

**New or Revised Course Outline/Proposal
Check-Off List for Initiators and NCC Members**

JAP

Overall

1. _____ Course Action Form is filled out and signed
2. _____ Letter of support is included
3. _____ Version date is indicated in bottom margin; and other update Information is correct
4. _____ All course names and numbers are correct (1) on Action Form, (2) in Letter of support, and (3) in outline heading boxes 2.0 and 4.0

Section 1.0: Course designations and approvals

1. _____ Academic Unit Curriculum Committee request and approval dates are both indicated.
2. _____ College Curriculum Committee (NCC) request date is indicated
3. _____ Current revision approval request dates are indicated (if applicable)
4. _____ (For course revisions only) original NCC approval date is indicated
5. _____ Optional Designations are indicated (if desired by originators)
6. _____ Optional Designations request date is indicated
7. _____ Box 9.0 for AAS, AS, BS, BFA is completed (if Gen Ed Committee Approval is needed)
8. _____ RIT's Gen Ed Form is included (This can be submitted to NCC with the course proposal or directly to GEC after NCC's approval of the course.)
9. _____ 11.0 addendum is attached for NTID AOS designation (if applicable)

Section 2.0: Course information

1. _____ Course title matches the title at the top
2. _____ Credit hours are correct and match credit hours in box 4.0
3. _____ Prerequisites and co-requisites are correct and match box 4.0
4. _____ Contact hours are correct and match information in 4.0

Section 2.a: Semesters offered (2.b on Conversion Course Outlines)

1. _____ Semesters offered are correct and match information in box 4.0

Section 2.b: Student requirements (2.c on conversion course outlines).

1. _____ Student requirements; information is correct
2. _____ Students who might elect to take this course; information correct

3. _____ If degree levels are indicated, they should match degree levels indicated in 1.0.

Section 3.0: Goals of the course

1. _____ Course goals are clear and have appropriate verbs

Section 4.0: Course description as it will appear in the RIT catalog

1. _____ Course description reflects information in the goals and elsewhere.
2. _____ Number of hours and prerequisites are correct.
3. _____ Course description communicates clearly to students the focus, the content, and possibly some activities of the course

Section 5.0: Possible resources

1. _____ Resources are current, clear, and appropriate for goals indicated (in 3.0) and topics (in 6.0).

Section 6.0: Topics outline

1. _____ Topics reflect goals (in 3.0), resources (in 5.0), and outcomes (in 7.0)

Section 7.0: Intended course learning outcomes and assessment methods

1. _____ Outcomes flow from goals

Section 8.0: Program Outcomes

1. _____ Program goals and outcomes are correct (This section is only for courses that belong to a major; not for Gen Ed courses). See program Outcomes Assessment Plan in semester program document for this information.

Section 9.0: General education and assessment methods

1. _____ Student learning outcomes (SLOs) are appropriate. (This section is only for AAS, AS, BS, and BFA courses seeking RIT Gen Ed Committee approval.)

Section 10.0: Other relevant information

1. _____ Relevant information is correct.

Section 11.0: AOS general education addendum to RIT new course proposal

1. _____ AOS Gen Ed Addendum; student learning outcomes (SLOs) and assessment methods are appropriate.



**ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE PROPOSAL FORM**

NAME OF COLLEGE

Name of Academic Unit

NEW (or REVISED) COURSE (College Alpha-Number Name):

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	Initiator fills in.	Dept. Chair fills in
College Curriculum Committee	Initiator fills in.	NCC fills in.

