# General Education

**Chair of the Committee on General Education**

James Magyar

General Information

The General Education Program is designed to provide students in all academic majors and professional programs with the knowledge and skills of a college-educated citizen. General Education approaches eleven learning outcomes through three core courses, seven distribution areas, a second language requirement, and writing in each of the disciplines. In the first year, First Year Writing provides a starting point for writing at all levels throughout the curriculum. Also in the first year, students choose from a large selection of intriguing topics with which to hone their skills in First Year Seminar. Connections courses, taken later in one’s program, again use a topical approach to strengthen academic skills. Writing in each discipline purposefully and explicitly develops student writing appropriate to the style and context of the individual discipline.

Recognizing the vast scope of knowledge available, Distribution courses allow students to choose courses in each area to advance professional goals, enhance personal interests, or explore new areas. One of these courses is a more advanced course that builds upon other General Education courses in science and mathematics to develop skills and understanding at a higher level.

Rhode Island College graduates also demonstrate knowledge of an additional language, demonstrated through the Second Language Requirement. The following sections provide more detailed information on General Education at the College.

Core Courses

Courses

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 and 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

|  |  |  |  |
| --- | --- | --- | --- |
| FYS 100 | First Year Seminar | 4 | F, Sp |

First Year Writing (FYW)

FYW 100 (or FYW 100P) is required in freshman year. Either course 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 Writing Requirement. Courses are limited to twenty students for FYW 100 (four credit hours); courses are limited to fifteen students for FYW 100P (six credit hours).

|  |  |  |  |
| --- | --- | --- | --- |
| FYW 100 | Introduction to Academic Writing | 4 | F, Sp, Su |
| FYW 100P | Introduction to Academic Writing PLUS | 6 | F, Sp |

Connections (C)

Courses 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 100 (p. 259) and FYW 100 (p. 259)/FYW 100P (p. 259)/FYW 100H courses and must have earned at least 45 college credits before taking a Connections course. Connections courses cannot be included in any major or minor program.

|  |  |  |  |
| --- | --- | --- | --- |
| AFRI 262 | Cultural Issues in Africana Studies | 4 | F, Sp, Su |
| ANTH 262 | Indigenous Rights and the Global Environment | 4 | F, Sp |
| ANTH 265 | Anthropological Perspectives on Childhood | 4 | F, Sp |
| ANTH 266 | Anthropological and Indigenous Perspectives on Place | 4 | F, Sp |
| ART 261 | Art and Money | 4 | Sp |
| ART 262 | Encounters with Global Arts | 4 | F |
| BIOL 261 | The World's Forests | 4 | F (even years) |
| COMM 261 | Issues in Free Speech | 4 | Annually |
| COMM 262 | Dialect: What We Speak | 4 | As needed |
| COMM 263 | East Asian Media and Popular Culture | 4 | Sp, Su |
| ENGL 261 | Arctic Encounters | 4 | As needed |
| ENGL 262 | Women, Crime, and Representation | 4 | As needed |
| ENGL 263 | Zen East and West | 4 | Sp (alternate years) |
| ENGL 265 | Women's Stories across Cultures | 4 | As needed |
| ENGL 266 | Food Matters: The Rhetoric of Eating | 4 | Sp (alternate years) |
| ENGL 267 | Books that Changed American Culture | 4 | Alternate years |
| FILM 262 | Cross-Cultural Projections: Exploring Cinematic Representation | 4 | As needed |
| GEND 261 | Resisting Authority: Girls of Fictional Futures | 4 | Sp (alternate years) |
| GEND 262 | Lights, Camera, Gender!: Gender in Film | 4 | F |
| GED 262 | Native American Narratives | 4 | F, Sp |
| GEOG 261 | Globalization, Cities and Sustainability | 4 | Sp |
| HIST 263 | Christianity | 4 | F, Sp |
| HIST 267 | Europe and Beyond: Historical Reminiscences | 4 | Annually |
| HIST 268 | Civil Rights and National Liberation Movements | 4 | Annually |
| HIST 269 | Jazz and Civil Rights: Freedom Sounds | 4 | F, Sp, Su |
| HIST 272 | Globalization, 15th Century to the Present | 4 | F, Sp, Su |
| HIST 273 | Latin America and Globalization, 1492-Present | 4 | Annually |
| HIST 275 | Russia from Beginning to End | 4 | F, Sp |
| MUS 261 | Music and Multimedia | 4 | As needed |
| NURS 262 | Substance Abuse as a Global Issue | 4 | F |
| NURS 264 | Status of the World's Children | 4 | F, Sp, Su |
| NURS 266 | Health and Cultural Diversity | 4 | F, Sp |
| PHIL 262 | Freedom and Responsibility | 4 | F, Sp, Su |
| PHIL 263 | The Idea of God | 4 | F, Sp, Su |
| PHIL 265 | Philosophical Issues of Gender and Sex | 4 | F, Sp |
| PHIL 266 | Asian Philosophies: Theory and Practice | 4 | F, Sp |
| POL 262 | Power and Community | 4 | F, Sp, Su |
| POL 266 | Investing in the Global Economy | 4 | F, Sp, Su |
| POL 267 | Immigration, Citizenship, and National Identity | 4 | Annually |
| SOC 262 | Sociology of Money | 4 | F, Sp, Su |
| SOC 264 | Sex and Power: Global Gender Inequality | 4 | F, Sp |
| SOC 267 | Comparative Perspectives on Higher Education | 4 | Even years |
| SUST 261 | Exploring Nature Through Art, Science, Technology | 4 | F, Sp |
| THTR 261 | Contemporary Black Theatre: Cultural Perspectives | 4 | Annually |

