

Rhode Island College
Undergraduate Curriculum Committee

Minutes for Meeting on May 18, 2012

2:00-2:20 P.M.

Board of Governors Room

This meeting is for all Undergraduate Curriculum Committee members who will be serving during the 2012-2013 academic year.

Present: S. Abbotson (presiding); S. Mueller; P. Thomas; C. Marco; R. Pitt; S. Breen; M. Aydogdu; D. Blanchette; R. Kirkwood-Auld; V. La Ferla; J. Magyar; M. Horn;

Excused: S. Dixon; S. Spinette

Call to Order: 2:02

- Welcome new members to the Undergraduate Curriculum Committee and explain responsibilities.
 - New members are:
 - Sam Breen
 - Seth Dixon
 - Sarah Spinette
 - Scott Mueller
 - Pat Thomas
- Accepted nominations to the 2012-2013 Executive Undergraduate Curriculum Committee in the categories of Chair, Secretary, and two further members.
- Vote for Chair:
 - Susan Abbotson (Marco/Magyar)
- Vote for Secretary:
 - Charlie McLaughlin (Abbotson/Blanchette)
- Vote for two further members of the Executive Committee:
 - Bonnie MacDonald (Abbotson)
 - Chris Marco (LaFerla)

Action: *Approved by Unanimous Vote*

2. Other New Business: None

3. Motion to adjourn. 2:12

At this point members whose service begins with the 2012-2013 UCC have the choice to either stay to observe the committee at work, or they are welcome to leave.

Rhode Island College
Undergraduate Curriculum Committee

Minutes for meeting on May 18, 2012

2:20-4:00 P.M.

Board of Governors Room

This meeting is for all Undergraduate Curriculum Committee members who have been serving during the 2011-2012 academic year.

Present: S. Abbotson (presiding); R. Kirkwood-Auld; M. Aydogdu; D. Blanchette; D. Espinosa; I. Greitzer; M. Horn; V. La Ferla; J. Magyar; C. Marco; C. McLaughlin (Secretary); J. Meade; P. Meyer; D. Huntley-Newby; R. Pitt; T. Schmeling; E. Simson.

Excused: B. MacDonald

Students:

Guests: K. Castagno; E. Bigler; S. Mueller; B. Gullapalli; Z. Jalalzai; S. Hall; D. Del Giudice; R. Carpenter

Call to Order: 2:26

1. Approve Minutes: Meeting of April 20, 2012 (Magyar/Meyer)

- Correction: Add Bonnie MacDonald as Excused

Action: *Approved Unanimously*

2. Report of the Chair

- Announce new members and officers to UCC
 - New members:
 - Sam Breen
 - Seth Dixon
 - Sarah Spinette
 - Scott Mueller
 - Pat ThomasDean's representation will be made during the summer
 - New Officers
 - Susan Abbotson (Chair)
 - Bonnie MacDonald (Exec Committee)
 - Chris Marco (Executive Committee)
 - Charlie McLaughlin (Secretary)
- Announce new members to COGE (See Attached at end of COGE Report)
- Progress of subcommittee on electronic signatures
 - Committee met to review examples where electronic signature formats were used at other schools
 - RIC/URI joint PhD program uses this system
 - Identified IT personnel at RIC who could assist with development of e-signatures
 - Use of proxy was discussed if deans were not available to sign off – administrative access? Who gets it?
 - Software necessary to make this a simple task will be investigated.
 - Latest version of Acrobat required for e-signatures to work; everyone must have a copy of this software to sign off.
 - Adobe X-Pro provides more security; form development looks easy

- Discussion of process, origination of documents to order of signatures needs to be worked out.
3. Annual Reports (See attached)
- COGE
 - Student Designed Majors
 - Honors College
 - Writing Board
 - Continuing Education and Summer Sessions

4. Old Business

DANCE

Motion to Approve and Bundle with 11-12-256 (La Ferla/Espinosa)

- 11-12-217 Revise DANC 302--change prerequisite.
- 11-12-218 Revise DANC 303--change prerequisite.

Discussion: Requested addition of prerequisite to satisfy college guidelines for 300 level courses.

Action: Approved Unanimously

5. New Business

English

Motion to Approve and Bundle with 11-12-253 (La Ferla/Simson)

- 11-12-248 Approve deletion of ENGL 117.

Discussion: ENGL 117 has not been offered on campus for several years, as it does not fit program goals for GenEd literature offerings; the English Department decided to make ENGL 100 the course offered via EEP.

ENGL 161: Will no longer be offering this course after summer 2012. The new GenEd course is ENGL 100.

Action: Approved Unanimously

Anthropology

Motion to Approve (Marco/La Ferla)

- 11-12-249 Approve revision of ANTH 309 to change prerequisite and when offered.

Discussion: Course no longer requires a background in biological anthropology and is focused more on the cultural aspects of health and illness.

Action: Approved Unanimously

Theater

Motion to Approve (Magyar/La Ferla)

- 11-12-250 Approve new course THTR 242 Acting for Non-Majors (Magyar/La Ferla)

Discussion: THTR 242 follows the numbering system used for the theatre classes. This course is being proposed for the "arts" category in General Education. This course enhances the student's appreciation of the art of acting and the performing arts by helping them realize that they may already possess acting skills. "Acting for Non-Majors" allows non-majors in to develop observational skills, creative expression, while providing team-building skills and ensemble playing.

Action: Approved Unanimously

Social Work

Motion to Approve (Magyar/Meyer)

- 11-12-251 Approve new course SWRK 452 Social Work Practice: Mental Health.

Discussion: In the redesign of the practice content within the major, juniors and seniors are encouraged to pursue depth in practice areas through enrollment in elective courses. This one credit elective course has been offered three times as a workshop with success. Vulnerable populations are a key focus for organizing content for additional depth.

Action: Approved Unanimously

Art Education

Motion to Approve (La Ferla/Blanchette)

- 11-12-252 Approve revision to ARTE 340—adding prerequisite.

Discussion: By adding both of these new prerequisites, the course will better prepare Elementary Education teacher candidates for making worthwhile connections to the visual arts in their future general classroom teaching. Adding as a prerequisite the completion of the College's Writing Requirement or WRTG 100 is an appropriate prerequisite for this course required for all undergraduate Elementary Education majors. The completion of the General Education Arts requirement is appropriate since it provides arts content knowledge and experiences before taking this visual arts education course.

Action: Approved Unanimously

English See earlier Action.

Motion to Approve and Bundle with 11-12-248 (La Ferla/Simson)

- 11-12-253 Approve deletion of ENGL 161.

Action: Approved Unanimously

COLL

Motion to Approve (La Ferla/Marco)

- 11-12-254 Approve revision of COLL 202—change title, description, contact hours, prerequisite, grading system and when offered.

Discussion: The Open Books-Open Minds mentoring program will be incorporated into the new First Year Experience initiative. Program is shifting to generalized mentorship based academic work and the common book choice. OBOM seeks to engage the wider campus community through the peer discussion leaders. There will be coordination with WRTG 100 and an additional prerequisite of the instructor's permission is to ensure there are enough sections available for each discussion leader.

Action: Approved Unanimously

Social Studies

Motion to Approve (Kirkwood-Auld/Espinosa)

- 11-12-255 Approve revision to SED Social Studies concentration to reduce credits.

Discussion: Changes in the credits of several courses plus impending General Education changes necessitate reducing the number of credits while still trying to meet National Council for the Social Studies accreditation requirements and Rhode Island Department of Education certification; this is achieved primarily through changing the various social science minors to concentrations instead, and substituting an anthropology or sociology choice for ANTH 103: Introduction to Biological Anthropology (which formerly satisfied the S/M category in General Education).

Action: Approved Unanimously

Dance

Motion to Approve and Bundle with 11-12-217 and 11-12-218 (La Ferla/Espinosa)

- 11-12-256 Revise DANC 309--change prerequisite.

Action: Approved Unanimously

Africana Studies

Motion to Approve (Kirkwood-Auld/Espinosa)

- 11-12-257 Revise AFRI 200—move from 3 to 4 credits.

Discussion: Students will gain a more in-depth understanding of the field of Africana Studies.

Proposed General Education program requires 4-credit courses.

