ROCHESTER INSTITUTE OF TECHNOLOGY

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF
BUSINESS STUDIES DEPARTMENT

NTID-NBUS-221
Essentials of Human Resource Management
Course Revision

1.0 Course Information

a) Catalog Listing (click HERE for credit hour assignment guidance)

Course title (100 characters)	Essentials of Human Resource Management
Transcript title (30 Characters)	Essentials of HRM
Credit hours	3
Prerequisite(s)**	NBUS-207 Fundamentals of Management
Co-requisite(s)	NA

b) Terms(s) offered (check at least one)

X	Fall
X	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

c) Instructional Modes (click HERE for credit hour assignment guidance)

	Contact hours	Maximum students/section
Classroom	2	10
Lab	2	10
Studio		
Other (specify, i.e. online, workshop seminar, etc.)		

2.0 Course Description (as it will appear in the bulletin)

This course acquaints students with the basic concepts of Human Resource Management. Exposure to the changing nature of Human Resources relates to employee retention, legality, EEO/Diversity, job analysis, recruitment, selection, training and development as well as performance management, compensation, benefits, employee relations and labor relations. An overview of the range of duties and levels of responsibilities found in this sector of the business environment will allow students to identify similarities between job function required of an administrative assistant and of a human resources assistant. (NBUS-217) Class 2, Lab 2, Credit 3 (F, S)

3.0 Goal(s) of the Course

3.1 To develop a strong foundation in the fundamental concepts of Human Resources Management and acquaint students with this field of study.

3.2 To develop critical thinking decision-making and problem solving skills needed to solve case studies involving personnel in a professional setting and on a team.

3.3 To develop effective communication skills (face-to-face) as well as technical reading and writing skills (electronic communication and presentation) needed to write documentation corresponding to Human Resource management and its business partners

4.0 Intended course 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
4.1 Develop a strong foundation in the fundamental concepts of Human Resources Management and acquaint students with this field of study. (Goal 3.1) 4.1.1 Describe the field of Human Resource Management and its relevance in a work environment	Team presentations, quizzes and examinations
4.2 To develop critical thinking decision-making and problem solving skills needed to solve case studies involving personnel in a professional setting and on a team. (Goal 3.2) 4.2.1 Prepare and conduct a case study analysis using human resources concepts. 4.2.2 Identify how the businesses value system and attitudes influences an employee's problem solving ability.	Summaries of team, audience, and faculty evaluation feedback forms Class assignments and role play activities
4.3 To develop effective communication skills (face-to-face) as well as technical reading and writing skills (electronic communication and presentation) needed to write documentation corresponding to Human Resource management and its business partners. (Goal 3.3) 4.3.1 Demonstrate productive work habits through appropriate personal/social behavior and interactions with peers, faculty, and guest speakers. 4.3.2 Create documentation corresponding to Human Resource Management and its business partners that demonstrates effective, assertive communication skills in a variety of situations.	Work skills checklist of attitudes and behaviors demonstrated related to project management planning, interactions with peers, faculty and guest speakers. Class assignments and activities

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

5.1 Strategic Human Resources/ Changing Nature of HR
5.2 Employee Retention
5.3 Legal Framework of Human Resources
5.4 Managing EEO and Diversity
5.5 Jobs and Job Analysis
5.6 Recruitment/ Selection
5.7 Training and Development
5.8 Talent Management/Performance Management
5.9 Total Rewards/Compensation
5.10 Variable Pay/Benefits
5.11 Risk Management/Employee Relations
5.12 Labor Relations

6.0 Possible Resources (should be in an enumerated list or outline format)

6.1 Lussier, R. N., Hendon, J. R. (2017) *Fundamentals of Human Resource Management: Functions, Applications, Skill Development.* Los Angeles: Sage Publications.
6.2 Denisi, A. S., Griffin, R. W. (2016) *HR3*. Boston, MA: Cengage Learning.
6.3 Phillips, J., Gully, S., (2014) *Human Resource Management*. Mason, OH: South-Western.
6.4 www.shrm.org

7.0 Program outcomes and/or goals supported by this course (if applicable, as an enumerated list)

7.1 Provide educational opportunities that prepare students for entry into the workforce, career advancement, and academic transfer opportunities.