Distribution Courses

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

Courses

Advanced Quantitative/Scientific Reasoning (AQSR)

Courses in the AQSR category have Mathematics or Natural Science prerequisites and often additional prerequisites. For the full list of prerequisites, see the course description section of this catalog.

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 235 | Bones and Stones: How Archaeologists Know | 4 | Annually |
| ANTH 306 | Primate Ecology and Social Behavior | 4 | F, Sp |
| ANTH 307 | Human Nature: Evolution, Ecology, and Behavior | 4 | F, Sp |
| BIOL 221 | Genetics | 4 | F |
| BIOL 335 | Human Physiology | 4 | F, Sp, Su |
| CHEM 104 | General Chemistry II | 4 | F, Sp, Su |
| CHEM 106 | General, Organic, and Biological Chemistry II | 4 | F, Sp, Su |
| CSCI 423 | Analysis of Algorithms | 4 | Sp |
| GEOG 201 | Mapping Our Changing World | 4 | F, Sp |
| GEOG 205 | Earth's Physical Environments | 4 | F, Sp |
| HIST 207 | Quantitative History Through Applied Statistics | 4 | Sp (alternate years) |
| HSCI 232 | Human Genetics | 4 | F |
| MATH 213 | Calculus II | 4 | F, Sp, Su |
| MATH 239 | Contemporary Topics in Mathematics II | 4 | F, Sp, Su |
| MATH 241 | Statistical Methods II | 4 | F, Sp |
| MATH 248 | Business Statistics I | 4 | F, Sp, Su |
| MATH 324 | College Geometry | 4 | F, Sp |
| PHIL 220 | Logic and Probability in Scientific Reasoning | 4 | F, Sp |
| PHYS 102 | General Physics II | 4 | Sp, Su |
| PHYS 120 | The Extraordinary Physics of Ordinary Things | 4 | Sp |
| PHYS 201 | Electricity and Magnetism | 4 | Sp |
| PHYS 309 | Nanoscience and Nanotechnology | 4 | F (odd years) |
| POL 300 | Methodology in Political Science | 4 | F, Sp |
| PSCI 208 | Forensic Science | 4 | F, Sp |
| PSCI 214 | Introduction to Meteorology | 4 | F |
| SOC 302 | Social Research Methods | 4 | F, Sp, Su |
| SOC 404 | Social Data Analysis | 4 | F, Sp, Su |
| SWRK 303 | Social Work Research Methods II | 4 | F, Sp, Su |