Action: Approved Unanimously

Technology Education

Motion to Approve (Kirkwood-Auld/Blanchette)

- 11-12-258 Revise Tech Ed program—change prerequisites.

Discussion: Prerequisites have not been changed in almost 10 years. The sequence for the offering of courses required as prerequisites prevents students from entering into upper level content courses. TECH 200 is an introductory course for Technology Education. TECH 202 is the introductory design course for Technology Education. Either class provides enough content for students to succeed in their other upper level classes.

Action: Approved Unanimously

Guidelines

Writing Board

Motion to Approve (Schmeling/McLaughlin)

- Approve updated Writing Board guidelines (see below)

Discussion: The UCC was informed about the WB's activities during the last academic year. The discussion also included how the WB is going about reorganization to have a more active role in the support of writing on campus. Collaboration and the relationship with the Faculty Center for Teaching and learning was reviewed. Organization for the WB was seen as a major factor in improving its presence at Rhode Island College. Revisions for load for the chair were considered. Finally, the relationship between UCC and the WB was examined.

Action: Approved Unanimously

Motion to Approve (McLaughlin/Meyer)

UCC Manual

- Approve updated UCC Manual Appendix VIII guidelines (see below)

Discussion: Committee reviewed guidelines for undergraduate education programs. They were focused on evaluating the number of credits hours required for majors. The committee became aware that majors were growing, without changing the number of required courses. New GenEd offerings are all 4 credits; also increasing the number of credits in a program. Programs are also held to accreditation and licensing groups. Consequences of growth described; limited number of free electives selected; retention and completion issues; no room for a second major; etc. Recommendations attached.

Action: Approved Unanimously

6. Other New Business

7. Motion to adjourn. (Meyer/McLaughlin) 3:42

Committee Reports

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)

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 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	(AQSR) 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

Annual Report Committee on Student-Designed Majors

April 11, 2012

1. Committee on Student-Designed Majors: Annual Report for 2011-2012

2. Submitted to: Susan Abbotson, Chair, Curriculum Committee

3. Prepared by: Earl Simson, Chair, Committee on Student-Designed Majors

4. Members of the Committee:

Earl Simson, Dean, FAS
Karen Castagno, Associate Dean, FSEHD
David Blanchette, Dean, SOM
Holly Dygert, faculty, FAS
Charles McLaughlin, faculty, FSEHD
Suchandra Basu, faculty, SOM
No student representative appointed

5. Meeting Dates:

The Committee met once during the academic year: April 4, 2012

6. & 7. Committee Actions and approvals:

Nicholas Rondeau	Technical and Communication Studies
Howard Saucier	Technology and Career Studies
Vanessa Robinson	Wellness
Mitchell Raiola	Health Fitness
Brett Morra	Exercise Science
Amie Adams	Wellness
Michelle Martin	Childhood Learning

8. Significant Events:

None

May 18, 2012

The College Honors Program

Curriculum Committee Report for 2011-12

It was a good year for honors at Rhode Island College.

Fifty students entered the General Education Honors Program as freshmen or transfers last fall. Recruitment for the 2012 freshman class is nearing completion, and there should be no problem achieving the target of forty to fifty new students. Overall, the General Education Honors Program stands at one hundred and eighty-one students.

Twenty-six students will graduate this May with General Education Honors, ten of whom will also receive College Honors. Twenty-nine students successfully completed departmental honors projects in sixteen different majors. The number of College Honors students and departmental projects are all-time highs and may reflect attempts to publicize and encourage undergraduate research/creativity at the college, both among students and faculty, including the updating of departmental websites mentioned in last year's report. The addition of the De Stefano Undergraduate Research Program, now in its second full year of operation, may also have helped. Eight students traveled to Baltimore, Maryland in April to present on their respective honors projects at the Northeast Regional Honors Council conference in April. Increased attention was paid this year to improving the honors website and Facebook page.

The major curricular issue for honors this year was to adapt the General Education Honors Program to the new General Education Program. That was accomplished successfully by creating a new honors "core" of three classes—Honors 100 (FYS), Writing 100H, and Honors xxx (Connections)—in addition to the revised "area distribution" classes. The requirement to graduate with General Education Honors remains the completion of at least five General Education Honors classes and an overall GPA of 3.0. Two "old" core classes—Honors 163 and 264—have been scheduled for 2012-13 in order to allow currently matriculated students to complete the program.

Priorities for next year will include the updating of recruitment materials and procedures with Admissions; the identification and recruitment of transfer students for both General Education and Departmental Honors; the streamlining of procedures for submitting honors projects to the library; a review of departmental practices for handling honors proposals and projects; and continued attention to undergraduate research/creativity opportunities.

Spencer Hall

Dr. Spencer Hall

Director of Honors

Writing Board
Annual Report
AY 2011-12

2011-12 was a year of transition for the Writing Board as the Board decided to develop more fully its advisory capacity. This was driven in part by the prominent role of writing in the new General Education framework.

The primary focus of the fall was the organizing of the 16th Annual Faculty Development Workshop, which was held on January 18, 2012 in conjunction with the 4th Annual Adjuncts and the Academic Conversation dinner the evening before. Both events were well received (see summaries of the feedback below). The day-long workshop had an explicit focus on writing in the disciplines (the theme was "Writing in the Disciplines: How YOU can do it").

Members of the Board also met with the Committee on General Education at the end of the fall semester to discuss writing in the new GenEd (especially writing in the disciplines) and also begin thinking about how the Board might help COGE in its work. As a follow up to this, feedback from the Faculty Development Workshop was shared with COGE.

Feedback from both events was shared with the Faculty Center for Teaching and Learning. Based on the feedback the Board and the FCTL decided to co-host an event in the spring focused on informal writing. Unfortunately, logistical issues prevented this event from taking place; however, it is hope this type of collaboration based on feedback from the FDW will continue.

The major undertaking for the spring was the proposed reorganization of the Board, responding to a desire that the Board have a more active and visible role on campus in supporting writing instruction. The proposal was forwarded to the Executive Committee of the Undergraduate Curriculum Committee in time for their May 4 meeting and is to be voted on by the UCC at the May 18 meeting.

Throughout the year the Board has worked to create a website that can serve as a resource on writing instruction for the campus. The website is up, although it is still a work in progress. Once it is fleshed out, the website will address feedback, from this and past FDWs, that information from the workshops be made available and accessible. The website will also serve as a venue for discipline specific resources to be made available (again, addressing feedback from faculty) and as another link between the various entities on campus that support writing instruction on campus.

16th Annual Faculty Development Workshop
January 18, 2012
Evaluation and Feedback -- 29 Feedback forms returned

How satisfied were you with the quality of today's workshop, led by Dr. Chris Anson? (please check one)

- Very Satisfied = 22
- Satisfied = 5
- Somewhat Satisfied = 1
- Dissatisfied
- Very Dissatisfied

Would you like to see this format at future Faculty Development Workshops?

Yes = 20 (More in depth experience with the scholar/expert is great! Yes, esp. given the COGE charge – a lot to digest; Yes, maybe slightly abbreviated; Could be shorter day; Yes, it was great! Yes – I liked the format of a presentation along with opportunities for group discussion; Yes – it worked well; Yes – maybe the “low stakes” assignments; The small group, larger discussion feedback worked well.)

Both = 2 (I liked this and previous format. Either OK; Yes, but I also have found the panel-presentation format useful.)