7.2 Provide educational opportunities that allow students to develop the soft skills necessary for functioning successfully in the day-to-day business world: critical thinking, problem solving, decision-making, flexibility, and a strong work ethic.

7.3 Provide educational opportunities that allow students the opportunity to acquire the knowledge and skills necessary to function in a global society.

8.0 Administrative Information

a) Proposal and Approval

Course proposed by	Business Studies Department
Effective term	2171
Required approval	Approval granted date
Academic Unit Curriculum Committee	12/9/10 Rev: Business Studies CC, 9/12/16
Department Chair/Director/Head	12/9/10 Rev: Mary Lou Basile, Chair, 9/12/16
College Curriculum Committee	12/9/10 Rev. 1/13/11 Rev: N/A FYI to NCC
College Dean/AVP	2/15/11 Rev.10/24/16

b) Special designations for undergraduate courses

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. 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	
	Writing Intensive	
	Honors	

c) This outline is for a…

	New course
X	Revised course
	Deactivated course

If revised course, check all that have changed

	Course title		Mode of Delivery
	Credit hour	**X**	Course Description
	Prerequisites		Special Designation
	Contact hour		
	Other (explain briefly):		

d) Additional course information (check all that apply)

X	Schedule Final Exam
	Repeatable for Credit | How many times:
	Allow Multiple Enrollments in a Term
	Required course | For which programs:
	Program elective course | For which programs:

e) Other relevant scheduling information

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

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

Endnotes:

*** College-Alpha-Number-Name:** As in the file name in the Further Instructions below. Note: the suffix '-X' is used for cross-listed courses only and, if appropriate, must appear in this place on the form, but only in this place. The '-X' must be included in the course outline forms for both courses in such cases.

**** Prerequisites:** These may be: major, year within major, and/or completion of specific courses. Note that these are system-enforceable prerequisites, and a student will not be able to register for the course without meeting this exact prerequisite course or an equivalent that can be detected by the system. To list course prerequisites, use CourseAlpha-Number (as in ISTE-101). If more general skill-based prerequisites are needed, they should be listed at the end of section 2, such as, "Note: One year of programming is helpful" or "Note: One semester of descriptive Statistics is recommended"

***** Optional course designation; approval granted date:** 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 is responsible to fill in this date.

Further Instructions:
The file that contains this form should be named using the following convention:

COLLEGE-ALPHA-NUM-NAME

- College is the Alpha College Designation (e.g., GCCIS)
- NUM is the course number including the 4 letter text code and course number (e.g., HCIN-744)
- NAME is the course name, no spaces, each word beginning with an upper case letter
- EXT is the extension (doc or docx). These are the only acceptable extensions

ROCHESTER INSTITUTE OF TECHNOLOGY

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF
COMMUNICATION STUDIES AND SERVICES

NTID-NCOM-202
Title of course: Communication Across Cultures
Previous title: Intercultural Communication
New Topic or Seminar Title:

1.0 Course Information

a) Catalog Listing (click HERE for credit hour assignment guidance)

Course title (100 characters)	Communication Across Cultures
Transcript title (30 Characters)	Communication Across Cultures
Credit hours	3
Prerequisite(s)**	None
Co-requisite(s)	None

b) Terms(s) offered (check at least one)

X	Fall
X	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

c) Instructional Modes (click HERE for credit hour assignment guidance)

	Contact hours	Maximum students/section
Classroom	3	12
Lab		
Studio		
Other (specify, i.e. online, workshop seminar, etc.)		

2.0 Course Description (as it will appear in the bulletin)

This course is intended to provide students with an introduction to the concepts of culture, communication, and intercultural communication by incorporating social, economic and political contexts and examining the differences among the world's population. The students will learn about the relationship between culture and communication, increase their understanding of the communication relationship created by language, understand how that relationship differs when communicating across cultures, and examine how to reduce potential conflicts. Students will study a variety of cultures from around the globe including, but not limited to, African-American, Middle Eastern, Caribbean, Hispanic/Latino, and Asian Cultures, along with cultural differences related to religion, gender, the military, and Deaf culture. Communication within and across the cultures will be examined, along with differences between the deaf and hearing sub-cultures.

