



**ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE OUTLINE FORM**

COLLEGE OF SCIENCE

Chester F. Carlson Center for Imaging Science

REVISED COURSE: IMGS-890

1.0 Course Approvals

Required course approvals:	Approval Requested Date:	Approval Granted Date:
Academic Unit Curriculum Committee		
College Curriculum Committee		
Optional course designation approvals:		
General Education Committee		
Writing Intensive Committee		
Honors		

2.0 Course information:

Course title:	Dissertation Research
Credit hours:	variable
Prerequisite(s):	
Co-requisite(s):	
Course proposed by:	Anthony Vodacek
Effective date:	September 2013

	Contact hours	Maximum students/section
Classroom		
Lab		
Studio		
Other (specify)		

2.1 Course Conversion Designation (Please check which applies to this course)

x	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to:
	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:
	New

2.2 Semester(s) offered (check)

Fall	x	Spring	x	Summer	x	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, please indicate here:

2.3 Student Requirements

Students required to take this course: (by program and year, as appropriate) Imaging Science Ph.D. students.
Students who might elect to take the course:

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

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

IMGS890	Dissertation Research
Ph.D. dissertation research based on experimental data obtained by the candidate for an appropriate topic as arranged between the candidate and the research adviser. Credit variable (F, S)	

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

5.1

6.0 Topics (outline):

6.1

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

Course Learning Outcome	Assessment 1	Assessment 2

8.0 Program outcomes and/or goals supported by this course

8.1

9.0

	General Education Learning Outcome Supported by the Course	Assessment Method
<i>Communication</i>		
	Express themselves effectively in common college-level written forms using standard American English	
	Revise and improve written and visual content	
	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	
<i>Intellectual Inquiry</i>		
	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	
<i>Ethical, Social and Global Awareness</i>		
	Analyze similarities and differences in human experiences and consequent perspectives	
	Examine connections among the world's populations	
	Identify contemporary ethical questions and relevant stakeholder positions	
<i>Scientific, Mathematical and Technological Literacy</i>		
	Explain basic principles and concepts of one of the natural sciences	
	Apply methods of scientific inquiry and problem solving to contemporary issues	
	Comprehend and evaluate mathematical and statistical information	
	Perform college-level mathematical operations on quantitative data	
	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	

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

9.1

11.0 Supplemental information for Optional Course Designations: If the course is to be considered as writing intensive or as a general education or honors course, include the sections of the course syllabus that would support this designation.

11.1 General Education Committee:

Feedback to course proposers:

11.2 Writing Intensive Committee:

Feedback to course proposers:

Programform.doc

NYSED Documentation Form

Audience

This document is intended for all department chairs and program directors.

Summary

This document includes the information and required forms for submission of program to NYSED for semester conversion.

Change Log

Responsible	Date	Version	Short description
Anthony Vodacek	8/16/10	1	Document originator
Anthony Vodacek	12/10/10	2	PhD only