No = 1 (Not without microphones)

Additional Feedback/Comments:

- Fascinating!
- This was a useful presentation – I liked the chance to work with the ideas during the presentation. I do think the focus on “in the disciplines” was too weak. Not all the ideas discussed are equally transferrable to, for instance, genre-specific disciplinary writing.
- Great ideas – “writing to learn”, “learning to write”
- Great information and ideas packed in this workshop! More “workshop” time to write, think and talk with peers about concepts and our own experiences and ways of making meaning. I shut down about an hour before end of AM session. Great stuff – just not enough time given to help me process. ENGAGE ME THROUGH WRITING – i.e. demo informal writing prompts with group. Provide PowerPoint slides too. See M. Schiro’s book on curriculum theories – 4 competing theories.
- Timing on different workshops seemed off.
- Specifics! Specifics! Enjoyed sharing common areas of interest among departments.
- Group and whole seminar discussions during lecture worked well.
- I think Dr. Anson is a gifted presenter with an excellent message. I agree whole-heartedly with the lessons on writing assignment design. Unfortunately most of the things he presented are already part of my practice, so I didn’t get much out of it. That said, I did pick up a few valuable tidbits I’d like to work on w/ my classes. Last part went a bit fast. I maybe could have gotten more out of the ideas at the end if they weren’t rushed through. NOTE: I found the info presented in the intro to the afternoon session by Dr. Anson very interesting. Regarding all the WID models...I wish I knew what direction RIC wanted to go w/ this so informed department planning can proceed.
- I came away with a lot of new ideas about writing assignments in courses.
- Liked the group discussions interspersed. Info went too quickly at times – will we have access to the ppt?
- Would be great to have a workshop on low-stakes informal writing assignments. Really liked his expose on write to learn.
- Presenter was wonderful. I learned a great deal and my teaching will be enriched by thinking more about this topic. Would have liked copies of slides to refer to.
- I liked the old format better – many of us had problems hearing – but gave up asking people to speak up. This seemed to be a smaller group – perhaps some had heard the speaker the night before or ??
- Hard to hear some comments; would be good to have portable microphones for use at tables.
- Would prefer it as a morning and lunch. I had to leave to attend to dept./course business.
- OMG. I learned so much, and I can’t wait to revise my syllabi and re-think my assgts. for spring. 5 days left!
- Helpful, relevant, great delivery.
- Maybe a few more handouts w/ important points – but otherwise great and important topic, excellent presenter.

- Excellent!
- Some great material here; in the latter part, would have liked to have had a chance to take more notes on some of the powerpoint ideas thrown up – not sure if all are in the accompanying packet – maybe they are – hope so.
- Great speaker! Very helpful ideas, very clear presentation, great slides and handouts.
- Chris Anson was fabulous! It would be helpful to have access to his Powerpoint later, if he would agree to make it available to us.
- The morning sessions clearly got at important issues connected to writing and learning. Practical, timely,
- informative!!
- This was great: I got many good ideas (from both the speaker and the workshop participants) which I will be incorporating into my classes.
- It would be good to hold similar workshops at departmental/program level.
- I will definitely incorporate some of the strategies learned into my writing course.

Group Discussions.

How satisfied were you with the group discussion in which you participated? (please check one)

- Very Satisfied = 6
- Satisfied = 9
- Somewhat Satisfied
- Dissatisfied = 1
- Very Dissatisfied

Additional Feedback/Comments:

- Good information presented; confident faculty; ready to tackle.
- N/A – was facilitator.
- Liked interdisciplinary conversation – expanded my ideas about writing genres, etc. (English, anthropology, communication, management & education). Awareness that there are different genres, name them, go in depth on 3-4.
- Felt a little too short; I will need a lot more discussion w/ other depts. to help conceptualize the WID course.
- All very constructive.
- Wish more time was allotted for group discussions.
- Well facilitated; helped me solidify my ideas for WID that I will bring to my department.
- I wish there were a way to get faculty to stay for them. People leave, and then complain about the fact that they don't know how to teach writing!
- Good idea to try groups by subject.
- Wanted to start with a broader perspective.
- Did not attend – sorry.
- Unable to attend.
- I was not able to stay for the discussion sessions.
- Had to leave early.
- I did not attend the afternoon session.

What additional support would you like to see provided either by the Writing Board or by other entities on campus to support your development of your writing in the discipline course and other facets of writing instruction?

- Someone to help facilitate departmental conversation, because I don't [know what's] (illegible, my best guess) happening. Resources – we have not time, not enough faculty, etc. This stuff is so important, and it is not going to happen unless there is [more time] (illegible, my best guess) and support.
- Departments need guidance. Uniformity and heterogeneity need to be developed. Need a structure. Dept \leftrightarrow RIC
- Workshops on creating assignments; how to give feedback; what to do w/varying backgrounds.
- Workshops on engaging students in processes of peer review; peer observation/coaching (not tied to formal evaluations); *How do we not get bogged down in framing students' writing as deficient?*
- I loved this for its support and discussion of longer research papers – but...MORE! Especially given the 'research fluency' outcome, this is essential. I feel such a divide btw my sense of what a research paper is and what my students seem capable of producing. What exactly do we want?
- Departmentalized workshops.
- I wish Dr. Anson would have helped us specifically with this issue [writing in the discipline course]. (All models he presented not open to us.); I think we need to reach consensus about where WID will fit in our program first.
- Then, maybe the WB could support the development of how to incorporate the explicit teaching of writing w/in the course and how to assess it. We really need help here (w/assessment)!
- More discussion and guidelines on the departmental level.
- Opportunities to continue discussion within and across departments about the kinds of writing students are involved in.
- More help with ELL students in writing English. If there could be a contact # phone or member staff/faculty to contact for getting help for a student – we might find out that the student is supposed to be attending support sessions but isn't. I try to give the student help on writing assignments but I often see little improvement. We are developing a writing course in my dept. However I teach other courses as well. If the Writing Center could come up with and disseminate a list like Anson mentioned. A numbered list with common writing problems – 1. Noun- verb agreement – suggestions 2. Incomplete sentence (or an example) 3. Splicing _____
- Focused efforts on individual schools/departments to develop writing assignments in the particular majors.
- It would be helpful if there was a follow-up by IT or FCTL on some of the technology Chris mentioned; workshops for individual dept?
- Plan a follow up to this session – for those who attended to examine how they may have implemented some ideas; perhaps have some attendees offer a variation of Dr. Anson's ideas to a wider faculty audience; can Faculty T/L Center take an initiative here?

General Feedback

What other feedback or suggestions can you provide on this year's Faculty Development workshop?

- I'd love to see a keynote speaker for this event who was not a writing scholar. And the lack of vegetarian food, but you know that!
- Folks are still "up in the air" about where the writing instruction requirement/issue is going and that makes many uneasy. What that has more form I believe people and depts. will run with it.
- Move (more?) group conversation from 11-12; more activity and less "talking at"; more writing!
- Nice food.

- In general, I feel the FDW has sometimes, but not always, been a valuable use of a whole day during the critical week before the start of a new semester. I would love for these workshops to be ½ days & sprinkled throughout the year. Other weeks in Jan? May? March break?
- Excellent. I really like the workshop approach.
- Excellent. Poor attendance in final portion of program.
- Best workshop I have attended (and I have just about done them all). Of all of them, this was the most practical.
- The point of the group discussions was unclear.
- This workshop was outstanding – I would just appreciate more like it.
- Make sure food is really hot!! Microphones – might have this in a smaller room if there are fewer participants.
- Thank you for providing easy access to high-quality professional development.
- Enjoy the opportunity each January to learn from knowledgeable, experienced and interesting nationally recognized speakers AND the experience of brain-storming innovative approaches to integrating writing into the curriculum with colleagues.
- I thought Writing Board & Praveena did a fabulous job of organizing & running this event. Thank you.
- Great speaker – knowledgeable and engaging – intersected well with the group and I feel I learned a few things of great potential use.

Do you have any suggestions for topics/issues for future workshops (either full-day, half-day, or shorter sessions such as brown bags)? Please consider volunteering to create or participate in a session in 2013. Or, your suggestions can include approaches or point of view that should be shared. Please include your suggestions here or send them to writingboard@ric.edu. Thank you.

- I'd love more practical, hands-on workshops – bring an assignment and work on it, or something.
- Feedback – teacher & peer; identifying genres in your discipline/within disciplines; writing to learn/using low stakes writing assignments; using technology (wikis, blogs, discussion boards, post it notes) to encourage/facilitate writing.
- Building a comprehensive curriculum to avoid duplication and repetition in the various courses in the major; targeting curricula to a changing job market.
- How to better help our English Language[Learning] (illegible, my best guess) students in writing!!
- Group activity where all look at a single paper and discuss possible responses – as we kind of did here – is always informative and worth repeating.