Arts—Visual and Performing (A)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 167 | Music Cultures of Non-Western Worlds | 4 | F, Sp |
| ART 101 | Drawing I: General Drawing | 4 | F, Sp |
| ART 104 | Design I: Two-Dimensional Design | 4 | F, Sp |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| ART 231 | Prehistoric to Renaissance Art | 4 | F, Sp, Su |
| ART 232 | Renaissance to Modern Art | 4 | F, Sp, Su |
| COMM 241 | Introduction to Cinema and Video | 4 | F, Sp, Su |
| COMM 244 | Digital Media Lab | 4 | F, Sp, Su |
| DANC 215 | Contemporary Dance and Culture | 4 | F, Sp |
| ENGL 113 | Approaches to Drama: Page to Stage | 4 | F, Sp |
| FILM 116 | Introduction to Film | 4 | F, Sp, Su |
| MUS 167 | Music Cultures of Non-Western Worlds | 4 | F, Sp |
| MUS 201 | Survey of Music | 4 | F, Sp, Su |
| MUS 203 | Elementary Music Theory | 4 | F, Sp, Su |
| MUS 223 | American Popular Music | 4 | F, Sp |
| MUS 225 | History of Jazz | 4 | F, Sp |
| PHIL 230 | Aesthetics | 4 | F, Sp, Su |
| THTR 240 | Appreciation and Enjoyment of the Theatre | 4 | F, Sp, Su |
| THTR 242 | Acting for Nonmajors | 4 | Su |

History (H)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| 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 People in the World | 4 | F, Sp, Su |
| HIST 107 | Multiple Voices: The United States in the World | 4 | F, Sp, Su |

Literature (L)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 120 | Studies in Literature and Identity | 4 | F, Sp, Su |
| ENGL 121 | Studies in Literature and Nation | 4 | F, Sp, Su |
| ENGL 122 | Studies in Literature and the Canon | 4 | F, Sp, Su |
| ENGL 123 | Studies in Literature and Genre | 4 | F, Sp, Su |
| FREN 115 | Literature of the French-Speaking World | 4 | F, Sp |
| ITAL 115 | Literature of Italy | 4 | F, Sp |
| PORT 115 | Literature of the Portuguese-Speaking World | 4 | F, Sp |
| SPAN 115 | Literature of the Spanish-Speaking World | 4 | F, Sp |

Mathematics (M)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 139 | Contemporary Topics in Mathematics | 4 | F, Sp, Su |
| MATH 177 | Quantitative Business Analysis I | 4 | F, Sp, Su |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |

Note: Completion of the Mathematics category of General Education does not satisfy the College Mathematics Competency. In addition, students in the elementary education curriculum who complete MATH 144 (and its prerequisite, MATH 143) shall be considered to have fulfilled the Mathematics category of General Education.

Natural Science (NS)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 100 | Fundamental Concepts of Biology | 4 | F, Sp, Su |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| CHEM 105 | General, Organic and Biological Chemistry I | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |
| PSCI 211 | Introduction to Astronomy | 4 | F, Sp |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 217 | Introduction to Oceanography | 4 | Sp |
| PHYS 101 | General Physics I | 4 | F, Su |
| PHYS 110 | Introductory Physics | 4 | Sp, F, Su |
| PHYS 200 | Mechanics | 4 | F |

Social and Behavioral Sciences (SB)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |
| COMM 240 | Mass Media and Society | 4 | F, Sp, Su |
| ECON 200 | Introduction to Economics | 4 | F, Sp, Su |
| GEND 200 | Gender and Society | 4 | F, Sp |
| GEOG 100 | Introduction to Environmental Geography | 4 | F, Sp, Su |
| GEOG 101 | Introduction to Geography | 4 | F, Sp, Su |
| GEOG 200 | World Regional Geography | 4 | F, Sp |
| GEOG 206 | Disaster Management | 4 | F, Sp |
| POL 201 | Development of American Democracy | 4 | 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 | The Sociology of Race and Ethnicity | 4 | F, Sp, Su |
| SOC 217 | Aging and Society | 4 | F, Sp, Su |

Writing in the Discipline

Building on the core course, FYW 100 (p. 259)/FYW 100P (p. 259)/FYW 100H, each discipline has identified a required course or courses within the major in which students learn to write for that discipline. Completion of the major/program fulfills the Writing in the Discipline requirement.

