

Rhode Island College
Annual Report of the Committee on General Education
May 18, 2012

The Committee on General Education met nearly weekly all year, including during Summer, 2011.

The Committee received the report of the General Education Task Force at the end of the last academic year. During the summer the GETF recommendation was refined and converted to a proposal.

On September 14, 2011, COGE hosted a Faculty Forum in Clarke Science 128 to hear the response of Rhode Island College faculty members to the new proposal. Based upon the comments presented at that meeting, the proposal was further revised and submitted to the Undergraduate Curriculum Committee, which approved the new general education program at the October 21, 2011, meeting. The new program was approved by the Council of Rhode Island College and, on January 23, 2012, by the Board of Governors for Higher Education. The program as approved by the Board is attached.

The College is pursuing an aggressive implementation program that will have the new program in place for students beginning in Fall, 2012. To meet this goal, COGE and UCC approved the First Year Seminar program, and Dr. Quenby Hughes, Associate Professor of History, was appointed Director of First Year Seminars. Currently courses for Fall 2012 are scheduled and ready for registration by first year students, and the schedule for Spring 2013 is nearly complete.

In addition to the approved proposal, attachments include the new program as described in the catalog draft, a list of courses approved already, and a copy of the material for the transfer guide with CCRI. It has been agreed that students who started at CCRI and the other schools with articulation agreements before Fall 2012 will be able to complete the former general education program with appropriate substitutions provided that they transfer to Rhode Island College before Fall 2017. Students transferring from other schools are under the new plan beginning this Fall. Substitutions are in place (e.g., ENGL 100 for ENGL 161) so that the College does not have to run two parallel general education programs.

COGE expects that AY 2012-2013 will see the remaining courses in the distribution proposed and approved.

Respectfully submitted,

James G. Magyar

Attachments:

Approved General Education program

Catalog Description Transfer

Articulation pages COGE

Membership 2011-2012

New Program Proposal Form

Use this form if you are proposing a new program. If you are proposing a revision to an existing program, use the Program Revision Proposal form. If your program proposal includes a new course or new courses, please complete a Course Proposal Form for each new course to send in alongside this proposal. If your program proposal includes revisions to any existing course or courses, please complete a Course Revision Form to cover each change or set of changes. Contact the Chair of the Curriculum Committee at curriculum@ric.edu if you are unsure about which forms to use, or have any other questions.

Please answer all questions. Gray areas are simple text boxes; just click on the box to type. You may enter as much information as necessary. If you need to add more text to a box, use arrow keys to place your cursor in the box to allow you to type without erasing the previous content.

For information about completing the form, read section 4.2 in the UCC Manual, and check the additional information on the forms page at the UCC website. **Please paste into this form any requested tables rather than send them as separate documents.**

1. Name and affiliation of originator: **James G. Magyar, Chair, Committee on General Education**

2. Date: **September 21, 2011**

3. Program title and discipline: **General Education**

A. What is the culminating degree of this program? (Example: BA, BS, BSW, Minor etc.)

All undergraduate degrees

B. What is the discipline of this program?

General Education

C. Within which concentration will this program be located?

NA

4. Program summary.

The General Education Program provides a foundation for deeper study in a wide range of academic disciplines. Through the General Education Program, students develop the skills and habits of mind necessary for full participation in an increasingly complex world. The structure comprises both foundational courses and upper-division courses that afford students the opportunity to further develop in their majors skills acquired in foundational courses and also to make connections across disciplinary boundaries. Students will develop the capacity to learn in their undergraduate courses and for the rest of their lives; we believe that goal requires introducing them to many different kinds of knowledge and offering many occasions for relating the knowledge they acquire. One key goal is to engage students fully in their own educations; we therefore propose as much choice and flexibility as possible in course selection and, crucially, a first year seminar meant to excite student interest in college-level learning and to introduce the habits of inquiry essential to the academic enterprise. We also propose an integrated course that emphasizes comparative perspectives on particular topics or ideas; ideally, this course would be team-taught and interdisciplinary.

5. Program Details: Describe in detail or insert a table showing program requirements.

New General Education Structure

Overview

10 courses in General Education (40 credits)

Core courses (3)

Distribution requirements (7)

Writing in the discipline (included in major requirements)

College Second Language Requirement

Eleven outcomes

Details

General Education Core courses (3 courses)

First-year seminar (FYS) - Offered on a wide variety of topics rooted in various disciplines, each section of the FYS will be discussion-based, focused on developing critical thinking and include multiple opportunities throughout the semester for students to receive writing instruction and to practice forms of writing appropriate to the discipline. Students will be able to choose a seminar based on their interest in the topic. All FYS courses will be offered under one course number (FYS 100), with each topic a different section. In advance of registration each term, the College will post a list of specific topics with brief (100 word) descriptions so that students can make informed choices. COGE will develop more detailed guidelines for FYS; all FYS section topics must be approved by COGE. Half of first year students will take FYS in the fall, half in the spring. FYS will not be offered in the summer or in early spring sessions. Required in freshman year. 4 credits. Capped at 20 students. Note: students who enter the college as transfers are **not** first year students and will be exempted from this requirement.

First-year writing (FYW) - an introduction to college-level writing in which students develop the writing skills required for success in college courses. Required in freshman year. Successful completion of the course (a final grade of C or better) will meet the college's writing requirement. 4 credits. Capped at 20 students.