4th Annual Adjuncts and the Academic Conversation
 January 17, 2012
 Evaluation and Feedback – 36 forms returned

Did you find the guest speaker, Dr. Chris Anson, to be informative or useful? (please check one)

- o Very Useful/Informative = 14
- o Useful/Informative = 16
- o Somewhat Useful/Informative = 6
- o Not Useful/Informative
- o Completely Unhelpful

Additional Feedback/Comments:

- Could this be a week sooner to allow for time to adopt good ideas?
- Excellent topic and excellent presenter. Really interesting topic that has an important value to consider ways to incorporate new methods.
- Thank you.
- More practical advice rather [than] product advertising would have been helpful.
- This method of providing students with feedback would be extremely useful in commenting on mathematics exams (after scanning them in).
- Lots of interconnected ideas, techniques – conveyed the complexity of adding a new technology. Like to see and hear about works in progress.
- Interesting but problematic – adjuncts may not have access to the hardware.
- Provocative technology – expands horizons here.
- Glad to learn about this use of technology. I think I'll try it.
- Great topic – outside my area of expertise but very pertinent to my teaching dilemmas.
- He was informative on the topic of Jing. However might not be useful for all areas of study: primarily in writing intense courses.
- Loved it – had no idea SC existed!
- I had never heard of this technology before and it did make me think about alternative ways of giving feedback.
- It would have been helpful to have had written information regarding screen capture to take with us.
- Not sure what the purpose/intent was in relation to its audience (RIC adjuncts). I can see certain paper grading being helped using SC, but I'm not sure if the software is generalizable across disciplines.
- Great information on new ways to provide feedback to students.
- Interesting technique!
- Very interesting way to grade papers/comment on papers. Definitely worth a try to see what students think!
- I'll have to try this!
- Provocative! I wish that the discussion was more open-ended/speculative. It was more instrumental instead, e.g. "how to" and questions about methodology of the study.
- Interesting idea – has potential; local RIC implementation would be easier with IT support.

Do you find this year's format for the evening to be useful (i.e., having a guest speaker during coffee and dessert)? (Please check one)

- Very Useful/Informative = 23
- Useful/Informative = 11
- Somewhat Useful/Informative = 2
- Not Useful/Informative
- Completely Unhelpful

Would you prefer an alternate format? (Please describe)

- Nope – worked well.
- I wish we had better audio for the presentation.
- Donovan staff excellent!
- Worked well.

- Keep this format. Perhaps serve spicier food.
- I think the speaker should be during dinner and have dessert for open discussion. Most are full and tired after dinner to fully pay attention.
- No!
- Good opportunity for networking with colleagues.
- No. This is very efficient.
- Perhaps addressing some pragmatic and academic issues that RIC adjuncts have via Q&A format.
- (Maybe have questions collected ahead of time by the adjuncts.)
- Have an opportunity for adjuncts to meet each other from different departments.
- Not really a mechanism for meeting adjuncts outside of one's dept...however – would rather learn something new than talking more...
- Well done!
- I think a variety of formats can work; this is not a biggie.
- No. As usual, it was a nice event.
- Worked very well. Almost all folks stayed the entire time.

What additional resources or events would be helpful to you as part-time faculty? What types of events would you attend?

- Technology, e.g. Blackboard
- Each of these dinners have focused on writing which is a topic important to all. It would be good to have a different topic too.
- Special education trends – bridging the gap.
- Other opportunity to talk w/ adjuncts to help understand better ways to navigate the role of adjunct vs. traditional faculty.
- Loved it.
- Differentiation for varied learners; est. clear expectations.
- Any such as this.
- An adjunct orientation to discuss all necessary topics: textbooks, available services, safety issues, student resources, library services, etc.; new technology available for innovative courses specifically tailored to the adjunct instructor.
- Conduct event 2x a year.
- Really liked the two-hour format – good length of time...
- I really like this event over break!
- To me, the very fact that RIC does things for PT faculty is great! It made me feel more part of a community. The topic has to be at least somewhat relevant, but it's almost secondary.

Writing Board Membership

The Writing Board consists of 12 persons. The *ex officio* members are

- The Director of Writing -- Becky Caouette
- The Director of the Writing Center – Claudine Griggs
- The Director of the Faculty Center for Teaching and Learning – Joe Zornado
- Coordinator of First Year Seminar – Quenby Hughes

Rotating members of the Writing Board appointed by the Executive Committee of the Undergraduate Curriculum Committee are:

- Two faculty members from the Faculty of Arts and Sciences, at least one of which is from Math/Science: Namita Sarawagi (2012-2014)
Mikaila Arthur (2012-2014)
- One faculty member from the Feinstein School of Education and Human Development Martha Horn (2012-2014)
- One faculty member from the School of Social Work
Deborah Siegel (2012-2014)
- One faculty member from the School of Management:
Randy DeSimone (2012-2013)
- One faculty member from the School of Nursing:
Kiersten Brennan (2012-2014)
- One faculty member from Adams Library: Tish Brennan (2012-2013)
- One faculty member from the Composition and Rhetoric faculty: Mike Michaud (2012-2013)

	Enrollment	Sections	Revenue
Summer 2011	158	28	\$71,202
FAS	57	8	\$27,300
FSEHD	58	15	\$40,002
PSCE	43	5	\$3,900

Office of Professional Studies and Continuing Education
Continuing Education Enrollment Report

18-May-11

Term: Summer 2011
Enrollment: 158
Sections: 28
Revenue: \$71,202

Class Nbr	Subject	Catalog	Section	Descr	Session	Partner	Credits	CEU	Facil ID	Name	Tot Enrl	Course Revenue	Administrative Fee
30623	BIOL	580C	81	Molecular Mod for Biol II	6W2	EBEC	2.00		OC- EBEC	Damelin/Lahn	4	\$400.00	
30467	CEP	580C	80	Class Manag At RisL Stu	6W2	EBEC	3.00		OC- EBEC	Montella, Ralph	0		
30484	CEP	580C	81	Teach Urban Learner	6W1	SherlocL	3.00		OC- EBEC	LunLel,Christine	0		
30621	CHEM	580C	81	Molecular Mod for Chem II	6W2	SherlocL	2.00		OC- EBEC	Damelin/Lahn	15	\$1,500	
30481	CONT	550C	80	Writ for Young People	6W1	ASTAL			Adams Lib	Brown,Jean E	8	\$2,450	
30522	CONT	550C	81	Connecting the Dots	6W1	Addiction Recovery Institute		0.45	Stu Union	DelSesto, Sandra	5	\$100	
30528	CONT	550C	82	Topics in Nat Amer Cult	6W2	EBEC		1.50	Off Campus	Lawrence Maria	0		
30628	CONT	550C	83	Motivational Interviewing	6W2	EBEC		0.60	QBH	Westberry,Brenda	20	\$800	\$75
30629	CONT	680C	80	Child Anxiety & Adol Behav	6W2	EBEC		0.60	QBH	Lendall, Phillip	10	\$400	\$75
30558	CURR	580C	80	Writing & Critical Lit	6W2	EBEC	6.00		Alum Lge	Cool, Jennifer	7	\$2,100	
30472	ELED	580C	80	Strat Enhance Stu Writ	6W1	EBEC	3.00		OC- EBEC	Sawyer,Donna M	15	\$13,050	
30473	ELED	580C	81	Read Inst: Deep Stu Comp	6W2	EBEC	3.00		OC- EBEC	Sawyer,Donna M	8	\$6,960	
30474	ELED	580C	82	Comp Strategies	6W2	ASTAL	3.00		OC- EBEC	Sawyer,Donna M	0		
30475	ELED	580C	83	The Teaching of Reading	6W2	ASTAL	3.00		OC- EBEC	Andre,Wendy	9	\$7,830	
30476	ELED	580C	84	Lit Circle in Class	6W2	RIWP	3.00		OC- EBEC	Andre, Wendy	0		
30477	ELED	580C	85	Trade BooL in Read Pro	6W2	RIWP	3.00		OC- EBEC	Andre,Wendy	1		
30518	ELED	580C	86	Topics in Nat Amer Cult	6W2	RIWP	1.00		off campus	Lawrence Maria	0		
30479	ENGL	350C	80	Writ for Young People	6W1	RIWP	3.00		Adams Lib	Brown,Jean E	2	\$1,598	
30480	ENGL	550C	80	Writ for Young People	6W1	EBEC	3.00		Adams Lib	Brown,Jean E	10	\$6,290	
30557	ENGL	580C	80	Writing & Critical Lit	6W1	St.Jos Hos	6.00		Alum Lge	Cool, Jennifer	2	\$600	
30562	ENGL	580C	80	Planning for Change	6W2	EBEC	3.00		Alum Hous	Cool, Jennifer	0		
30468	LEAD	580C	80	Confidentiality & Internet	6W1	RIWP	3.00		OC- EBEC	Lane, David	0		

