, & L.E. Davis (Eds), *The Encyclopedia of Social Work (20<sup>th</sup> Edition)*. OUP and National Association of Social Workers.

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Identify the properties of measurement required for reproducible research, including level of measurement, reliability, and validity.	homework worksheets: weekly take-home assignments
6.2 Explain the difference between measuring group differences, individual differences, and change over time, and identify the measurement properties important for each.	homework worksheets: weekly take-home assignments

6.3 Identify unethical practices in prior research studies and propose modifications that would overcome problems identified.	reflection paper, final exam
6.4 Describe the importance of informed consent and other processes involved in the ethical conduct of research.	final exam
6.5 Describe the role of an Institute Review Board (IRB) for the protection of human subjects.	final exam
6.6 Demonstrate understanding of the federal definition of research and its relevance to the IRB review process.	final exam
6.7 Differentiate between research, program evaluation, and other frameworks for data collection.	homework worksheets
6.8 Produce a well-structured survey that conforms to good practice for social science surveys.	homework worksheets
6.9 Compare and contrast social science study designs such as survey methods, observational methods, and experimental manipulations.	final exam
6.10 Demonstrate skills in the presentation of data.	class presentation
6.11 Organize and label a dataset to allow other users to interpret and analyze the data appropriately.	homework worksheets
6.12 Explain the difference between reproducibility and replication and their importance to social science research.	final exam
6.13 Compute summary statistics for a dataset and present those statistics clearly in both tables and charts.	homework worksheets
6.14 Explain the difference between estimation and inference and how both can be used to answer research questions.	final exam
6.15 Select and perform appropriate inferential tests based upon the type of data and the research question being answered.	homework worksheets
6.16 Summarize the results of inferential statistical tests according to standard norms in the social sciences.	homework worksheets
6.17 Interpret appropriately the results of inferential statistical tests.	final exam
6.18 Demonstrate an awareness of the structure of scientific writing.	mini-research project, practice IRB application, written paper
6.19 Write in a scientific manner.	mini-research project, practice IRB application, written final project
6.20 Describe the importance of publication style and a consistent approach to citations and referencing of sources.	homework worksheets
6.21 Provide examples of how research has been adapted to meet the needs of DHH individuals or Deaf communities.	written paper
6.22 Construct informed consent materials in both written English and ASL.	practice IRB application

6.23 Give examples of research practices that are culturally sensitive and appropriate for use with DHH individuals.	written paper,
6.24 Point out ways in which researchers can meaningfully collaborate with Deaf organizations and institutions to conduct impactful research.	final exam
6.25 Describe the difference between a randomized clinical trial (RCT) and other types of scientific research.	final exam
6.26 Explain why the RCT is the gold standard of clinical research involving real patients.	final exam
6.27 Describe the purpose of a Data Safety Monitoring Board and list key regulatory practices that ensure the rights and well-being of study participant.	final exam

**7.0 Program goals or student learning outcomes supported by this course** (if applicable, as an enumerated list)

- Gain knowledge of research methodologies in preparation for community –based leadership roles.
- Demonstrate effective written and oral communication abilities.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)

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**NTID-LEAD-500**

**Experiential Learning in Community Development and Inclusive Leadership**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Jess Cuculick
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/2019
Department chair/director/head	4/22/2019
College curriculum committee	
College dean	

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
<input type="checkbox"/>	General Education	
<input type="checkbox"/>	Writing Intensive	
<input type="checkbox"/>	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
<b>Y</b>	Required course Y/N   For which programs: LEAD-BS
	Program elective course Y/N   For which programs:

**e) Identify how this course will meet New York State education requirements for contact hours:**

	Final exam or other education experience scheduled during final exam period
<b>x</b>	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

The EL supervisor will submit a final summary and evaluation of the student's work.

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

This experience is only open for LEAD-BS majors and does not need to be scheduled.

## 2.0 Course information

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Experiential Learning in Community Development and Inclusive Leadership
Transcript title (30 Characters)	Experiential Learning
Credit hours	0
Prerequisite(s)**	Dept. permission and minimum C- in LEAD 350 and LEAD 351
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

<b>x</b>	Fall
<b>x</b>	Spring
<b>x</b>	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture		
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)	A minimum of 240 hours	

d) Anticipated Course Delivery Mode(s) (check all that apply):

In-person	
Online	
Blended	

### 3.0 Course description (as it will appear in the bulletin)

The experiential learning (EL) 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 experiential learning coordinator.

### 4.0 Topics (should be in an enumerated list or outline format)

4.1 Students will undertake and successfully complete an EL opportunity that involves a minimum of 240 hours of program-related effort.