Connections (C) - an upper-level course that emphasizes comparative perspectives--such as across disciplines, across time, across cultures--on a particular topic or idea. Courses proposed for this requirement must include further development of at least three of the outcomes on the General Education Outcomes list. It is strongly recommended that as many as possible of these courses be team taught and interdisciplinary. Connections will be a category, not a course (akin to our current cores 3 and 4); departments will propose courses for this category, with courses carrying the departmental designation (e.g., BIOL or ENGL) and a shared number (e.g., 26x). Connections courses may require specific General Education categories to be completed as prerequisites in addition to the FYS and FYW and total credit prerequisites. 4 credits. Capped at 30 students. **Required after FYS and FYW and at least 45 credits total.**

Writing in the discipline (one or more courses)

Writing in the discipline - each department will identify the course(s) at the sophomore level or above in which students learn to write for that discipline. This may be a new course or an existing course; writing instruction need not be the sole content of the course but writing instruction must be a portion of the course's requirements. This course must be required in the major and is not included in the 40 credit hours of General Education courses. COGE will maintain a list of these courses.

Distribution requirements (7 courses)

Students will be required to take one course in each of the following areas. These courses will emphasize the unique ways of thinking and methods of inquiry in the discipline so that students are exposed to the

knowledge, perspectives, and methods of different disciplines. Courses proposed for the General Education program must address at least two of the outcomes on the General Education Outcomes list.

Categories

Mathematics
Natural Science (lab required)
Advanced Quantitative/Scientific Reasoning¹
History
Literature
Social and Behavioral Sciences
Arts – Visual and Performing

Second Language Requirement

“Students will communicate in and understand a language other than English at a Novice-Mid proficiency level, while striving to meet ACTFL's five goals for foreign language proficiency: Communication, Cultures, Connections, Comparisons, and Communities.”

The Second Language Requirement will be at the level equivalent to a second semester college language course at the proficiency level of “Novice-Mid” (on the ACTFL scale). This requirement can be met by any of the following ways:

- Completion of Language 101-102 (or 110) at RIC with a minimum grade of C.
- Transfer credit from an accredited college or university.
- Transfer credit for a second language course from an approved study abroad program.
- AP Credit². A SCORE of 3 or higher (equivalent to 114) meets the requirement.
- EEP Credit.³ If a student has EEP credit for 113 or 114, he/she will have met the requirement.
- CLEP TEST (French, German, and Spanish). SCORE: Level 1 test with score of 50 or higher
- ACTFL OPI (Oral Proficiency Interview) and written exam for languages for which there are no CLEP or AP tests. LEVEL: OPI (offered in 65 languages): Novice Mid to High. Written test: Novice High (offered in 12 languages).
- SAT II Subject Test (scores vary according to language)
- Foreign/International students: An official high school transcript from a non-English speaking country of origin.

Outcomes for General Education at Rhode Island College

Each course in General Education addresses several outcomes. Students who complete the general education program will encounter each outcome at least once at an introductory level. No introductory course can fully meet an outcome. Rather, every course introduces or develops several outcomes. Relevant outcomes are addressed at a higher level within the advanced work of the respective majors.

1. Students will understand the different purposes of writing and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence,

¹ Courses that meet this requirement will have a prerequisite of a general education science or mathematics course.

² If a student scores 3 on the Advanced Placement Test in French, German, or Spanish RIC awards 6 credits (equivalent to 113 and 114). They will have met the second language requirement. Students who wish to receive credits for 101 and 102 will have to take the CLEP test.

³ Students who receive EEP credit for 113 or 114 will also have met the second language requirement and will need to take the CLEP test if they wish to receive credit for 101 and 102.

demonstrates correct usage of grammar and terminology, and is appropriate to the academic context. (*Written Communication*)

2. Students will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning. (*Critical and Creative Thinking*)
 3. Students will demonstrate the ability to access, understand, evaluate, and ethically use information to address a wide range of goals or problems. (*Research Fluency*)
 4. Students will learn to speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience. (*Oral Communication*)
 5. Students will learn to interact appropriately as part of a team to design and implement a strategy to achieve a team goal and to evaluate the process. (*Collaborative Work*)
 6. Students will demonstrate through performance, creation, or analysis an ability to interpret and explain the arts from personal, aesthetic, cultural, and historical perspectives. (*Arts*)
 7. Students will gain knowledge of social and political systems and of how civic engagement can change the environment in which we live. (*Civic Knowledge*)
 8. Students will demonstrate an understanding of their own ethical values, other ethical traditions from diverse places and times, and the process of determining ethical practice. (*Ethical Reasoning*)
 9. Students will analyze and understand the social, historical, political, religious, economic, and cultural conditions that shape individuals, groups, and nations and the relationships among them across time. (*Global Understanding*)
 10. Students will demonstrate the ability to: (1) interpret and evaluate numerical and visual statistics; (2) develop models that can be solved by appropriate mathematical methods; and (3) create arguments supported by quantitative evidence and communicate them in writing and through numerical and visual displays of data including words, tables, graphs, and equations. (*Quantitative Literacy*)
 11. Students will understand how scientific knowledge is uncovered through the empirical testing of hypotheses; be familiar with how data is analyzed, scientific models are made, theories are generated, and practical scientific problems are approached and solved; have the capacity to be informed about scientific matters as they pertain to living in this complex world; be able to communicate scientific knowledge through speaking and writing. (*Scientific Literacy*)
6. Give curricular rationales for the proposed program.

In Spring, 2011, the General Education Task Force presented an exciting proposal for a new, engaging General Education program for Rhode Island College. The present document is substantially based upon the Task Force report.

Key features of the Task Force proposal

The Task Force proposal highlighted both learning outcomes for Rhode Island College students and the courses in which those outcomes would be addressed. Three courses comprise a core:

First Year Writing begins the development of strong written communication.

First Year Seminar engages each student in a small class on a topic of interest. The course develops critical thinking, written communication, and other important outcomes.

Connections courses, occurring mid-way through a student's career, consolidate the outcomes developed in the introductory courses and in the distribution and engage students in interdisciplinary study.

In these courses, students will work closely with faculty members to develop personally and intellectually. The two courses scheduled for the first year provide a clear break from the secondary-school routine and engage the students more fully in the College's activities.