3.0 Goal(s) of the Course

3.1 To understand the importance of intercultural communication and its basic concepts
3.2 To enhance students' awareness of the impact of culture on communication
3.3 To explore the values, practices, languages and beliefs of a variety of global cultures, and the deaf and hearing subcultures within each
3.4 To develop students' awareness of the impact of intercultural communication on their daily interactions
3.5 To foster students' awareness of how to reduce potential conflicts when communicating with people from diverse cultures
3.6 To enhance critical thinking skills, reading, writing, and face-to-face communication using English and/or ASL

4.0 Intended course 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. method per row).

Course Learning Outcome and associated course goals	Assessment Method
4.1 Describe the characteristics of communication and the communication process (3.1, 3.2, 3.4, 3.5, 3.6)	Homework Assignments, Midterm, Self-Reflections, Final Project
4.2 Define and give examples of characteristics of culture, including deaf culture	Homework Assignments, Midterm,

(3.1, 3.2, 3.3)	Self-Reflections, Final Project
4.3 Identify the characteristics of co-cultures (3.2, 3.3)	Homework Assignments, Midterm, Self-Reflections, Final Project
4.4 Define values and cultural values and explain how values are learned (3.2, 3.3, 3.6)	Quizzes, Homework Assignments, Midterm, Self-Reflections, Final Project
4.5 Identify and explain major global cultural values (3.3)	Quizzes, Homework Assignments, Midterm, Self-Reflections, Final Project
4.6 Identify individual cultural identities and evaluate how cultural identity influences communication (3.2, 3.3, 3.4, 3.6)	Quizzes, Homework Assignments, Midterm, Self-Reflections, Final Project
4.7 Describe values from other cultures (3.3)	Quizzes, Homework Assignments, Midterm, Self-Reflections, Final Project
4.8 Define world view and compare different cultural perspectives (3.3, 3.6)	Quizzes, Homework Assignments, Midterm, Self-Reflections, Final Project
4.9 Explain the relationship and the importance of language with respect to culture (3.3, 3.4, 3.5, 3.6)	Quizzes, Homework Assignments, Self-Reflections, Final Project
4.10 Identify and explain the relationship and impact of gender on communication (3.3, 3.4, 3.5)	Quizzes, Homework Assignments, Self-Reflections, Final Project
4.11 Define and explain ethnocentrism, stereotyping, racism and prejudice and their impact on intercultural communication (3.4, 3.5, 3.6)	Quizzes, Homework Assignments, Self-Reflections, Final Project
4.12 Explain ways to communicate interculturally that avoid conflict and promote understanding (3.5, 3.6)	Quizzes, Homework Assignments, Self-Reflections, Final Project

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

51 Defining Communication
5.2 Defining Culture
5.3 Self-Identity
5.4 The Interaction of Communication and Culture
5.5 Understanding Perception
5.6 Culture and Perception
5.7 Beliefs and Values
5.8 Stereotyping, Prejudice and Racism
5.9 Dominant Global Cultural Patterns
5.10 Diverse Cultural Patterns
5.11 World View and Religion
5.12 Language and Culture
5.13 Nonverbal Communication and Culture
5.14 Gender and Culture
5.15 Cultural Influences on the Business Setting
5.16 Accepting Differences and Appreciating Similarities
5.17 Improving Intercultural Communication

6.0 Possible Resources (should be in an enumerated list or outline format)

61 Saving Face: A Journey to Heal. A Fight for Justice. DVD
6.2 Everybody loves…BABIES. DVD
6.3 New York Times Upfront magazines
6.4 TED Talk: Deaf in the Military.
https://www.ted.com/talks/keith_nolan_deaf_in_the_military
6.5 Fight Church. DVD
6.6 YouTube: Stereotypes of African Men.
https://www.youtube.com/watch?v=qSElmEmEjb4
6.7 Deaf and Hearing guest speakers representing various cultures
6.8 Folger, J., Poole, M., Stutman. (2000) *Working through conflict: Strategies for relationships, groups, and organizations* (4th edition). New York.
6.9 Olson, M., Forrest, M. (2002) *Shared meaning: An introduction to speech communication* (6th edition). Dubuque, IA.