Accounting (p. 390)

Anthropology (p. 364)

Art (p. 364) (Studio - Ceramics, Graphic Design, Metalsmithing and Jewelry, Painting, Photography, Printmaking, Sculpture)

Art Education (p. 365)

Art History (p. 365)

Biology (p. 366)

Business (p. 394) (Management)

Chemical Dependency/Addiction Studies (p. 366)

Chemistry (p. 367)

Communication (p. 368) (Mass Media Communications; Public and Professional Communication; Public Relations; Speech, Language, and Hearing Science)

Computer Information Systems (p. 390)

Computer Science (p. 369)

Early Childhood Education (p. 388)

Economics (p. 391)

Elementary Education (p. 388)

English (p. 371)

English/Creative Writing  (p. 370)

Film Studies (p. 372)

Finance (p. 391)

Gender and Women's Studies (p. 373)

Health Education (p. 388)

History (p. 373)

Justice Studies (p. 374)

Management (p. 392) (General, Human Resources, International, Operations)

Marketing (p. 395)

Mathematics (p. 375)

Medical Imaging (p. 376) (Nuclear Medicine Technology, Radiologic Technology, also open to certified radiologic technologists)

Modern Languages (p. 377) (Francophone Studies, French, Latin American Studies, Portuguese, Spanish)

Music (p. 378)

Music Education (p. 380)

Music Performance (p. 381)

Nursing (p. 397)

Philosophy (p. 383)

Physical Education (p. 388)

Political Science (p. 383)

Political Science/Public Administration (p. 384)

Psychology (p. 385)

Sociology (p. 386)

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. If you are unable to fulfill any one of the requirements listed below, please consult the chair of the Department of Modern Languages.

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

1. By completing RIC language course 102 or higher, 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, with a minimum grade of C.

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.

**INTRODUCTION TO RIC REQUIREMENT**

To maximize student success, a one-credit transition to college course, Introduction to RIC, is required of all first-year students during their first semester (RIC 100):

RIC 100: Introduction to RIC (1) F, Sp.

Students learn how to navigate college in general and RIC specifically, including such topics as time management, wellness, college expectations, note-taking, cultural competency, and campus resources.

**Note: Students taking COLL 101, COLL 150, or HONR 150 will be exempted.**

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. The college’s admissions website, at www.ric.edu/admissions/Pages/Transfer-Students.aspx contains useful information.

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.

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.

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/experientiallearning/ 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.

**COURSE DESCRIPTIONS:**

READ 685 - Diagnosis of Reading Difficulties (3)

Through lectures, demonstrations, and experiences, students are introduced to the theory of reading difficulties and develop skill in diagnosis. This course is intended for professionals who work with disabled readers.

Prerequisite: Graduate status and READ 501 or READ 534.

Offered: Fall.

READ 686 - Treatment of Reading Difficulties (3)

Focus is on current theories, practices, and materials concerning students who have reading difficulties. This course is intended for professionals who work with disabled readers.

Prerequisite: Graduate status and READ 685.

Offered: Spring.

## RIC – Rhode Island College

RIC 100 – Introduction to RIC (1)

Students learn how to navigate college in general and RIC specifically, including such topics as time management, wellness, college expectations, note-taking, cultural competency, and campus resources.

Offered: Fall, Spring

## SED - Secondary Education

SED 406 - Instructional Methods, Design, and Technology (3)

Students learn the fundamentals of lesson design and methods for integrating instructional technology to enhance content area teaching and learning. Students design and present model lessons in a laboratory setting.

Prerequisite: Admission to a secondary education teacher preparation program or consent of department chair.

Offered: Fall, Spring.

SED 407 - Instructional Methods, Design, and Literacy (3)

Students explore research-based reading and writing strategies for secondary education content teaching and apply these strategies by designing and presenting literacy instruction in a field-based setting.

Prerequisite: SED 406 (with minimum grade of B-) and fulfillment of retention requirements, or consent of department chair.

Offered: Fall, Spring.