Optional designations:	Is designation desired?		*Approval request date: ↓	**Approval granted date: ↓
General Education (RIT) for AAS, AS, BS, BFA; Also fill in box 9.0. (also RIT's Gen Ed form)	Yes	No	NCC adds request date in this box for RIT Gen. Education designation; then submits this form to Gen Ed Committee. (not for NTID Gen Ed)	RIT Gen Ed Committee adds its approval date here & returns this to NCC.
General Education (NTID) AOS; append 11.0 addendum				
Writing Intensive; submit form CCC to RIT Institute Writing Committee after Gen Ed approval from GEC	Yes	No	For writing intensive directions, see http://www.rit.edu/academicaffairs/academicssenate/iwc/submission.php	
Honors	Yes	No		

2.0 Course information:

Course title:	
Credit hours:	Total of lab and classroom credits
Prerequisite(s):	Add (1) course numbers + names, or (2) placement-test scores, or (3) required permissions
Co-requisite(s):	Same as above
Course proposed by:	Department name or initiators' name(s)
Effective date:	Anticipated starting year (OR semester, month, and year)

	Contact hours	Maximum students/section
Classroom	1 Classroom Hour = 1 Credit	
Lab	1—3 Lab Hours = 1 Lab Credit	
Studio	for art courses	
Other (specify)	for on-line courses	

↓ approval request date + initiator initials/ then, add date of any revisions + reviser's initials

2.a Semester(s) offered (check)

Fall	Spring	Summer	Other
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All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis (=every two years), please indicate here:

2.b Student Requirements

Students required to take this course: (by program and year, as appropriate)

Students who might elect to take the course: (In some cases, specify degree levels, or write "students who need to improve skills," or "students who are interested in the topic," or "students who wish to fulfill a perspective requirement"; etc.)

In the sections that follow, please use sub-numbering as appropriate (eg. 3.1, 3.2, etc.)

3.0 Goals of the course (including rationale for the course, when appropriate):

Visit the following link to read about how to establish course goals and outcomes:
<http://www.rit.edu/academicaffairs/academicprogrammngmt/sites/rit.edu.academicaffairs.academicprogrammngmt/files//images/guidelines-writing-course-goals-outcomes.pdf>
3.1 to understand...
3.2 to develop...
3.3 to learn...

4.0 Course description as it will appear in the RIT Catalog, including pre- and co-requisites, and semesters offered). Please use the following format:

Course number: _____ **Name of Course** _____
Description that will appear in the catalog. _____

One-paragraph: Course number, course name, description, information, required grade if more than D; (requisites in parentheses using course numbers only) Class hours, Lab hours, Credits (Semesters in parentheses) See course description catalog booklet for examples.

5.0 Possible resources (texts, references, computer packages, etc.)

6.0 Topics (outline):

7.0 Intended course learning outcomes and associated assessment methods of those outcomes (Each course goal needs to relate to at least one course learning outcome; each outcome needs to have an assessment method. Visit the link displayed in textbox 3.0 for lists of acceptable outcome verbs that can be evaluated.

Course Learning Outcome	Assessment Method
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7.1	
7.2	
7.3	

8.0 Program outcomes and/or goals supported by this course:

This textbox is only for courses that are part of a degree program; otherwise write N/A after the 8.0; <https://www.ntid.rit.edu/soa/pages/plan.html>.
Use sub-numbering (8.1, 8.2, etc.)

9.0

	RIT Gen Ed Learning Outcomes, only for RIT AAS, AS, BS, or BFA programs supported by this Course; otherwise write N/A after the 9.0	Assessment Method
Communication		
	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 spoken standard American English or sign language (American Sign Language or English-based Signing)	
	Comprehend information accessed through reading and discussion	
Intellectual Inquiry		
	Review, assess, and draw conclusions about hypotheses and theories	
	Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions	
	Construct logical and reasonable arguments that include anticipation of counterarguments	
	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information	
Ethical, Social, and Global Awareness (Yellow field content is identical to items from the RIT Gen Ed Course Approval Form and from RIT's GE Framework of 2013.)		
	Analyze similarities and differences in human experiences and consequent perspectives [social]	
	Examine connections among the world's populations [global]	
	Identify contemporary ethical questions and relevant stakeholder positions (a stakeholder = a person who has a real interest in a social issue, a cultural issue or a policy,) [ethical]	
Scientific, Mathematical and Technological Literacy		
	Demonstrate knowledge of basic principles and concepts of one of the natural sciences [Nat Sci Inquiry; Nat Sci Principles]	
	Apply methods of scientific inquiry and problem solving to contemporary issues [Nat Science Inquiry; Nat Science Principles]	
	Comprehend and evaluate mathematical and statistical information [Mathematical]	