7.0 Program outcomes and/or goals supported by this course (if applicable, as an enumerated

8.0 Administrative Information

a) Proposal and Approval

Course proposed by	**Larry Scott, Karen Dobkowski, Jennifer Verbakel** **Rev: Marianne Gustafson, Amanda Picioli, Jill Burress, Nicole Chow**
Effective term	Fall AY 2017-18
Required approval	Approval granted date
Academic Unit Curriculum Committee	9/30/11; Revised: 11 /1/2016
Department Chair/Director/Head	9/30/11; Revised: 12 / 7/2016
College Curriculum Committee	10 /6/11; Revised: 2 / 9 / 2017
College Dean	10/3/11; Revised: 2 / 13 / 2017

b) Special designations for undergraduate courses

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. 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	21 February 2017
	Writing Intensive	
	Honors	

c) This outline is for a…

	New course
x	Revised course
	Deactivated course

If revised course, check all that have changed

x	Course title		Mode of Delivery
	Credit hour	**x**	Course Description
	Prerequisites		Special Designation
	Contact hour		
x	Other (explain briefly): This course is now being submitted to meet the Global Perspectives requirement		

d) Additional course information (check all that apply)

X	Schedule Final Exam
	Repeatable for Credit | How many times:
	Allow Multiple Enrollments in a Term
	Required course | For which programs:
	Program elective course | For which programs:

e) Other relevant scheduling information
Need
(e.g., special classroom, studio, or lab needs, special scheduling, media requirements)
Need access to computer, projector, DVD player

9.0 Colleges may add additional information here if necessary
(e.g., information required by accrediting bodies)
This course already satisfies the AOS Communication, Social and Global perspective.

Endnotes:

*** College-Alpha-Number-Name:** As in the file name in the Further Instructions below. Note: the suffix '-X' is used for cross-listed courses only and, if appropriate, must appear in this place on the form, but only in this place. The '-X' must be included in the course outline forms for both courses in such cases.

**** Prerequisites:** These may be: major, year within major, and/or completion of specific courses. Note that these are system-enforceable prerequisites, and a student will not be able to register for the course without meeting this exact prerequisite course or an equivalent that can be detected by the system. To list course prerequisites, use CourseAlpha-Number (as in ISTE-101). If more general skill-based prerequisites are needed, they should be listed at the end of section 2, such as, "Note: One year of programming is helpful" or "Note: One semester of descriptive Statistics is recommended"

***** Optional course designation; approval granted date:** 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 is responsible to fill in this date.

Further Instructions:
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COLLEGE-ALPHA-NUM-NAME

- College is the Alpha College Designation (e.g., GCCIS)
- NUM is the course number including the 4 letter text code and course number (e.g., HCIN-744)
- NAME is the course name, no spaces, each word beginning with an upper case letter
- EXT is the extension (doc or docx). These are the only acceptable extensions

APPENDIX A: GENERAL EDUCATION

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.

Social Sciences

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.

The students will be responsible for a final presentation in which they analyze their learning and thinking process related to intercultural communication and how their own personal beliefs have changed because of the learning.

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.

Students will be responsible for reflecting upon the weekly presentations and speakers. These reflections will sometimes be written, recorded or live 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.

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
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 directly related to the human experience of communication among culturally diverse individuals. The students will analyze their own prior experience and compare it to others from different cultures globally.

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

The instructors will use class participation in weekly discussions, written and/or presented reflections, quizzes, and the final presentation to assess this learning outcome.