Distribution The proposed distribution complements the core and meets other important outcomes while engaging the student in a range of academic areas.

With an eye to implementation, COGE developed a grid that indicates which outcomes will be definitely addressed in every section of each course. Many courses, both within General Education and in the majors, will address additional outcomes so that students can expect opportunities for growth throughout their careers at the College. However, the grid assures that every outcome is addressed by every student.

We considered the assessment of the Outcomes, and decided that the initial focus for assessment should be upon three major outcomes that transcend discipline: Critical Thinking, Written Communication, and Research Fluency. These outcomes will be addressed and assessed both in the First Year Seminar and in the Connections course. Assessment of additional outcomes will be more course-specific. The list of outcomes is reordered to give primacy to the "big three."

In the process of assigning outcomes to the various categories of courses, it was difficult to assign an outcome to the elective category and therefore to justify its position within General Education. At the same time, we recognize the imperative to improve students' math and science skills and the support from many faculty on campus for a more substantive mathematics and science requirement. The incorporation of a GE elective, although of value in spirit, was seen as a lesser priority than the development of better scientific/mathematical competency in our students. Data from the CIRP and NSSE surveys and information from the science and Math and CS departments strongly suggest that Rhode Island College students need better preparation and skill development in these areas.

The discussion within COGE was on the sequential nature of learning in science and mathematics, as well as the indivisible connection between science and mathematics. For example, the best predictor of a student's ability to learn science is mathematical competency. Effective learning in the sciences presupposes a level of competence in mathematics that exceeds basic arithmetic, and college-level comprehension in science often requires competence in several areas of mathematics. Science courses themselves build upon knowledge developed in earlier courses as well as upon mathematics.

A set of GE requirements that leads all students to a clearer understanding of science, its knowledge base, and its methods must have an element of verticality. Pure repetition of entry-level material does not intrinsically achieve the goals of scientific and quantitative literacy; rather, construction by students of their knowledge and skills in the sciences and mathematics was deemed essential to reach the learning outcomes appropriate for college-level learning. For this reason, COGE proposes to strike a balance that allows students to complete the program with a succession of experiences but without prerequisites that are so restrictive that they delay progress.

Each student will take a mathematics course designated for GE credit that meets the mathematical reasoning goal. Courses at several levels will be designed to meet the GE requirement so that students with limited mathematics background can complete the requirement with an entry-level course, while those students with more extensive mathematics preparation can take courses at an appropriate level and do not need to take a step backwards to complete GE requirements.

Also, each student will take a GE science laboratory course, either a major course or a more topical course designed specifically for students whose primary interests lie outside the sciences. These courses will draw upon mathematical reasoning at least at the high-school-level as appropriate to the topic of the course.

In addition, each student will take a third course that has as a prerequisite a GE science or mathematics course, in order to develop scientific/mathematical understanding at a higher level. This course may be in

the same discipline as the first course. There will also be science courses that draw on previous science courses in a broader way that might be in integrative disciplines such as forensics, nanotechnology or biotechnology. The courses that meet this requirement need not be laboratory courses.

The courses in these categories individually may incorporate other goals in such areas as writing, group work, or civic engagement, but there is no requirement that they all do so. It is an expectation that ethical reasoning as it applies to science be incorporated in the third course, since there is no other place in the curriculum where all students will encounter this concept.

Second Language In keeping with the recommendation of the Task Force, we propose a second language requirement under the supervision of the Committee on General Education, as is “Writing in the Discipline” category, whose credits are not counted within the total General Education Credits but which nonetheless is part of the General Education program. The Second Language Requirement will be at the level equivalent to a second semester college language course at the proficiency level of “Novice-Mid” (on the ACTFL scale). The Task Force had recommended that the second language proficiency be at the “Novice High” level. We have lowered that level to “Novice-Mid” but have required a minimum grade of C, thus raising the general expectations of student performance to a mid-point between the two levels. This requirement can be met in myriad ways described above.

Learning Outcomes by Course Category

<i>Learning Outcomes</i>	First-year seminar (FYS)	First-year writing (FYW)	Connections (C)	Mathematics	Natural Science	Advanced Quantita- tive/Scientific Reason- ing	Social and Behavioral Sciences	History	Literature	Arts-- Visual and Per- forming
<i>Critical and Creative Thinking</i>	X	X	X	X	X	X	X	X	X	X
<i>Written Communication</i>	X	X	X						X	
<i>Research Fluency</i>	X	X	X					X		
<i>Oral Communication</i>	X		X							
<i>Arts</i>										X
<i>Civic Knowledge</i>							X	X		
<i>Collaborative Work</i>	X	X	X							
<i>Ethical Reasoning</i>					X		X	X		
<i>Global Understanding</i>								X		
<i>Quantitative Literacy</i>				X	X	X				
<i>Scientific Literacy</i>					X	X	X			

General Education Transition

The table below shows one possible way students can meet the General Education requirements during the transition time. New or reapproved courses are shaded.

Students who were in degree programs in Spring 2012 or earlier											
Old Re-requirements:	W	Core 1	Core 2	Core 3	Core 4	A	SB1	SB2	LS	M	SM
Spring 2012	WRI 100	Eng 161	HIST 161		Core 4	A	SB	SB	LS	M	SM
AY 2012-2013	FYW 100†	Literature elective	History elective	Core 3	Core 4	A	SB	SB	LS	M	SM
AY 2013-2014	FYW 100†	Literature elective	History elective	Selected courses‡	Core 4	A (4cr)*	SB (4cr)*	-	LS*	M*	SM/AQSR*
AY 2014-2015	FYW 100†	Literature elective	History elective	Selected courses‡	Connections	A (4cr)*	SB (4cr)*	-	LS*	M*	AQSR*
Students who matriculate for Fall 2012 and beyond											
New Re-requirements	FYW	FYS	History	Literature	Arts	Social Behavioral	Math	Lab Science	Advanced Quantitative/Scientific Reasoning	Connections	
AY 2012-2013	FYW 100†	FYS 100†	History†	Literature†	A	SB	M	LS	SM	NA/Core 4	
AY 2013-2014 and beyond	FYW 100	FYS 100	History	Literature	A (4cr)*	SB (4cr)*	M*	LS*	AQSR*	Connections*	

‡ A list of courses that meet the spirit of Core 3 will be maintained in the Dean's office.