	Perform college-level mathematical operations or apply statistical techniques [Mathematical]	
	Describe the potential and the limitations of technology	
	Use appropriate technology to achieve desired outcomes	
<i>Creativity, Innovation and Artistic Literacy</i>		
	Demonstrate creative/innovative approaches to course-based assignments or projects	
	Interpret and evaluate artistic expression considering the cultural context in which it was created [Artistic]	

10.0 Other relevant information (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)

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***Optional course designation; approval request date (textbox 1.0):** This is the date that the college curriculum committee forwards this course to the appropriate optional course designation curriculum committee (GEC) for review. The chair of the college curriculum committee (NCC) is responsible for filling in this date.

****Optional course designation; approval granted date (textbox 1.0):** This is the date the optional course designation curriculum committee approves a course for the requested optional course designation. The chair of the appropriate optional course designation curriculum committee (GEC) is responsible for filling in this date.

11.0 NTID Addendum—AOS General Education Foundation and Perspective Categories and Associated Student Learning Outcomes (SLOs)—gets appended here if NTID AOS designation is indicated in box 1.0

RIT General Education Course Approval Form
[Optional for NCC; Required for RIT GEC]

Name of Course:

Course Number:

Credits:

Department(s):

College(s):

Date of Approval by College Curriculum Committee:

Will this course be writing intensive?

RIT General Education courses must

- meet the NYSED definition of Liberal Arts & Sciences (See <http://www.highered.nysed.gov/ocue/lrp/liberalarts>).
- address and assess at least one Student Learning Outcome (indicated in section 9.0 of the Course Outline).

1. Briefly describe how this course fits the NYSED definition for Liberal Arts & Sciences:

- **RIT Gen Ed Electives only.** The course must meet at least one RIT General Education (AS, AAS, BS, BFA) student learning outcome in box 9.0 on the course outline. If it does, check it off in box 9.0 of the course outline.

2. **RIT Gen Ed Perspectives only;** check all that apply; some courses will not fit any Perspective Categories

- **No foundation courses;** RIT offers only two foundation courses: First Year Seminar and First Year Writing.

	Ethical
	Artistic
	Global
	Social
	Scientific Principles
	Natural Science Inquiry
	Mathematical

3. Any additional information (optional):

- **To be designated a Perspective, the course must fit both the totality of the description of a category (below), and the minimum required student learning outcomes for each category that you select (see next pages).**

NOTE: This form must be submitted electronically to the General Education Committee along with your course outline after NCC adds its approval date. Please save this file with the following name format: college-dept-course#-GE (Example: COS-BIOL-240-GE) and place it in the "Approved & Awaiting Gen Ed Review" folder with the approved course outline on the myCourses website for your College's Curriculum Committee.

Courses must, at a minimum, meet all of the learning outcomes under a category below.

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 issues can be conceived, discussed, and resolved, and how ethical forms of reasoning emerge and are applied to address such issues.

At a minimum, these courses will enable students to:

- Identify contemporary ethical questions and positions

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

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. Courses in this category may explore the interconnectedness of the local and the global in today's world or in historical examples, and encourage students to see how global forces reverberate at the local level.

At a minimum, these courses will enable students to:

- Examine connections among the world's populations

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

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 or more 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

Scientific Principles: The courses in this category will focus on the foundational principles of one or more of the natural sciences 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

Mathematical: Courses in this category will introduce students to the role that mathematics and computational practices play in the world. In these courses, students comprehend and evaluate mathematical or statistical information or computational practices 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

The descriptors above must match the totality of topics on the course outline.