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	
11/1/2016	Global	#3	2/21/2017
	Social	#4	
	Natural Science Inquiry	#5 and #6	
	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	

ROCHESTER INSTITUTE OF TECHNOLOGY

NATIONAL TECHNICAL INSTITUTE OF THE DEAF
MATH AND SCIENCE DEPARTMENT

NSCI-286
Title of course: Perspectives of Environmental Science

1.0 Course Information

a) Catalog Listing (click HERE for credit hour assignment guidance)

Course title (100 characters)	Perspectives of Environmental Science
Transcript title (30 Characters)	Persp of Environment Science
Credit hours	3
Prerequisite(s)**	NENG-222 or higher
Co-requisite(s)	None

b) Terms(s) offered (check at least one)

X	Fall
X	Spring
	Summer
	Other
	Offered biennially

If "Other" is checked, explain:

c) Instructional Modes (click HERE for credit hour assignment guidance)

	Contact hours	Maximum students/section
Classroom	2	12
Lab	2	12
Studio		
Other (specify, i.e. online, workshop seminar, etc.)		

2.0 Course Description (as it will appear in the bulletin)

This course will focus on the physical and interacting biological properties of the planet Earth and introduce students to the concept of environmental stewardship and social responsibility. Topics of study will include introductions to geology, astronomy, oceanography, biodiversity, and human evolution. Students will learn about the delicate balance of weather and water and wildlife in the ecosystems in which humans have evolved and are now influencing in significant ways. Students will have the opportunity to become directly involved in solutions to our current environmental problems such as pollution, water quality degradation and recycling through various types of social activism.

3.0 Goal(s) of the Course

3.1 Develop a solid understanding of the multidisciplinary Earth Sciences and to explore the relationships between humans and their environment in a proactive manner via social activism

3.2 Gain an appreciation of the big picture and perspective of where humans fit in the larger universe and great expanse of the history of time

3.3 Develop an understanding of the evolution of life, including humans, and the impacts of human technology and population growth

3.4 Acquire an understanding of the ability of humans to impact their home planet and learn about current hot topics regarding the environment

3.5 Facilitate development of citizen scientists with a foundation in the hard sciences, an understanding of social responsibility and the ability to become catalysts of change

3.6 Develop new Earth science vocabulary in ASL and practice math and geographic/cartographic extensions

3.7 Recognize and appreciate the diversity of life on Earth and the complexity and fragility of its interconnected parts

3.8 Develop public speaking skills and sharing of knowledge in American Sign Language

3.9 Foster critical thinking, science reading and writing utilized for discussion and inquiry on course topics

4.0 Intended course 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
4.1 Identify appropriate research materials, methods and sources (Goal 3.4, 3.5, 3.9)	Citation list for presentations
4.2 Describe abiotic and biotic factors in the environment and their interactions (Goal 3.1, 3.5, 3.7)	Written assignments, outdoor laboratory activities
4.3 Explain human impacts to the biosphere - climate change, biodiversity loss, etc. (Goal 3.1, 3.2, 3.3, 3.4)	Current events presentations and quizzes
4.4 Initiate change through various types of activism (Goal 3.1, 3.5)	Final project – action/example based, education- or policy-based activism
4.5 Demonstrate the acquisition of new Earth science vocabulary and practice math and geographic/cartographic extensions (Goal 3.6, 3.8)	Written assignments and quizzes
4.6 Demonstrate skills in public speaking, group collaboration and scientific inquiry and debate (Goal 3.8, 3.9)	Participation in discussions; and group projects and presentations

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

5.1 Origins, Solar System and Earth Geology
5.2 Evolution, Eras and Extinctions
5.3 Geography, Soil, Weather and Climates
5.4 Our Oceans
5.5 Freshwater and the Water Cycle
5.6 The Atmosphere
5.7 Introduction to Activism
5.8 Vegetation and Ecosystem Services
5.9 Wildlife, Taxonomy, Biodiversity and Endangered Species
5.10 Food Webs and Modern Agriculture
5.11 Human Evolution and Green Culture
5.12 Technology and Globalization
5.13 Energy and Climate Change
5.14 Humans and Landscapes - The Anthropocene

6.0 Possible Resources (should be in an enumerated list or outline format)

6.1 A Short History of Nearly Everything, Bill Bryson
6.2 Essential Environment - The Science Behind the Stories, Brennan and Withgott
6.3 Baraka - a Ron Fricke film
6.4 Journey to the Edge of the Universe - a BBC film
6.5 Your Inner Fish, Neil Shubin
6.6 Ten Million Aliens, a Journey through the Entire Animal Kingdom, Simon Barnes
6.7 Animal, Vegetable, Miracle, Barbara Kingsolver
6.8 Journey of Man - a BBC film
6.9 Eaarth, Bill McKibben
6.10 National Geographic: (http://www.nationalgeographic.com/news)
6.11 Planet Earth DVD Series - BBC Films
6.12 Various TED talks (http://www.ted.com)