*New/Newly Approved

†New

7. Special admission requirements:

None

8. Special retention requirements:

None

9. Summary of minor program (if included):

NA

10. Describe the impact of the proposed program on:

A. Students: **Students will have a better preparation for work and life.**

B. Faculty: **Faculty will have the opportunity to teach First Year Seminars and Connections courses. Load may shift among departments, depending upon which departments propose courses for the various categories.**

11. Describe the impact of the proposed program on college resources (You need to check ahead with those responsible that any necessary resources will be available should the proposal be approved):

A. Departmental resources: **There will be some reallocation of resources, depending upon which departments submit proposals for the various components.**

B. Library resources: **Adams Library will work with those teaching FYS and Connections courses to strengthen the Research Fluency**

C. Technical/computing resources: **None anticipated**

Institutional Resources: **The College acknowledges that the extra resources will be committed to offer FYW and FYS courses with seat limits of 20 students.**

12. List all other segments of the college affected by the proposed program (your signature page should reflect acknowledgments or approvals of those listed, here).

All undergraduate programs at the College are affected. Acknowledgement is signified by the signatures of the Deans.

13. Does this program replace another program? **Yes**

A. If so, what program will be deleted? **The current General Education Program will be replaced.**

B. When will the current program end? **The current program will be phased out beginning in Fall 2012 and completed within two years.**

C. What will be the effect on students in the current program? **Students under the current General Education Program who are still at the College after it is phased out will have courses from the new program substituted. A proposed transition map is on the previous page. With a clear plan substitutions do not have to be made on an ad hoc basis.**

14. Date of implementation: **Fall 2012**

15. Prepare a separate document showing all necessary revisions to the catalog copy. See instructions on the UCC website.

Catalog copy specifically for the General Education Program follows. Details of all the places in the catalog that will be changed will be provided in the spring before the 2012-2013 catalog goes to "press."

16. Email the completed proposal form (with typed names on the signature form), as well as the revised catalog copy in a separate file, to the Chair of the Curriculum Committee: curriculum@ric.edu. Also send any necessary course proposal or course revision forms.

17. Acquire all relevant signatures on the final page of this form. Send a paper copy of this form, including the signature page, to [the Chair of the Curriculum Committee](#). Because we work primarily with electronic forms, you do not to send paper copies of the catalog revisions.

Proposals are due 14 days before the monthly meeting of the Curriculum Committee, which usually meets on the third Friday of the month. Meeting dates and deadlines for proposals will be announced on the UCC website, with reminders of the UCC monthly meetings in College Briefs.

On the electronic copy of the proposal, you must type in all the names you will be including, and leave these on the paper copy you will be getting signed to ensure we can decipher every signature.

General Education

Chair of the Committee on General Education

James Magyar

GENERAL INFORMATION ON GENERAL EDUCATION

Beginning in fall 2012 the college is instituting the new General Education program described below. Students who enrolled prior to that date will remain on the old General Education program, as described in the *2011-2012 Rhode Island College Catalog* that can be accessed at <http://www.ric.edu/recordsoffice/catalog.php>.

There will be a transition period through Spring 2014. Further information regarding the transition timetable and suitable substitutions can be found at <http://www.ric.edu/GeneralEducation>.

All degree programs require the completion of ten 4-credit General Education courses: three **Core** courses and seven **Distribution** courses. Students must also complete the **Second Language** requirement. A **Writing in the Discipline** requirement is also included in General Education and is a part of each major.

CORE REQUIREMENT

First Year Seminar (FYS)

FYS 100 is required in the freshman year, with sections on a wide variety of topics. Each section is discussion-based, focused on developing critical thinking, oral communication, research fluency, and written communication. FYS 100 will not be offered in the summer or the early spring sessions. Students who enter the college as transfer students are not considered first-year students and are exempt from this requirement. Courses are limited to twenty students.

First Year Writing (FYW)

FYW 100 is required in freshman year. It introduces students to college-level writing and helps them develop the writing skills needed for success in college courses. Successful completion of the course (a final grade of C or better) will also meet the college's Writing Requirement. Courses are limited to twenty students.

Connections (C)

Coursees in the Connections category are upper-level courses on topics that emphasize comparative perspectives, such as across disciplines, across time, and across cultures. Students must complete the FYS and FYW courses and must have earned at least 45 college credits before taking a Connections course. Courses are limited to twenty students.

DISTRIBUTION REQUIREMENT

Distribution courses emphasize ways of thinking and methods of inquiry within various disciplines. Students are required to take one course in each of the following seven areas:

- Arts – Visual and Performing
- History
- Literature
- Mathematics

- Natural Science (lab required)
- Social and Behavioral Sciences
- Advanced Quantitative/Scientific Reasoning

WRITING IN THE DISCIPLINE

Each department will identify a required course or courses at the 200-level or above within the major in which students learn to write for that discipline. The Committee on General Education will maintain a list of these courses.

SECOND LANGUAGE REQUIREMENT

Rhode Island College graduates are expected to communicate in and understand a language other than English at a novice-mid proficiency level. The Second language requirement of General Education is designed to meet that expectation.

