From General Information section (p. 20)

## Academic Policies and Requirements - Undergraduate

GRADUATION REQUIREMENTS FOR ALL UNDERGRADUATE STUDENTS

The following requirements must be completed by undergraduate degree candidates at Rhode Island College in order to graduate:

1. The General Education requirements.

2. The College Writing Requirement.

3. The College Mathematics Competency.

4. The major requirements listed under each program, and, if applicable, requirements in the minor.

5. Experiential Learning Requirement

6. A minimum of 120 credit hours, with a minimum of 45 credit hours taken at RIC. Of the 45 credit hours, a minimum of 15 credit hours must be in the major (12 of which must be at the 300- or 400-level).

7. A minimum overall GPA of 2.0 on a 4.0 scale.

### College Writing Requirement

All students are required to complete the College Writing Requirement. In most cases, this requirement is satisfied by the completion of FYW 100, FYW 100P or FYW 100H, with a minimum grade of C. However, the Feinstein School of Education and Human Development requires a minimum grade of B. Students who receive a C-, D+, D or a D- in FYW 100, FYW 100P or FYW 100H, will receive the college credit but will not have fulfilled the College Writing Requirement. This requirement may also be satisfied by (1) passing the appropriate College Level Examination Program (CLEP)/College Composition, with a minimum score of 50, and by reporting the score to RIC’s admissions office; or (2) by passing the course equivalent of FYW 100 with a C or better; in this latter case, the transcript from the institution at which the student enrolled in the equivalent course should be sent to RIC’s admissions office. Most students will have the opportunity during first year orientation to choose which FYW course best meets their needs. Visit the FYW Program website at www.ric.edu/firstyearwriting for information on this process.

AT the end of the General education section—but on its own page:

Outcomes for General Education

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. **Written Communication 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.

2. **Critical and Creative Thinking 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.

3. **Research Fluency Students** will demonstrate the ability to access, understand, evaluate, and ethically use information to address a wide range of goals or problems.

4. **Oral Communication Students** will learn to speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience.

5. **Collaborative Work 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.

6. **Arts Students** will demonstrate through performance, creation, or analysis an ability to interpret and explain the arts from personal, aesthetic, cultural, and historical perspectives.

7. **Civic Knowledge Students** will gain knowledge of social and political systems and of how civic engagement can change the environment in which we live.

8. **Ethical Reasoning 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.

9. **Global Understanding 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.

10. **Quantitative Literacy 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.

11. **Scientific Literacy 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.

Then a new page that has:

**Experiential Learning**

**A requirement for all undergraduate students at Rhode Island College**

Experiential learning is a process through which students develop and apply knowledge, skills, conceptual understanding and values to real-world problems or situations. The classroom, laboratory, studio or authentic real-world experiences--on campus and in the community--can serve as experiential learning settings. Through experiential learning, students are able to bridge the gap between theory and practice.

At Rhode Island College, our programs are designed to facilitate effective, vigorous, and flexible learning that will prepare our students for accomplishment, fulfillment, and self-realization in a swiftly changing world. Through an emphasis on experiential learning throughout the curriculum, we engage and require our students to learn through doing, and become more effective in whatever discipline they pursue.

**Students at RIC encounter experiential learning in three main areas:**

1.) **Senior capstone courses**: These are required Senior experiences that range from creative projects, in-service experience, practicum, internships, or seminars (or other culminating courses). Seminars (and culminating courses) demand research, presentations, and/or projects that allow students to show they understand the demands of the major by utilizing the skills they have developed in their course of study.

2.) **Other required courses in programs that emphasize experiential learning**: Not a culminating experience, but these courses highlight experiential learning, with an emphasis on hands-on learning activities, laboratory work (often doing original research), service-learning, volunteer experience, clinical skills, practicum, case studies, data collection and analysis, field work, creative production and performance, presentations, reflective discussion, and active research.

3.) **Not required but available**: Optional research (discipline based), internships, project work, field based courses, evidence-based practices, replication studies, simulation exercises, experimental techniques, self-exploration exercises, and creative/performance projects.

The website has a link at <http://www.ric.edu/XXXX> to show you a chart that contains program by program details of which experiential learning courses are required in each program, as well as other optional opportunities. This information can also be found on department websites.

**Experiential Learning Outcomes**

RIC aims to graduate students who are:

**Flexible**: Be resilient but adaptable to change, able to work under pressure, openly self-evaluate, and display thoughtful, thorough, and informed judgment in diverse situations and a changing environment.

**Effective**: Be able to fully integrate theory and practice within their discipline by utilizing those portable skills they have developed through their coursework. Such skills include critical thinking, oral communication, collaboration, research proficiency, and professional behavior.

**Aware**: Demonstrate self-awareness and social-awareness, and be able to work empathetically and effectively with people from diverse cultures and backgrounds.

**Self-directed**: Be able to integrate knowledge and skills learned in the classroom to identify and solve problems beyond the classroom, but also be able to assess, critique and improve their work through an understanding of how to develop new knowledge and skills where necessary.