7.0 Program outcomes and/or goals supported by this course (if applicable, as an enumerated list)

8.0 Administrative Information

a) Proposal and Approval

Course proposed by	Melissa Skyer
Effective term	Fall 2017
Required approval	Approval granted date
Academic Unit Curriculum Committee	3/3/2017
Department Chair/Director/Head	3/4/2017
College Curriculum Committee	3/9/17
College Dean	3/10/17

b) Special designations for undergraduate courses

The appropriate Appendix (A, B and/or C) must be completed for each designation requested. 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	
	Writing Intensive	
	Honors	

c) This outline is for a…

X	New course
	Revised course
	Deactivated course

If revised course, check all that have changed

	Course title		Mode of Delivery

	Credit hour		Course Description
	Prerequisites		Special Designation
	Contact hour		
	Other (explain briefly):		

d) Additional course information (check all that apply)

X	Schedule Final Exam
	Repeatable for Credit | How many times:
	Allow Multiple Enrollments in a Term
	Required course | For which programs:
	Program elective course | For which programs: Laboratory Science Technology

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

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

APPENDIX A: GENERAL EDUCATION

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.

The general education aspect of this course provides broad-reaching and long-term learning skills to students. The focus of the course is developing students as citizen scientists with the ability to understand how human activities impact the natural world around them. Students will have plenty of opportunity to read and write responses about science in general, and they will learn to identify key concepts within chapters of text. Students will develop an interest in learning and the tools with which to do so. In this technological and computer based age, students need to know which information is reliable and how to evaluate the validity of the information that they find. A positive learning environment based heavily on classroom discussions will encourage students to develop debate and healthy inquiry skills.

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
X	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.

At least three in-class presentations (on current environmental events, animal taxonomy, and activism) require students to prepare a presentation and explain their research findings to their classmates. Further, the activism project includes progressive revision of written products over several weeks. Project proposals are evaluated before the projects themselves are drafted several times until finalized for submission.

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
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.

An activism project will enable students to select a field of environmental science that interests them. In collaboration with the instructor, students will be encouraged to think outside of the box and develop a project proposal intended to result in positive change. Aside from the general requirements of this assignment, it is largely open-ended with infinite possibilities for projects. Examples of potential projects could include an educational poster about microbeads, a Facebook video about hunting and endangered species, creation of various petitions such as cruise-ship wastewater disposal and business letter writing to legislators, as well as hands-on litter cleanup both on and off-campus.

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
X	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.

Topics discussed in this course will build upon one another so that students gain an understanding of the physical and biological components of Earth Science and how they interact. Students will learn about Earth's cycling of water, nutrients and energy via topics such as the water cycle and weather patterns, and the trophic web from photosynthesis to decomposition. Students will understand how abiotic factors such as sunlight, water and temperature affect biotic factors of the environment like soil composition, and associated flora and fauna. Through an analysis of the evolution of life, students will appreciate the constant flux of Earth over billions of years; from plate tectonic movements to atmospheric gas composition, and how these changes affect the lifeforms supported by the planet. With a solid physical science background, students will be able to evaluate current environmental events and crises from the news and web. They will apply scientific inquiry methods to assess the validity and severity of contemporary issues, and then use creative problem solving to enact a positive change-based project.

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

Student learning will be assessed through evaluation of reading and response homework assignments, as well as the submission of lab activity write ups. Both of these include open-ended questions that allow students to demonstrate their understanding of various environmental topics and how they relate to one another. Presentations on current events as well as activism projects will require background information that displays understanding of the underlying science behind the issues. Weekly quizzes will test students' understanding of each topic and several hands-on activities will further test information retention and application.

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	
X	Scientific Principles	#5 or #6	
	Mathematical	#7 and #8	