The Second Language Requirement may be fulfilled in any of the following ways:

1. By completing RIC language courses 101 and 102 (or 110), with a minimum grade of C.
2. Through transfer credit from an accredited college or university.
3. Through transfer credit of a second language course from an approved study abroad program.
4. Through Advanced Placement (AP) credit. If students score three or higher on the AP Test in French, German, or Spanish, RIC will award 6 credits (equivalent to RIC language courses 113 and 114). Students who wish to receive credit for language courses 101 and 102 will have to take the CLEP Test.
5. Through Early Enrollment Program credit for language courses 113 or 114. Students who wish to receive credit for language courses 101 and 102 will have to take the CLEP Test.
6. By completing the CLEP Test in French, German, or Spanish, with a score on the Level I test of 50 or higher.
7. By completing the ACTFL Oral Proficiency Interview (OPI) and the written exam for languages for which there are no CLEP or AP Tests. Level: OPI (offered in 65 languages): Novice Mid to High. Written test: Novice High (offered in twelve languages).
8. By completing the SAT II Subject Test (scores vary according to language).
9. Foreign/International students must submit an official high school transcript from a non-English-speaking country of origin.

GENERAL EDUCATION CATEGORIES

Courses that fulfill General Education requirements have the appropriate notation in the course description following credit hours:

- Gen. Ed. Category **A** (Arts – Visual and Performing)
- Gen. Ed. Category **AQSR** (Advanced Quantitative/Scientific Reasoning)
- Gen. Ed. Category **C** (Connections)
- Gen. Ed. Category **FYS** (First Year Seminar)
- Gen. Ed. Category **FYW** (First Year Writing)
- Gen. Ed. Category **H** (History)
- Gen. Ed. Category **L** (Literature)
- Gen. Ed. Category **M** (Mathematics)
- Gen. Ed. Category **NS** (Natural Science)
- Gen. Ed. Category **SB** (Social and Behavioral Sciences)

TRANSFER STUDENTS

Transfer Students may determine their status with respect to General Education requirements by inquiring at the Office of Undergraduate Admissions or at the office of the Dean of the Faculty of Arts and Sciences. .

GENERAL EDUCATION HONORS

To complete General Education Honors, students must take a minimum of five General Education courses in specially designed honors sections. Courses chosen normally include the Honors Core, which consists of Honors First Year Seminar, Honors First Year Writing, and Honors Connections (taken in the junior year). Other honors courses are offered in various disciplines as Distribution Requirements. Although honors courses are reserved for students in the General Education Honors Program, if space permits and with the permission of the director of honors, other students may take honors sections. For more information, write or call the director of honors.

CORE REQUIREMENTS

First Year Seminar

Course No.	Course Title	Credit Hours	Offered
FYS 100	First Year Seminar	4	F, Sp

First Year Writing

Course No.	Course Title	Credit Hours	Offered
WRTG 100	Writing and Rhetoric	4	F, Sp, Su

Connections

Course No.	Course Title	Credit Hours	Offered
Courses in the Connections category will be approved during the 2012-2013 Academic Year.			4 F, Sp, Su

DISTRIBUTION REQUIREMENTS

Literature

Course No.	Course Title	Credit Hours	Offered
ENGL 100	Studies in Literature	4	F, Sp, Su
FREN 115	Literature of the French Speaking World	4	F, Sp
ITAL 115	Literature of Italy	4	F, Sp
SPAN 115	Literature of the Spanish Speaking World	4	F, Sp
PORT 115	Literature of the Portuguese Speaking World	4	F, Sp

History

Course No.	Course Title	Credit Hours	Offered
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HIST	101	Multiple Voices: Africa in the World	4	F, Sp, Su
HIST	102	Multiple Voices: Asia in the World	4	F, Sp, Su
HIST	103	Multiple Voices: Europe in the World to 1600	4	F, Sp, Su
HIST	104	Multiple Voices: Europe in the World since 1600	4	F, Sp, Su
HIST	105	Multiple Voices: Latin America in the World	4	F, Sp, Su
HIST	106	Multiple Voices: Muslim Peoples in the World	4	F, Sp, Su
HIST	107	Multiple Voices: The United states in the World	4	F, Sp, Su

Social and Behavioral Sciences Category (SB)

Courses listed below fulfill the "SB" requirement in the 2012–2013 academic year

Course No.	Course Title	Credit Hours	Offered
AFRI 200	Introduction to Africana Studies	4	F, Sp, (Su as needed)
ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
ANTH 104	Introduction to Anthropological Linguistics	4	F, Sp
ANTH 205	The Anthropology of Race and Racism	4	As needed
ANTH 206	Oral Traditions	4	As needed
ECON 200	Introduction to Economics	3	F, Sp, Su
GEOG 100	Introduction to Environmental Studies	3	F, Sp, Su
GEOG 101	Introduction to Geography	3	F, Sp, Su
POL 200	Introduction to Political Science	3	F, Sp, Su
POL 202	American Government	4	F, Sp, Su
POL 203	Global Politics	4	F, Sp
POL 204	Introduction to Political Thought	4	F, Sp
PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
SOC 200	Society and Social Behavior	4	F, Sp
SOC 202	The Family	4	F, Sp, Su
SOC 204	Urban Sociology	4	As needed
SOC 207	Crime and Criminal Justice	4	F, Sp, Su
SOC 208	Minority Group Relations	4	F, Sp, Su
SOC 217	Aging and Society	4	F, Sp, Su
WMST 200	Gender and Society	4	F, Sp

Note: Students in the elementary education curriculum who complete Political Science 201 shall be considered to have fulfilled the requirement in the Social and Behavioral Sciences Category of General Education.