The goals/outcomes above match the outcomes in box 9.0 on the Course Outline Proposal Form.

National Technical Institute for the Deaf

11.0 NTID AOS General Education Addendum to RIT New Course Proposal Form

COURSE: (Alpha-Number-Name)
NTID AOS Gen Ed Foundation or Perspective Designation: NAME OF THE COURSE: There are no Gen Ed Electives for AOS students.
RIT GEN ED Perspective Designation if approval has been requested in Section 1.0: Add NAME OF COURSE to make it clear because the new RIT course outline is not perfectly clear. Remember, there are no Gen Ed Electives for AOS students.

Directions: Place an X next to EACH applicable Student Learning Outcome (SLO) below and indicate the associated Assessment Method(s).

NTID AOS General Education Foundation and Perspective Categories and Student Learning Outcomes (SLOs) [There are no Gen Ed Electives in AOS programs]

Foundation: Career English	
Reading SLOs	Assessment Method
<input type="checkbox"/> Students will access several information sources (such as dictionaries, the Internet, and other material related to their majors) and demonstrate understanding of several types of written material.	
<input type="checkbox"/> Students will read and correctly follow written directions for performing tasks in contexts with which they are familiar.	
Writing SLOs	
<input type="checkbox"/> Students will, using basic standard written English, independently write expository paragraphs that are comprehensible with clear main points and supporting details.	
<input type="checkbox"/> Students will, using basic standard written English and appropriate vocabulary, write to convey information in short formats (e.g. emails, memos, reports, fill-in-the-blank forms or databases) that is comprehensible.	
Reading and Writing SLOs	
<input type="checkbox"/> Students will demonstrate reading and writing communication skills needed for critical thinking and effective teamwork.	

Foundation: Mathematics	
Mathematical Processes SLOs	Assessment Method
<input type="checkbox"/> Students will comprehend and evaluate mathematical and statistical information.	
<input type="checkbox"/> Students will perform NTID college-level mathematical operations on quantitative data.	

Perspective: ASL-Deaf Cultural Studies ↓↓

For ASL courses SLOs		Assessment Method
	Students will converse in ASL using appropriate vocabulary, grammar and cultural behaviors.	
	Students will demonstrate basic knowledge of ASL linguistics structure.	
	Students will demonstrate an understanding of Deaf culture, Deaf community and the value of ASL in Deaf culture.	
	Students will identify the important historical, anthropological, literary, artistic and multicultural aspects of Deaf people's lives.	
For Deaf Cultural Studies courses SLOs		
	Students will demonstrate an understanding of Deaf culture, Deaf community and the value of ASL in Deaf culture.	
	Students will identify the important historical, anthropological, literary, artistic and multicultural aspects of Deaf people's lives.	

Perspective: Communication, Social and Global Awareness

Communication SLOs		Assessment Method
	Students will communicate effectively in presentations and other contexts using appropriate form and content for the situation and with sensitivity to the audience. Particular outcomes are the following: <ul style="list-style-type: none"> • Students will choose the appropriate medium and level for the situation (face to face), electronic communication, and presentation. • Students will demonstrate the ability to clearly structure a message and express ideas. • Students will utilize strategies to monitor comprehension. 	
	Students will demonstrate the ability to comprehend information accessed through reading and discussion.	
Social and Global Awareness SLOs		
	Students will examine connections among the world's populations.	
	Students will examine similarities and differences in human experiences and consequent perspectives.	

Perspective: Creative and Innovative Exploration

Creative, Innovative & Artistic Exploration SLOs		Assessment Method
	Students will demonstrate creative and/or innovative approaches to course-based assignments or projects.	
	Students will interpret creative expression.	
	Students will demonstrate leadership and related soft skills through shared projects and activities.	

Perspective: Scientific Processes

Scientific Processes SLOs		Assessment Method
	Students will apply methods of scientific inquiry and problem solving related to contemporary issues.	

[There are no Gen Ed electives in AOS degree programs.]