

Summary of RIT General Education Requirements which apply to NTID AAS and AS students

From the RIT General Education Curriculum Proposal, November 10, 2010:

The proposed General Education framework intentionally progresses through three educational phases designed to give students a strong **foundation**, a series of **perspective** categories, and finally the opportunity for deeper study and integrative learning experiences through **immersion** in a series of related courses. Additionally, general education elective courses may be specified by programs to support the major field of study.

The **foundation** category includes two courses in the first year that introduce students to the intellectual life of the university, and provide a focus on communication skills to prepare them for future coursework and career preparation. The **perspective** categories are designed to introduce students to a variety of important areas of inquiry that provide ways of knowing about the world. The perspective courses will introduce students to fundamentals of a liberal arts and sciences discipline (methods, concepts, and theories) while addressing specific general education learning outcomes. Finally **immersion** is offered through a series of three related general education courses in a concentration. The concentration supports deeper learning within a focus area, and also provides opportunities for integrative learning through pedagogical approaches such as linked courses, team-teaching, and trans- and interdisciplinary experiences.

Table 1, taken directly from RIT General Education Curriculum Proposal, November 10, 2010, approved by Academic Senate. The table shows the minimum number of semester credit hours (SCH) required in each category.

General Education Framework	BS	BFA	AAS	AS
Foundation First-Year Seminar First-Year Writing Intensive course	6	6	6	6
Perspectives Categories *	24	12	15	15
Immersion Concentration Requirements * <i>Three additional, related courses</i>	9	9	0	0
General Education Electives*** (to bring total to minimum)	21	3	3	9
MINIMUM TOTAL	60	30	24**	30

*includes 1 writing intensive course in either a Perspective Category or Concentration

**NYSSED requires 20; RIT framework exceeds the minimum requirement

*** Elective course credits plus other category credits must equal the minimum required.

A. First-Year Foundation: This group includes a First-Year Seminar course and the first writing intensive course (currently "Writing Seminar").

The following general education student learning outcomes are supported by the First-Year Seminar: Students will be able to:

- Express themselves effectively in presentations, either in spoken standard American English or sign language (American Sign Language or English-based Signing)
- Comprehend information accessed through reading and discussion
- Describe the potential and the limitations of technology

The required First-Year Writing course addresses the following general education student learning outcomes, which will be reinforced throughout the student's college career:

Students will be able to:

- Revise and improve written and visual products
- Express themselves effectively in common college-level written forms using standard American English
- Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information

B. Perspectives: Areas of Inquiry

Students earning a BS degree take one course from each of the first six perspective categories and two courses from the Mathematical category.

Students earning an AAS degree must complete a minimum of 24 General Education credits. In addition to the two Foundation courses, these students must take a total of five Perspective courses, one each from the following five categories: Ethical, Artistic, Global, Social, and Scientific Principles. The remaining course will be a General Education elective.

Students earning an AS degree must complete a minimum of 30 General Education credits. In addition to the two Foundation courses, these students must take a total of five Perspective courses, one from each of the following five categories: Ethical, Artistic, Global, Social, and Scientific Principles. The remaining three courses will be General Education electives.

Courses must, at a minimum, meet the student learning outcomes identified under the Perspectives category.

1. **Ethical:** Courses in this category focus on ethical aspects of decision-making and argument, whether at the individual, group, national, or international level. Because RIT expects its graduates to be leaders in their careers and communities, these courses provide students with an understanding of how ethical and rational issues can be conceived, discussed, and resolved. At a minimum, these courses will enable students to:
 - Identify contemporary ethical questions and relevant stakeholder outcomes
2. **Artistic:** Courses in this category focus on the analysis of forms of artistic expression in the context of the societies and cultures that produced and sustained them. These courses provide insight into the creative process, the nature of aesthetic experience, the fundamentals of criticism and aesthetic discrimination, and the ways in which societies and cultures express their values through their art. At a minimum, these courses will enable students to:
 - Interpret and evaluate artistic expression considering the cultural context in which it was created
3. **Global:** Acting wisely as global citizens requires the ability to imagine how one's choices affect other people; courses in this category encourage students to see life from a perspective wider than their own and to understand the diversity of human cultures within an interconnected global society. These courses may also address how the wider global community impacts individuals. At a minimum, these courses will enable students to:
 - Examine connections among the world's populations

4. **Social:** Courses in this category focus on the analysis of human behavior within the context of social systems and institutions. Because RIT recognizes that student success depends on the ability to understand how social groups function and operate, these courses provide insight into the workings of social institutions' processes.

At a minimum, these courses will enable students to:

- Analyze similarities and differences in human experiences and consequent perspectives

5. **Natural Science Inquiry:** Science is more than a collection of facts and theories, so students will be expected to understand and participate in the process of science inquiry. Courses in this category focus on the basic principles and concepts of one of the natural sciences. In these classes, students apply methods of scientific inquiry and problem solving in a laboratory or field experience.

At a minimum, these courses will enable students to:

- Explain basic principles and concepts of one of the natural sciences
- Apply methods of scientific inquiry and problem solving to contemporary issues

6. **Scientific Principles:** The courses in this category will focus on the foundational principles of a natural science or will provide an opportunity to apply methods of scientific inquiry in the natural or social sciences. Courses in this category may or may not include a laboratory experience.

At a minimum, these courses will enable students to:

- Explain basic principles and concepts of one of the natural sciences **OR**
- Apply methods of scientific inquiry and problem solving to contemporary issues

7. **Mathematical:** Courses in this category focus on identifying and understanding the role that mathematics plays in the world. In these courses, students comprehend and evaluate mathematical or statistical information and perform college level mathematical operations on quantitative data.

At a minimum, these courses will enable students to:

- Comprehend and evaluate mathematical or statistical information
- Perform college-level mathematical operations on quantitative data

C. Immersion: Students earning a BS degree will complete a concentration: three additional related courses within General Education beyond the above requirements. Concentrations can be proposed by any department or college (or collaborations between departments or colleges), but must be reviewed and approved by the General Education Committee.

D. General Education Electives: The remaining general education elective credits may be specified by the programs in order for students to fulfill supporting requirements (*e.g.* math or science, foreign language, *etc.*). Ideally, some of these credits should be free general education electives that can be chosen by the students themselves. Credits in the Perspectives category that exceed the minimum requirement will be applied toward elective credits.