Arts — Visual and Performing Category (A)

Courses listed below fulfill the "A" requirement in the 2012–2013 academic year

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I	4	F, Sp

ART	201	Visual Arts in Society	4	F, Sp
ART	230	A Survey of Far Eastern Art	3	As needed
ART	231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART	232	Renaissance to Modern Art	4	F, Sp, Su
COMM	241	Introduction to Film and Video	3	F, Sp
DANC	215	Contemporary Dance and Culture	3	F, Sp
ENGL	113	Approaches to Drama	4	F, Sp
FILM	116	Approaches to Film and Film Criticism	4	F, Sp
MUS	161–166	Music Ensembles	3	F, Sp
MUS	201	Survey of Music	3	F, Sp, Su
MUS	203	Elementary Music Theory	3	F, Sp, Su
MUS	222	Opera	3	F (odd years)
MUS	223	American Popular Music	3	F
MUS	225	History of Jazz	3	F, Sp
PFA	158	Experiencing the Performing Arts	3	F (as needed)
PHIL	230	Aesthetics	4	F, Sp, Su
THTR	240	Appreciation and Enjoyment of the Theatre	3	F, Sp

Natural Science Category (NS)

Courses listed below fulfill the "NS" requirement in the 2012–2013 academic year

Course No.	Course Title	Credit Hours	Offered	
ONE COURSE from				
BIOL	108	Basic Principles of Biology	4	F, Sp, Su
BIOL	109	Fundamental Concepts of Biology	4	F, Sp, Su
BIOL	111	Introductory Biology I	4	F, Sp, Su
BIOL	112	Introductory Biology II	4	Sp, Su
CHEM	103	General Chemistry I	4	F, Sp, Su
CHEM	104	General Chemistry II	4	F, Sp, Su
CHEM	105	General, Organic, and Biological Chemistry I	4	F, Sp, Su
CHEM	106	General, Organic, and Biological Chemistry II	4	F, Sp, Su
PSCI	103	Physical Science	4	F, Sp, Su
PSCI	212	Introduction to Geology	4	F, Su
PSCI	217	Introduction to Oceanography	4	Sp
PHYS	101	General Physics I	4	F, Su
PHYS	102	General Physics II	4	Sp, Su
PHYS	110	Introductory Physics	4	Sp
PHYS	200	Mechanics	4	F

Mathematics Category (M)

Courses listed below fulfill the "M" requirement in the 2012–2013 academic year

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			

MATH	139	Contemporary Topics in Mathematics	4	F, Sp, Su
MATH	177	Quantitative Business Analysis I	3	F, Sp, Su
MATH	181	Applied Basic Mathematics	3	F, Sp, Su
MATH	209	Precalculus Mathematics	4	F, Sp, Su
MATH	212	Calculus I	4	F, Sp, Su
MATH	240	Statistical Methods I	3	F, Sp, Su
MATH	247	Calculus: A Short Course	3	Sp

Note: Completion of the Mathematical Systems Category of General Education does not satisfy the College Mathematics Requirement.

Note: Students in the elementary education curriculum who complete MATH 144 (and its prerequisite, MATH 143) shall be considered to have fulfilled the Mathematical Systems Category of General Education.

Advanced Quantitative/Scientific Reasoning (AQSR)

Courses listed below fulfill the "AQSR" requirement in the 2012–2013 academic year

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
ANTH 306	Primate Ecology and Social Behavior	4	Alternate years
ANTH 307	Human Nature: Evolution, Ecology and Behavior	4	Alternate years
BIOL 335	Human Physiology	4	F, Sp, Su
HSCI 232	Human Genetics	4	Annually
PHIL 220	Logic and Probability in Scientific Reasoning	4	

OUTCOMES FOR GENERAL EDUCATION AT RHODE ISLAND COLLEGE

Each course in General Education addresses several outcomes. Students who complete the general education program will encounter each outcome at least once at an introductory level. No introductory course can fully meet an outcome. Rather, every course introduces or develops several outcomes. Relevant outcomes are addressed at a higher level within the advanced work of the respective majors.

1. Students will understand the different purposes of writing and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate to the academic context. (*Written Communication*)
2. Students will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning. (*Critical and Creative Thinking*)
3. Students will demonstrate the ability to access, understand, evaluate, and ethically use information to address a wide range of goals or problems. (*Research Fluency*)
4. Students will learn to speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience. (*Oral Communication*)
5. Students will learn to interact appropriately as part of a team to design and implement a strategy to achieve a team goal and to evaluate the process. (*Collaborative Work*)
6. Students will demonstrate through performance, creation, or analysis an ability to interpret and explain the arts from personal, aesthetic, cultural, and historical perspectives. (*Arts*)
7. Students will gain knowledge of social and political systems and of how civic engagement can change the environment in which we

live. (*Civic Knowledge*)

8. Students will demonstrate an understanding of their own ethical values, other ethical traditions from diverse places and times, and the process of determining ethical practice. (*Ethical Reasoning*)
9. Students will analyze and understand the social, historical, political, religious, economic, and cultural conditions that shape individuals, groups, and nations and the relationships among them across time. (*Global Understanding*)
10. Students will demonstrate the ability to: (1) interpret and evaluate numerical and visual statistics, (2) develop models that can be solved by appropriate mathematical methods, and (3) create arguments supported by quantitative evidence and communicate them in writing and through numerical and visual displays of data including words, tables, graphs, and equations. (*Quantitative Literacy*)
11. Students will understand how scientific knowledge is uncovered through the empirical testing of hypotheses; be familiar with how data is analyzed, scientific models are made, theories are generated, and practical scientific problems are approached and solved; have the capacity to be informed about scientific matters as they pertain to living in this complex world; and be able to communicate scientific knowledge through speaking and writing. (*Scientific Literacy*)

**GENERAL EDUCATION COURSE EQUIVALENCY
FOR STUDENTS WHO BEGIN AT CCRI OR URI IN FALL 2012 OR LATER**

GENERAL EDUCATION PROGRAM AT RHODE ISLAND COLLEGE (RIC)

All degree programs require the completion of ten 4-credit General Education courses: three **Core** courses and seven **Distribution** courses. Students must also complete the **Second Language** requirement. **Writing in the Discipline** is also included in General Education and is a part of each major.