30466	MTET	514C	80	Data Analysis & Statistics	6W1	RIWP	3.00		G376	Sullivan,Mary M	10	\$8,000		
30571	PHIL	250C	80	Ethics in Health Care	6W1	SherlocL	3.00		SJHS	Prentiss, David	12	\$8,712		
30622	PHYS	580C	81	Molecular Mod for Phys II	6W2	SherlocL	2.00		OC- EBEC	Damelin/Lahn	6	\$600		
30563	SED	580C	81	Planning for Change	6W2	SherlocL	3.00		Alum Hous	CooL, Jennifer	2	\$300		
30482	SPED	580C	80	Use Effect Pract w/ Child	6W1	SherlocL	3.00		SC017	Antosh,A Anthony	4	\$600		
30485	SPED	580C	81	Use Effect Pract w/ Child	6W2	SherlocL	3.00		SC017	Antosh,A Anthony	3	\$450		
30493	TESL	539C	80	Lang Acquisition & Learn	6W1	Case Mgmt	3.00		NRIC	Cloud,Nancy L	9	\$8,712		
TOTAL		Sections	28								Enrollment	158	\$71,202	Revenue

	Enrollment	Sections	Revenue
Fall 2011	188	25	\$128,808
FAS	30	3	\$24,832
FSEHD	62	11	\$58,155
SN	15	1	\$14,790
PSCE	81	10	\$31,031

18-May-12

Office of Professional Studies and Continuing Education
Continuing Education Enrollment Report

Term: Fall 2011
Enrollment : 188
Sections: 26
Revenue: \$128,808

Class Nbr	Subject	Catalog	Section	Course Title	Credit Hours	CEU	Instructor	Partner	Location	Enrolled	Revenue	Rate/Fee	Status
12157	CEP	580C	80	The Bi-Polar Child	3.00		Montella III,Ralph A	EBEC	OC	0			Cancelled
12158	CEP	580C	81	Bullying,Female,Cyber	3.00		Montella III,Ralph A	EBEC	OC	0			Cancelled
12464	CONT	250C	80	Supporting Meaningful Emplmt		4.50	Ferrara, Vicki	Sherlock Center	Sher 017	0			Cancelled
12390	CONT	257C	80	Intro to Early Intervention	3.00		Staff,RIC	Sherlock Center	TBA	3	\$60	\$20	Complete
12372	CONT	280C	80	MS 2010 Fundamentals		1.50	Pagano,Lisa M	PSCE	G163	0			Cancelled
12177	CONT	380C	80	Enhancing Personal Perf		1.50	Shapiro, Susan	PSCE	SW 009	11	\$1,100	\$110	Complete
12178	CONT	380C	81	Making Effective Present		1.50	Proulx, Tracey	PSCE	FC 200	3			Cancelled
12373	CONT	380C	82	MS 2010 Intermediate		1.50	Pagano,Lisa M	PSCE	G163	0			Cancelled
12180	CONT	480C	80	Grant Proposal Writing		1.50	Howard, Jonathan	PSCE	Sher 017	13	\$1,690	\$130	Complete
12036	CONT	569C	80	Educator Externship	3.00		Hutson, Donna	PSCE	OC	8	\$400	\$50	Complete
12179	CONT	580C	80	Critical Supervisory		1.50	Letourneau, Janet	PSCE	ALG 202	13	\$2,990	\$230	Complete
12393	CONT	580C	81	Survival Skills		3.00	Abruzzini,	Sherlock Center	Sher 017	14	\$4,200	\$300	Complete

							Donna						
12057	CURR	580C	80	National Board	3.00		Audette,Andre R	RIDE	CL047	12	\$6,000	\$500	Complete
12151	ELED	580C	80	Using Lit Circles	3.00		Andre,Wendy	EBEC	OC	0			Cancelled
12152	ELED	580C	81	Use of Trade Books	3.00		Andre,Wendy	EBEC	OC	0			Cancelled
12153	ELED	580C	82	Deep Student Comp	3.00		Andre,Wendy	EBEC	OC	0			Cancelled
12159	LEAD	580C	80	Confident and Internet	3.00		Kane,David A	EBEC	OC	0			Cancelled
12133	MLED	530C	80	App Mid School Instru Model-EBEC	4.00		Bettez, Marylou	EBEC	OC	8	\$10,944	\$1,368	Complete
12134	MLED	540C	80	Diff Mid School Instr Strat-EBEC	3.00		Bettez, Marylou	EBEC	OC	9	\$9,234	\$1,026	Complete
12156	MTET	511C	80	Numbers and Operations	3.00		Andreozzi,Peter P	MTET	G376	6	\$4,800	\$800	Complete
12155	MTET	513C	80	Geometry and Measure	3.00		Andreozzi,Peter P	MTET	G376	8	\$6,400	\$800	Complete
12392	NURS	207C	80	Baccalaureate Educ Nursing	4.00		Murphy,Judy J	Veterans Hospital Medical Center	OC	15	\$14,790	\$986	Complete
12391	PHIL	250C	80	Ethics in Health Care	3.00		Prentiss,David L	St. Joseph's School of Nursing	OC	16	\$13,632	\$852	Complete
12154	SPED	580C	80	Legal Issues School Admin-EBEC	3.00		Kane,David A	EBEC	OC	0			Cancelled
12274	TESL	539C	80	Language Acquistion & Learning	3.00		Cloud,Nancy L	TESL	OC	14	\$13,566	\$969	Complete
12394	TESL	549C	80	Sociocultural Found of Lang Min Ed	3.00		Amanda Sox	TESL	OC	19	\$18,411	\$969	Complete
	CECRI			CECRI Monthly Meetings			NA	PSCE	OC	16	\$20,591	\$2,400	Complete
TOTAL			Section s	26					Enrollmen t	188	\$128,808	Revenue	

	Enrollment	Sections	Revenue
Spring 2011	96	15	\$72,644
FAS	15	2	\$12,000
FSEHD	54	4	\$53,238
PSCE	27	9	\$7,406

Office of Professional Studies and Continuing Education
Continuing Education Enrollment Report

18-May-12

Term: Spring 2012

Enrollment: 96

Sections: 16

Revenue: \$72,644

Class Nbr	Subject	Catalog	Sect	Descr	Partner	Cr Hrs	CEU	Name	Tot Enrl	Course Fee	Course Revenue	Aministrative Fee	Status
22146	CONT	258C	81	PBIS/PEP Int. Wrap Train	Sherlock Center		0.60	Stuart-Copes,Michelle	1	\$20	\$20		Completed
22147	CONT	258C	82	PBIS/PEP Int. Wrap Train	Sherlock Center		0.60	Stuart-Copes,Michelle	1	\$20	\$20		Completed
22263	CONT	258C	83	PBIS/PEP Int. Wrap Train	Sherlock Center		0.60	Stuart-Copes,Michelle	0	\$20			Cancelled
22142	CONT	380C	80	SCI Enrichment	PSCE		4.50	Greenberg, Jed	1	\$150	\$150		Completed
22246	CONT	400	80	Green Enterprise	PSCE		3.00	Bachman, Glenn	0	\$450			Cancelled
22248	CONT	405	80	Sustainable Nonprofit	PSCE		0.90	Bachman, Glenn	0	\$150			Cancelled
22247	CONT	423	80	Paper Mgmt/Green Printing	PSCE		0.90	Couto, Keith	0	\$195			Cancelled
22143	CONT	480C	80	SCI Community Leadership	PSCE		4.50	Greenberg, Jed	8	\$150	\$1,200		Completed
22259	CONT	580C	80	Fund CBT Depr & Anxiety	QBH		0.60	Beck, Daniel	0	\$40		\$75	Cancelled
22018	ELED	580C	81	Use Lit Circles	EBEC	3.00		Andre, Wendy	0	\$1,026			Cancelled
21997	MLED	510C	80	Teach/Learn Mid School	EBEC	3.00		Niska, John	7	\$1,026	\$7,182		Cancelled
21998	MLED	520C	80	Curr& Organ Mid School	EBEC	3.00		Niska, John	9	\$1,026	\$9,234		Completed
22029	MTET	512C	80	Functions & Algebra	MTET	3.00		Andreozzi, Peter	8	\$800	\$6,400		Completed
22028	MTET	515C	80	Problem Analysis	MTET	3.00		Christy, Donna	7	\$800	\$5,600		Cancelled
21959	TESL	541C	80	Apply Linguistics ESL	TESL	3.00		Toncelli, Rachel	18	\$969	\$17,442		Completed
21958	TEST	546C	80	Teach Eng Second Lang	TESL	3.00		Sox, Amanda	20	\$969	\$19,380		Completed
	CECRI			CECRI Monthly Meetings	PSCE			NA	16		\$5,941		Completed
TOTAL		Sections	16					Enrollment	96	Revenue	\$72,644		