### 5.0 Possible resources (should be in an enumerated list or outline format)

5.1 The EL supervisor will provide any necessary resources for students.

### 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Undertake and successfully complete an EL opportunity that involves a minimum of 240 hours of program-related effort	Final summary and evaluation from EL supervisor

### 7.0 Program goals or student learning outcomes supported by this course (if applicable, as an enumerated list)

- Achieve a high degree of competence in leadership and organizational theories and best practices to gain employment in an entry position or to gain admission to a graduate program for further study.

**8.0 Colleges may add additional information here if necessary**  
(e.g., information required by accrediting bodies)



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**NTID-LEAD-501**  
**Capstone Seminar**

**1.0 Administrative information**

**a) Proposal and approval**

Course proposed by	Jess Cuculick
Effective term	Fall AY 2020-21
Required approval	Approval granted date
Academic unit curriculum committee	4/22/19
Department chair/director/head	4/22/19
College curriculum committee	1/16/20
College dean	2/6/20

**b) This outline is for a:**

<input checked="" type="checkbox"/>	New course
<input type="checkbox"/>	Revised course
<input type="checkbox"/>	Deactivated course

If revised course, check all that have changed

<input type="checkbox"/>	Course title	<input type="checkbox"/>	Mode of delivery
<input type="checkbox"/>	Course number	<input type="checkbox"/>	Course description
<input type="checkbox"/>	Credit hour	<input type="checkbox"/>	Special designation
<input type="checkbox"/>	Contact hour	<input type="checkbox"/>	Co-listed
<input type="checkbox"/>	Prerequisites	<input type="checkbox"/>	Cross-listed
<input type="checkbox"/>	Other (explain briefly):		

**c) Special designations for undergraduate courses**

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. Checking this box indicates you are SEEKING approval from the appropriate governing committee, not that the course has been approved. The registrar will not designate the course until the appropriate committee grants approval. **IF YOU ARE NOT SEEKING SPECIAL COURSE DESIGNATION, DELETE THE ATTACHED APPENDICES BEFORE PROCEEDING WITH REVIEW AND APPROVAL PROCESSES.**

Check	Optional Designations	*** Approval date (by GEC, IWC or Honors)
	General Education	
x	Writing Intensive	3/5/2020 SWD
	Honors	

**d) Additional course information** (check all that apply)

	Repeatable for credit Y/N   How many times:
	Allow multiple enrollments in a term Y/N
Y	Required course Y/N   For which programs: LEAD-BS
	Program elective course Y/N   For which programs:

**e) Identify how this course will meet New York State education requirements for contact hours:**

x	Final exam or other education experience scheduled during final exam period
	Alternative educational experience during semester above and beyond standard scheduled hours.

**If alternative is chosen, please describe:** (NOTE: Per Policy D11.0 any alternative education experience that replaces a scheduled experience during a final exam must be included in the course syllabus and approved by the department chair)

**f) Other relevant scheduling information**

(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)

This course is only open for LEAD-BS majors.

**2.0 Course information**

**a) Catalog listing** (click [HERE](#) for credit hour assignment guidance)

Long course title (100 characters)	Capstone Seminar
Transcript title (30 Characters)	Capstone Seminar
Credit hours	3
Prerequisite(s)**	LEAD-500
Co-requisite(s)	

**b) Term(s) offered** (check at least one)

	Fall
x	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

**c) Course Delivery Structure (components) and associated contact hours**(click [HERE](#) for credit hour assignment guidance)

	Contact hours	Maximum students/section
Lecture	3	15
Lab		
Lecture/Lab		
Seminar		
Studio		
Critique		
Recitation		
Other (please specify, <i>i.e.</i> Clinical, Indep Study, Project, Research, Thesis etc.)		

d) Anticipated Course Delivery Mode(s) (check all that apply):

In-person	x
Online	
Blended	x

### 3.0 Course description (as it will appear in the bulletin)

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.

#### 4.0 Topics (should be in an enumerated list or outline format)

- 4.1 Conduct literature reviews
- 4.2 Develop an annotated bibliography
- 4.3 Use reference management software (Endnote)
- 4.4 Write a project proposal using APA format
- 4.5 Create and delivering academic presentations and posters
- 4.6 Create a professional e-portfolio

#### 5.0 Possible resources (should be in an enumerated list or outline format)

- 5.1 Major journal article databases, such as ProQuest, ERIC and Professional Development Collection
- 5.2 Major research journals, such as the *Journal of Leadership Studies*
- 5.3 Evergreen, S.D.H. (current edition). *Presenting Data Effectively: Communicating Your Findings for Maximum Impact*. Thousand Oaks, CA: Sage.
- 5.4 Lynda.com. <http://infoguides.rit.edu/lynda>
- 5.5 Wadsworth, Y. (current edition). *Do It Yourself Social Research: The bestselling practical guide to doing social research projects*. Walnut Creek, CA: Left Coast Press.
- 5.6 American Psychological Association. (current edition) *Mastering APA Style: Student's workbook and training guide*.