See www.ric.edu/generaleducation for the latest details.

I. First Year Seminar (FYS)

Students who enter the college as transfer students are not considered first-year students and are exempt from this requirement.

First Year Writing (FYW) WRTG 100 Writing and Rhetoric (ENGL 1010, 2010 or 2050)

Connections (C)

II. DISTRIBUTION REQUIREMENTS: (Courses in parentheses are equivalent CCRI courses.)

(A) ARTS - VISUAL & PERFORMING	(H) HISTORY HIST 1010 or 1020 will transfer as HIST 175 and meet the History requirement	(L) LITERATURE ENGL1040, 1230, 1370, or 2040 will transfer as LIT 175 and meet the Literature requirement	(M) MATHEMATICS	(NS) NATURAL SCIENCE	(SB) SOCIAL & BEHAVIORAL SCIENCES	(AQR) ADVANCED QUANTITATIVE/SCIENTIFIC REASONING
ART 101 (ARTS 1010)	HIST 101	ENGL 100	GE M (MATH 1472)	BIOL 108 (BIOL 1002)	AFRI 200 (HIST 2250 or SOCS 2070)	ANTH 306
ART 104 (ARTS 1310)	HIST 102	FREN 115	MATH 139 (MATH 1430 or 1470)	BIOL 109 (BIOL 1005)	ANTH 101 (SOCS 2110)	ANTH 307
ART 201 (ARTS 1001)	HIST 103	ITAL 115		BIOL 111 (BIOL 1000 or 1002)	ANTH 102	BIOL 335
ART 230	HIST 104	PORT 115	MATH 177 (MATH 1670)		ANTH 104	HSCI 232
ART 231 (ARTS 1510)	HIST 105	SPAN 115	MATH 181 (MATH 1700+1710 or 1800)	CHEM 103 (CHEM 1030 or 1035)	ANTH 205	PHIL 220
ART 232 (ARTS 1520)	HIST 106		MATH 209 (MATH 1900)	CHMT 1120	ANTH 206	
COMM 241	HIST 107		MATH 212 (MATH 1910)	CHEM 105 (CHEM 1180)	ECON 200	
DANC 215			MATH 240 (MATH 1475 or 1550)	PHYS 101 (PHYS 1030 OR 1050)	GEOG 100	
ENGL 113 (ENGL 1270 or 1280)			MATH 247	PHYS 110	GEOG 101 (GEOG 1010)	
ENGL 116 (ENGL 1210 + 2210)				PHYS 200 (PHYS 1100 or 2310)	POL 200 (POLS 1000)	
MUS 161-166: Music Ensembles				PSCI 103 (PHYS 1000 + CHEM 1000)	POL 202 (POLS 1010)	
(Repeat for minimum of 3 credits)				PSCI 217 (OCEN 1010 + 1030)	POL 203 (POLS 2010)	
MUS 161 (MUSC 1210)				GE-LS (PHYS 1000)	POL 204 (POLS 2110)	
MUS 162				GE-LS (GEOL 1020)	PSYC 110 (PSYC 2010)	
MUS 163					PSYC 215 (PSYC 2020)	

MUS 164 (MUSC 1200)					SOC 200 (SOCS 1010)	
MUS 165 (MUSC 1180)					SOC 202 (SOCS 2020)	
MUS 166 (MUSC 1220)					SOC 204 (SOCS 2030)	
MUS 201 (MUSC 1160)					SOC 207 (SOCS 2300 or 2310)	
MUS 203 (MUSC 1010)					SOC 208 (SOCS 2040)	
MUS 222 (MUSC 1090)					SOC 217	
MUS 223					WMST 200 (PSYC 1070)	
MUS 225 (MUSC 1110)						
THTR 240 (THEA 1090)						
PFA 158						
PHIL 230						

SECOND LANGUAGE REQUIREMENT

Rhode Island College graduates are expected to communicate in and understand a language other than English at a novice-mid proficiency level. The Second language requirement of General Education is designed to meet that expectation.

The Second Language Requirement may be fulfilled in any of the following ways:

1. By completing RIC language courses 101 and 102 (or 110), with a minimum grade of C.
2. Through transfer credit of language courses equivalent to 101 and 102 or higher from an accredited college or university.
3. Through transfer credit of a second language course from an approved study abroad program.
4. Through Advanced Placement (AP) credit. If students score three or higher on the AP Test in French, German, or Spanish, RIC will award 6 credits (equivalent to RIC language courses 113 and 114).
5. Through Early Enrollment Program credit for language courses 113 or 114.
6. By completing the CLEP Test in French, German, or Spanish, with a score on the Level I test of 50 or higher.
7. By completing the ACTFL Oral Proficiency Interview (OPI) and the written exam for languages for which there are no CLEP or AP Tests. Level: OPI (offered in 65 languages): Novice Mid to High. Written test: Novice High (offered in twelve languages).
8. By completing the SAT II Subject Test (scores vary according to language).
9. Foreign/International students may submit an official high school transcript from a non-English-speaking country of origin.

**FOR STUDENTS WHO BEGAN AT CCRI OR URI BEFORE FALL 2012
AND WHO TRANSFER TO RIC BY FALL 2017**

GENERAL EDUCATION PROGRAM AT RHODE ISLAND COLLEGE (RIC)

The General Education Program at Rhode Island College consists of a core curriculum and of distribution requirements. Specific courses in some of the distribution areas may also fulfill requirements in a major, so students planning to transfer to Rhode Island College are urged to read the current catalog and discuss their coursework with an academic advisor. Information on RIC's general education program can be accessed at www.ric.edu/GeneralEducation.