Office of Professional Studies and Continuing Education
 Continuing Education Programming Report
 FY 2012
 Report Date: 18-May-12

Summary

	Enrollment		Sections		Revenue	
Summer 2011	158	23.4%	28	40%	\$71,202	25%
Fall 2011	275	40.8%	26	37%	\$135,958	47%
Spring 2012	241	35.8%	16	23%	\$83,409	29%
Total	674		70		\$290,569	

PSCE CE Programming

Summer 2011	158		28		\$71,202	
FAS	57	36.1%	8	28.6%	\$27,300	38.3%
FSEHD	58	36.7%	15	53.6%	\$40,002	56.2%
PSCE	43	27.2%	5	17.9%	\$3,900	5.5%
Fall 2011	188		26		\$128,808	
FAS	30	16.0%	3	11.5%	\$24,832	19.3%
FSEHD	62	33.0%	12	46.2%	\$58,155	45.1%
SN	15	8.0%	1	3.8%	\$14,790	11.5%
PSCE	81	43.1%	10	38.5%	\$31,031	24.1%
Spring 2012	96		16		\$72,644	
FAS	15	15.6%	2	12.5%	\$12,000	16.5%
FSEHD	54	56.3%	5	31.3%	\$53,238	73.3%
PSCE	27	28.1%	9	56.3%	\$7,406	10.2%

CESW Workshops

	Enrollment		Workshops		Revenue	
Fall 2011	87	37.5%	9	52.9%	\$7,150	39.9%
Spring 2012	145	62.5%	8	47.1%	\$10,765	60.1%
Total	232		17		\$17,915	
Fall 2011	87		9		\$7,150	
CESW	39	44.8%	6	66.7%	\$2,830	39.6%
AFCC	48	55.2%	3	33.3%	\$4,320	60.4%
Spring 2012	145		8		\$10,765	
CESW	88	60.7%	5	62.5%	\$5,635	52.3%
AFCC	57	39.3%	3	37.5%	\$5,130	47.7%

Continuing Education in Social Work
Enrollment Report

18-May-12

Term: Fall 2011
Enrollment: 87
Workshops: 9

Workshops	Date	CEU	# WKSPs	Registrants			Enrollment	Fee	WKSP Total	Subtotal	Total
				Paid	Scholarship (\$35)/ Waiver/Make Up	Total					
CESW											
EMDR	12/10/2010	0.6		12	0	12		\$70	\$840		
LGBTQ	10/17/2010	0.6		5	0	5		\$90	\$450		
Grieving Individuals	10/1/2010	0.6		8	0	8		\$70	\$560		
Difficult Cases: Ethical Issues	10/15/2010	0.6		6	0	6		\$70	\$420		
Managing Ethical Dilemmas	9/10/2010	0.6		4	0	4		\$70	\$280		
Elder Law Issues	10/8/2010	0.6		4	0	4		\$70	\$280		
Subtotal			6				39			\$2,830	
Adoption and Foster Care Certificate (AFCC)											
AFCC-25: Children in Substitute Care	10/8/2010	0.6		16	0	16		\$90	\$1,440		
AFCC-26: Kinship Caregivers	11/5/2010	0.6		9	0	9		\$90	\$810		
AFCC-27: Ethical Issues in Adoption	11/12/2010	0.6		23	0	23		\$90	\$2,070		
Subtotal			3				48			\$4,320	
Total			9				87				\$7,150

	Enrollment	Sections	Revenue
Fall 2010	87	9	\$7,150
CESW	39	6	\$2,830
AFCC	48	3	\$4,320

Continuing Education in Social Work
Enrollment Report

18-May-12

Term: Spring
2012
Enrollment: 142
Workshops: 8

Workshops	Date	CEU	# WKSPs	Registrants			Enrollment	Fee	WKSP Total	Subtotal	Total
				Paid	Scholarship (\$35)/ Waiver/Make Up	Total					
CESW											
Trauma and the Triune Brain	2/10/2012	0.6		5	0	5		\$70	\$350		
Treatment Approaches in Anger	3/9/2012	0.6		12	3	15		\$70	\$840		
Strategies for Responding to Grief	3/23/2012	0.6		16	1	17		\$70	\$1,120		
Understanding Hearing Loss	4/6/2012	0.6		6	0	6		\$70	\$420		
LCSW prep	4/20/2012	0.6		41.5	0.5	42		\$70	\$2,905		
Subtotal			5				85			\$5,635	
Adoption and Foster Care Certificate (AFCC)											
Advocacy in Adoption and Foster Care	2/3/2012	0.6		12	0	12		\$90	\$1,080		
Ethical and Clinical Issues	2/24/2012	0.6		18	0	18		\$90	\$1,620		
The Harris Narratives	4/27/2012	0.6		27	0	27		\$90	\$2,430		
Subtotal			3				57			\$5,130	
Total			8				142				\$10,765

	Enrollment	Sections	Revenue
Spring 2012	142	8	\$10,765.00
CESW	85	5	\$5,635.00
AFCC	57	3	\$5,130.00

CEU Classes		
Term	Sections	Enrollment
Fall 2008	4	37
Spring 2009	4	38
Fall 2009	7	43
Spring 2010	4	33
Fall 2010	9	64
Spring 2011	5	41
Fall 2011*	7	27

List of the actual classes.

		Enrl	Cred Gen
1088			
CONT 257 01	Introd to Early Intervent CEU	9	27
CONT 261 01	Supporting Meaningful Employ	5	22.5
CONT 380C 80	Wkshp:	8	12
CONT 380C 83	Wkshp:	15	22.5
1088 Total		37	84
1092			
CONT 180C 80	Topics:	9	13.5
CONT 280C 80	Topics:	8	12
CONT 480C 81	Workshop:	14	21
CONT 680C 80	Workshop:	7	4.2
1092 Total		38	50.7
1096			
CONT 550C 80	Topics:	2	2.5
CONT 580C 80	Workshop:	4	8.4
CONT 580C 81	Workshop:	3	7.65
CONT 580C 82	Workshop:	2	0.9
1096 Total		11	19.45
1098			
CONT 250C 80	Topics:	2	6
CONT 380C 80	Wkshp:	5	7.5
CONT 380C 81	Wkshp:	15	22.5
CONT 480C 80	Workshop:	12	18
CONT 480C 82	Workshop:	1	0.3
CONT 480C 84	Workshop:	1	0.3
CONT 580C 80	Workshop:	7	10.5
1098 Total		43	65.1

Spring 2010

CONT 380C 80	Wkshp:	10	15
CONT 480C 80	Workshop:	11	16.5
CONT 580C 80	Workshop:	6	9
CONT 680C 80	Workshop:	6	7.2
1102 Total		33	47.7