5.7 Other resources will typically involve background reading on the project topic.

## 6.0 Course-level student learning outcomes and associated assessment methods

Include as many course-specific outcomes as appropriate, one outcome and assessment method per row. Click [HERE](#) for guidance on developing course learning outcomes and associated assessment techniques.

Course Learning Outcome	Assessment Method
6.1 Write an annotated bibliography.	Written paper
6.2 Conduct a literature review.	Written paper
6.3 Develop and present project proposals in written and expressive (ASL, posters, presentations) formats using APA format. Proposals will include the following: abstract, introduction, background, methodology and references.	Drafted sections of the written proposal and final proposal
6.4 Create a professional e-portfolio.	Program portfolio

## 7.0 Program goals or student learning outcomes supported by this course (if applicable, as an enumerated list)

- Demonstrate effective written and oral communication abilities.

## 8.0 Colleges may add additional information here if necessary

(e.g., information required by accrediting bodies)

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## APPENDIX B: WRITING INTENSIVE

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### Preliminary Notes:

This appendix is meant to highlight those facets of a course that are directly relevant to its Writing Intensive (WI) status. The course outline, including course goals and course learning outcomes (sections 3 and 4 of the course outline), should clearly reflect the content of this appendix.

Information provided here will also be used to identify appropriate courses for inclusion in RIT's Writing Outcomes assessment cycle.

### I. Course Category: *Check one*

First Year Writing	
General Education (WI-GE)	
Program (WI-PR)	x

A course can be both WI-GE and WI-PR.

### II. Nature of the Course:

Criteria that define Writing Intensive courses at RIT can be found at the Institute Writing Committee web site ([click HERE](#)).

#### a. Writing-Related Learning Outcomes

List the writing-related course learning outcomes.

6.1 Write an annotated bibliography.

6.2 Conduct a literature review.

#### b. Informal and Formal Writing Assignments

1. Informal writing (commonly described as “writing to learn”) is distributed throughout the course as appropriate to its learning outcomes. Use the space below to describe briefly the informal writing assignments in the course and the distribution of those activities throughout the course.

Informal writing includes activities such as free/quick-writing, lab notebooks, response/reading journals, and online discussions. For other examples, ([click HERE](#)). (Shift/Enter to continue)

Students will brainstorm and free write possible ideas for their proposals in writing. Strategies will include written lists, concept maps, bubbles, webs, and word clouds. Drafts will be shared with peers during class discussions for feedback and revisions and then submitted to the instructor for grading.

2. Formal writing assignments (commonly described as “writing in the discipline”) engage students in the work of the discipline/s represented by the course. Use the space below to describe briefly the formal writing assignments taught in the course, and what students will learn by completing the assignment(s).

Formal writing assignments include genres such as a research/project report, case study, and clinical observation. For more examples, ([click HERE](#)).  
(Shift/Enter to continue)

Students will write an 8-10 page project proposal using APA format. This type of assignment is an appropriate form of writing for the social sciences discipline.

**c. Revision Policy**

Students must receive feedback from instructors and have an opportunity to incorporate that feedback into a revision of the written work. Use the space below to describe briefly the kinds of feedback students are provided, and what opportunities students have to improve their writing based on that feedback.

Feedback can be given in many forms, including margin comments, summative end-comments, a 1-on-1 conference, scoring guides, and rubrics. For more information, ([click HERE](#)).

Students will receive feedback in written and verbal form from the course instructor(s) throughout the semester at each draft stage of their research proposals. Students will consider given feedback and then revise their proposals.

**d. Class Discussion**

Class topics include lessons on specific writing strategies. Check which writing strategies are discussed in the course. Use the space below to describe briefly the writing strategies discussed in the course.

In-class lessons of writing strategies can include discussions of revision strategies, genre conventions, copyediting, concision, and clarity. For more information, ([click HERE](#)).

An in-class lesson on how to write a research proposal using APA format will be given and discussed among students.

**e. Writing Portion of Grade**

At least 20% of the overall course grade must be based on writing assignments. What portion of the course grade is based on the writing students submit?

	<20%
x	20% or more

Use the space below to describe briefly how the writing is evaluated in the course.

Students' writing will be evaluated by the instructor, beginning with drafts and concluding with the final proposal. Students will incorporate feedback from the instructor, which may be supplemented by peer mentors, writing fellows, and/or writing center instructors into their proposals. Assessment: written proposal drafts.