I. CORE STUDIES IN CULTURAL LEGACIES AND CRITICAL THINKING: (courses in parentheses are equivalent CCRI courses)

- Core 1 (C1) Western Literature** One of English 161 * (ENGL 1040 OR 2040) or English 100
Core 2 (C2) Western History One of History 161 * (HIST 1010 OR 1020), History 101, History 102, History 103, History 104, History 105, History 106, History 107
Core 3 (C3) Non-Western Worlds Dept 16x (HIST 2260 or ARTS 1530)
Core 4 (C4) Critical Inquiry into Cultural Issues GE/Dept 26x (*Cores 1, 2 & 3 must be completed before enrolling in Core 4*)

* Students who are already matriculated at RIC must take these courses at RIC.

II. DISTRIBUTION REQUIREMENTS: (Courses in parentheses are equivalent CCRI courses.)

(SB) SOCIAL & BEHAVIORAL SCI. <i>2 courses/different disciplines</i>	(A) VISUAL & PERFORMING ARTS <i>one course</i>	(LS) LABORATORY SCIENCE <i>one course</i>	(M) MATHEMATICAL SYSTEMS <i>one course</i>	(SM) SCIENCE/MATHEMATICS <i>one course*</i>	(W) WRITING
AFAM 200 (HIST 2250 or SOCS 2070)	ART 101 (ARTS 1010)	BIOL 108 (BIOL 1002)	GE M (MATH 1472)	ANTH 103	WRT 100 (ENGL 1010, 2010, or 2015)
ANTH 101 (SOCS 2110)	ART 104 (ARTS 1310)	BIOL 109 (BIOL 1005)	MATH 139 (MATH 1430 or 1470)	BIOL 103 (BIOL 1070) **	
ANTH 102	ART 201 (ARTS 1001)	BIOL 111 (BIOL 1000 or 1002)	MATH 177 (MATH 1670)	BIOL 231 (BIOL 1010)	
ANTH 104	ART 230	BIOL 112 (BIOL 1001)	MATH 181 (MATH 1700+1710 or 1800)	PSCI 208	
ANTH 205	ART 231 (ARTS 1510)	CHEM 103 (CHEM 1030 or CHMT 1120)	MATH 209 (MATH 1900)	CSCI 101 (COMI 1100)	
ANTH 206	ART 232 (ARTS 1520)	CHEM 104 (CHEM 1100 or CHMT 1220)	MATH 212 (MATH 1910)	GEOG 205/PSCI 205	
ECON 200	COMM 241	CHEM 105 (CHEM 1180)	MATH 240 (MATH 1475 or 1550)	MATH 248 (MATH 1550) **	
GEOG 100	DANC 215	CHEM 106 (CHEM 1190)	MATH 247	PHIL 205 (PHIL 2040)	
GEOG 101 (GEOG 1010)	ENGL 113 (ENGL 1270 or 1280)	PHYS 101 (PHYS 1030 OR 1050)		PSCI 210 (ASTR 1010)	
POL 200 (POLS 1000)	ENGL 116 (ENGL 1210 + 2210)	PHYS 102 (PHYS 1040 OR 1060)		PSCI 214	
POL 202 (POLS 1010)	MUS 161-166: Music Ensembles <i>(Repeat for minimum of 3 credits)</i>	PHYS 110		GE-SM (ASTR 1020)	
POL 203 (POLS 2010)	MUS 161 (MUSC 1210)	PHYS 200 (PHYS 1100 or 2310)		GE-SM (CHEM 1000)	
POL 204 (POLS 2110)	MUS 162	PSCI 103 (PHYS 1000 + CHEM 1000)			
PSYC 110 (PSYC 2010)	MUS 163	PSCI 217 (OCEN 1010 + 1030)		<i>*or additional course from either laboratory science or math systems</i>	
PSYC 215 (PSYC 2020)	MUS 164 (MUSC 1200)			** For select program only. See www.ric.edu/generaleducation for details.	
SOC 200 (SOCS 1010)	MUS 165 (MUSC 1180)				
SOC 202 (SOCS 2020)	MUS 166 (MUSC 1220)				
SOC 204 (SOCS 2030)	MUS 201 (MUSC 1160)	GE-LS (PHYS 1000)			
SOC 207 (SOCS 2300 or 2310)	MUS 203 (MUSC 1010)	GE-LS (GEOL 1020)			
SOC 208 (SOCS 2040)	MUS 222 (MUSC 1090)				
SOC 217	MUS 223				
WMST 200 (PSYC 1070)	MUS 225 (MUSC 1110)				
	THTR 240 (THEA 1090)				
	PFA 158				
	PHIL 230				
NOTE:	Students may choose to take a Modern Languages course numbered 110 or 113 to satisfy one of the social and behavior sciences category requirements.				
NOTE:	Students must also satisfy the college writing and mathematics requirements.				

**COGE
Membership
Academic Year 2011-
2012**

Name	Department	Constituency	Term
Zubeda Jalalzai	English	Core I	2011-2013
David Espinosa	History	Core II	2010-2012
Mary Baker	Anthropology	Core III	2011-2013
David Sugarman, Fall	Psychology	SB	2010-2012
Marta Laupa, Spring	Psychology	SB	2010-2013
Denise Guilbault	Music, Theater, and Dance	VPA	2011-2013
James Magyar, Chair	Physical Science	Science/Math	2010-2012
Olga Juzyn	Modern Languages	Humanities	2010-2012
Jane Przybyla	School of Management	Professional Programs	2011-2013
Ezra Stieglitz	Elementary Education	Professional Programs	2010-2012
Ron Pitt	VPAA	VPAA	NA
Earl Simson	Associate Dean	FAS	NA
Lauren Whittle	Student	Student	2011-2012