Fall 2010

CONT 250C 80	Topics:	2	9
CONT 257C 80	Introd to Early Intervention	1	3
CONT 280C 80	Topics:	7	10.5
CONT 380C 81	Wkshp:	11	16.5
CONT 480C 80	Workshop:	20	30
CONT 550C 80	Topics:	6	3.6
CONT 550C 81	Topics:	8	4.8
CONT 580C 81	Workshop:	9	13.5
CONT 580C 83	Workshop:	1	3
1108 Total		65	93.9

Spring 2011

CONT 257C 80	Introd to Early Intervention	5	15
CONT 380C 85	Wkshp:	8	12
CONT 380C 86	Wkshp:	10	24
CONT 550C 80	Topics:	3	36
CONT 580C 80	Workshop:	15	36
1112 Total		41	123

Fall 2011

CONT 250C 80	Topics:	0	0
CONT 257C 80	Introd to Early Intervention	0	0
CONT 280C 80	Topics:	0	0
CONT 380C 80	Wkshp:	7	10.5
CONT 380C 81	Wkshp:	6	9
CONT 380C 82	Wkshp:	0	0
CONT 580C 80	Workshop:	13	19.5
1118 Total		26	39

Grand Total		294	522.85
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REPORT OF THE SUB-COMMITTEE TO REVIEW UCC MANUAL APPENDIX VIII

Submitted by: Thomas Schmeling (chair), Robin Auld, Murat Aydogdu

May 7th, 2012

INTRODUCTION

The committee was established to review appendix VIII of the Manual of the Undergraduate Curriculum Committee. In particular, the committee was asked to review guidelines for the maximum number of credit hours for majors.

The impetus for the formation of the committee was concern over the growing size of majors in terms of credit hours required. There has been a recent movement at Rhode Island College to increase many courses, including all of those in the General Education program from three to four credit hours. When this is done within a single major without changing the number of required courses the total credit hours required for a major increases by 33%.

There is also a tendency for majors to grow over time as disciplines invent new approaches and discover new objects of study, and new courses are added at a faster rate than older ones are eliminated.

Finally, the size of professional degree programs is often dictated by accrediting and licensing agencies, over which the programs themselves have no control.

There are several negative consequences of this growth:

- As the number of credits required for graduation increases, and students find it difficult to graduate in a reasonable amount of time, with negative consequences for retention and completion.
- Students entering high-credit majors must begin the major immediately. They do not have to explore other options before committing to the major. If they do not begin immediately, they must either forgo the major or delay graduation.
- Students find it difficult or impossible to complete a second major or a minor.
- Students have a limited number of free electives with which to explore areas of intellectual life unrelated to their majors.

CURRENT GUIDELINES

The guidelines currently in force with respect to major and minor size are specified in the Undergraduate Curriculum Committee Manual, Appendix VIII. The major provisions are as follows:

- General Education Program: Maximum of 40 credits. (Note: The limit here actually appears as 36 in one place and 40 in another. However, the NEASC requirement is 40 credits)
- Liberal arts major: 30 to 60 credits, including all major courses and cognates. (Normally a major consists of 30-36 credits, cognates up to 24.) This limit may be exceeded by double counting the excess number of credits within General Education.
- Professional program: 30 to 72 credits, including all major courses, cognates, and professional courses. This limit may be exceeded by double counting the excess number of credits within General Education.
- Minors: 18-21 credits

CURRENT PRACTICE

A spreadsheet accompanying this report lists each major at the college and the total number of credits required for the major. Where the total number of credits for a major is represented by a range (e.g. 40-48), the lower bound, representing the minimum number of credits to complete the major is used to

determine major size.

Over all majors, the minimum number of required credits ranges from 30 to 112. When the General Education courses in the major are subtracted from the totals run from 26 to 108. As the current guidelines allow for double-counting of General Education courses, this total is used for comparison with the guidelines.

With regard to professional program, B.S. degrees and studio & performing arts majors, 29 of 58 require more than 72 credits minimum to complete, and therefore exceed the current 72 credit limit.

Among the 27 Liberal Arts majors, none exceeds the current 60 credit limit and most remain very far below it, with the largest among them at 50 credits. All but six liberal arts majors are at or below 40 credits and two of those are at 41.

RECOMMENDATIONS:

NOTES: Current programs that do not meet the guidelines will not be affected. The above guidelines will be enforced only for new programs, when a program is revised, or when changes to required courses raise the total number of required credits above the proposed limits.

If the number of credits required to complete a major is a range (e.g. 40-44), the size of the major will be determined by the *lower* bound, which represents the minimum number of credits necessary to complete the major.

GENERAL EDUCATION PROGRAM

40 credits

PRE-PROFESSIONAL MAJORS, STUDIO & PERFORMING ARTS, AND BACHELOR OF SCIENCE DEGREES*:

80 credits maximum, excluding courses also counting as General Education.

No major may exceed 80 credits without either:

- a) A clear demonstration that the additional credits are required by licensing or certifying authorities
- b) A clear demonstration, supported by evidence from other institutions, that the additional credits are necessary to prepare students in the field for the relevant profession(s).

Any major that exceeds this limit shall have a statement placed prominently in the catalog to the effect that, "Because the total number of credits required for this major and General Education exceeds 120, the degree will normally not be completed in four years of full-time study."

*Pre-professional majors are programs that are governed by certification or licensure requirements, or that are intended to provide preparation for a specific profession or group of professions. This category includes programs in the Feinstein School of Education and Human Development, the School of Management (excluding Economics), the School of Nursing, and the School of Social Work. Also included are the following majors in the Faculty of Arts and Sciences: All B.S. degrees, BFA in Studio Art; B.A. in Art, B.A. in Art Education; Chemical Addiction Studies, Communication (excluding Mass Media, Dance Performance, B.M. in Music Education, Theatre (excluding general Theatre)).

BACHELOR OF ARTS DEGREES (NON-PROFESSIONAL)

40 credits maximum, excluding courses also counting as General Education

This limit may be exceeded only upon a convincing demonstration that the additional credits are necessary to conform to standards of the profession, supported by documentation of the necessity, including practices at peer institutions.

INTERDISCIPLINARY MAJORS (no more than 20 credits required in any one discipline)
60 credits maximum.

MINORS:
18-24 credits

RATIONALE:

Pre-professional majors, Studio & Performing Arts, and Bachelor of Science Degrees.

These recommendations treat Studio & Performing Arts programs as professional programs. Similarly, Bachelor of Science degrees typically have additional requirements beyond those for a B.A. and are elsewhere sometimes 5-year programs.

Because the Curriculum Committee apparently has not followed the guidelines in its manual in the past, the 72-credit limit has been breached by a number of majors. Licensure and other requirements probably make enforcement of that limit impossible at this point. Increasing the limit to 80 credits will result in the loss of the 8 elective credits, though it is not clear how such a small number of elective credits materially advanced educational breadth in any case.

Given that we now require 40 credits of General Education, 80 credits for a major should be the maximum for programs that we expect to be completed in four years of full-time study. The current model with which we operate assumes fifteen credits a semester for eight semesters. When all courses are three credits, this means students must take five courses per semester. Under a model of students attempting four 4-credit courses per semester, a student would reach the necessary 120 credits, with an additional eight-credit buffer, allowing one or two withdrawals without jeopardizing the ability to graduate in four years.

If any major (plus 40 credits of General Education) cannot be completed in 120 credits, students should be informed of this fact by a prominent notice.

Liberal Arts Majors

The value of a liberal arts education lies, in significant part, in the breadth of the student's education. Generally, students with a single major should have significant exposure to a variety of disciplines through elective courses. Another way for liberal arts students to develop breadth is for them to delve deeper into more than one discipline. Liberal arts majors should not be constructed in a way that precludes students from earning two majors. Given the 40 required credits of General Education, any major significantly in excess of 40 credits has this effect.

Several Liberal Arts Majors, including English, Anthropology and Political Science have moved to 4-credit courses while keeping their majors at 40 credits or under. As the COGE report of May 3, 2011 points out, moving to 4-credit courses is "not an unmixed good," as an increase in depth *may* require some sacrifice of breadth. However the trade-off is not always necessary, as most majors have sufficient degrees of freedom that little or no sacrifice will be required.

Finally, and as in the past, General Education courses should not be counted against the major.

Interdisciplinary Majors.

Interdisciplinary majors inherently allow students to experience a variety of disciplines. Moreover, they do not interfere with students' ability to double-major in disciplines that form part of the major, assuming that courses may be counted toward both majors. Therefore, a higher credit limit is appropriate where no more than twenty credits of the major are in any one department.

Minors

The current guideline for minors accommodates six or seven 3-credit courses. Increasing the upper limit to 24 credits allows for six 4-credit courses.

IMPACT OF THESE RECOMMENDATIONS

Assuming that these recommendations are not applied retroactively to existing majors, and are only applied to new programs and to revisions of existing programs, they would have no immediate impact.

The recommendations accommodate the growth in the number and size of professional programs, without allowing for the easy creation of degree programs that are designed to take more than four years to complete. At the same time, such programs may exist where necessity requires. For those majors that do exceed the 120 credit total, the “truth in advertising” policy in the guidelines will help students make realistic assessments of the time needed to earn a degree. Such a requirement exists in the current guidelines, but it is infrequently enforced.

Liberal Arts majors will have one-third of their total credits available for intellectual exploration through either free electives or for completion of a second major. Since very few departments are currently operating outside of the proposed guidelines, they will generally not have to reduce the number of required credits in their majors.

Appendix VIII

Policy on Limits on the Number of Credits for Undergraduate Majors

A. Definitions:

Liberal arts major A program leading to the B.A. degree that is not classified as a professional program.

Professional program: A program whose curriculum is determined by licensure or certification requirements imposed by professional organizations, or that is designed to lead to a specific profession or group of professions.

Cognates: Courses from outside a discipline's offerings that form part of the discipline's major, either as required courses or restrictive electives.

B. Maximum Credit Requirements for Programs.

NOTE: If the number of credits required to complete a major or minor is a range (e.g. 40-44), the size of the major or minor will be determined by the *lower* bound, which represents the minimum number of credits necessary to complete the major or minor.

1. General Education Program: 40 credits.
2. Liberal arts majors: 40 credits maximum, including all cognates, but excluding courses that also fulfill General Education requirements.
 - a. This limit may not be exceeded except upon a clear and convincing demonstration that the additional credits are necessary to conform to accepted standards of the profession, supported by evidence of practices at peer institutions. In no case shall such a major exceed 60 credits.
3. Professional programs, Bachelor of Science Degrees and Studio & Performing Arts majors: 80 credits maximum, including all cognates, but excluding courses that also fulfill General Education requirements.
 - a. No major may exceed 80 credits without either:
 1. A clear demonstration that the additional credits are required by licensing or certifying authorities
 2. A clear demonstration, supported by evidence from other institutions, that the additional credits are necessary to prepare students in the field for the relevant profession(s).
 - b. A major which exceeds 80 credits shall have a statement placed prominently in the Catalog to the effect that "Because the total number of credits required for this major exceeds 120, students should expect that the degree requirements will normally not be completed in four years of full-time study."
4. Academic minor: 18 to 24 credits, but excluding courses that also fulfill General Education requirements.
5. Summary of the distribution of credits:
 - a. Liberal Arts Major:

General Education Program: 40 credits
Major: 40 credits maximum
Free Electives or Second Major: 40 credits.
Total: 120 credits

b. Professional Programs, B.S. degrees, and Studio/Performing Arts:

General Education Program: 40 credits.
Major: 80 credits maximum

Total: 120 credits

Approved Updated Description of Writing Board along with its structure and duties:

2.5 The Undergraduate Curriculum Committee's Relationship to Other Bodies

The Undergraduate Curriculum Committee is established by a By-Law of the Council of Rhode Island College but most actions of the Committee do not require reference to the Council.

The number of credits each student receives for a course is specified by Undergraduate Curriculum Committee action. Faculty load credits for instruction are determined in accordance with the collective bargaining contract. The grading system to be used for a course is determined by the specific department subject to the approval of the Undergraduate Curriculum Committee.

The Undergraduate Curriculum Committee sets curriculum requirements and general policies. The Academic Standing Committee has jurisdiction over requests by individual students for exceptions in individual cases because of special circumstances.

The Committee on Student-Designed Majors has authority to approve ad hoc designs of majors for individual students. The Committee should establish criteria and procedures for the development of individually designed majors and will submit an annual report of their activity each May to the Undergraduate Curriculum Committee.

The Writing Board is charged with the responsibility to coordinate writing across the curriculum in an advisory capacity and as a forum for discussion of writing issues. Each January, the Board, will collaborate with the Faculty Center for Teaching and Learning to organize a faculty workshop that explores issues of teaching and writing.

2.5.3 The Writing Board

The Writing Board consists of 12 persons. The *ex officio* members are

- The Director of Writing
- The Director of the Writing Center

- The Director of the Faculty Center for Teaching and Learning
- Coordinator of First Year Seminar

Rotating members of the Writing Board appointed by the Executive Committee of the Undergraduate Curriculum Committee are:

- Two faculty members from the Faculty of Arts and Sciences, at least one of which is from Math/Science.
- One faculty member from the Feinstein School of Education and Human Development
- One faculty member from the School of Social Work
- One faculty member from the School of Management
- One faculty member from the School of Nursing
- One faculty member from Adams Library
- One faculty member from the Composition and Rhetoric faculty

The rotating members of the Writing Board serve for two years in staggered, renewable terms beginning 1 July. The Chairperson is selected from among these faculty members by the members for a two year, renewable term.

The Chair of the Writing Board serves as the contact person for the various constituencies responsible for writing and writing instruction on campus, to provide a coherent vision about writing and writing instruction across the college. The Chair shall serve *ex officio* on the Faculty Center for Teaching and Learning Advisory Board, as well as the **Committee** On General Education, and receive appropriate load credit

Appendix III-C

The Writing Board

I. Purpose

To act as an advisory body, helping to provide materials, suggestions, and support to individual departments and faculty members. The Writing Board helps to share information among programs and to sponsor faculty development relevant to writing. The Writing Board collaborates on formal and informal events to facilitate the discussion of writing related issues across campus, and provides fora for faculty discussion of same. The structure of this Board is described in section 2.5.3 of this manual.

II. Responsibilities of the Writing Board

1. Meet regularly to discuss writing issues.
2. Make such curricular recommendations as deemed appropriate and connected with its purpose to the Undergraduate Curriculum Committee and COGE.
3. Create a forum for cooperation between the Writing Center, the Department of English (which administers First Year Writing courses), and all other academic units on campus, including ESL programs, Adams Library and OASIS.
4. Advise Undergraduate Curriculum Committee, COGE, departments, programs, and others about writing and writing instruction.
5. Produce issue statements and working papers about writing.
6. Maintain a website presence that offers guidance in the instruction of writing.

III. Responsibilities of the Chair of the Writing Board

1. Organize and conduct regular meetings of the Writing Board.

2. Facilitate and coordinate the support of writing instruction on campus by serving as the contact person for information pertaining to writing across the curriculum and writing in the disciplines and by developing funding opportunities for faculty development as need and opportunity arise.
3. Coordinate with the Writing Center, First Year Writing, First Year Seminar, Adams Library and OASIS to enhance the support of writing instruction and to help identify faculty and student needs in relation to writing.
4. Regularly meet with departments to discuss writing instruction practices, especially pertaining to writing in the discipline; identify department level support for writing instruction that can be developed and implemented by the Writing Board in collaboration with the Faculty Center for Teaching and Learning.
5. Collaborate with other groups on campus such as the Committee on General Education, Adams Library and the Rhode Island Writing Project, as need and opportunity arise, to support writing pedagogy and instruction and to promote a “culture of writing” at Rhode Island College.
6. Facilitate collaboration between the Writing Board and the Faculty Center for Teaching and Learning on annual events such as the Faculty Development Workshop and the Summer Seminar for the Teaching of Writing.
7. Serve as an *ex officio* member of the Committee on General Education and provide information and feedback to COGE on issues related to writing and writing instruction as appropriate.
8. Serve as an *ex officio* member of the advisory board of the Faculty Center for Teaching and Learning.
9. Present a report of the Writing Board to the Undergraduate Curriculum Committee at its monthly meetings. Present a yearly written report to the UCC.
10. Coordinate editorial content and general design decisions to maintain effectiveness of the Writing Board website.