General Education Outcomes

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.

Written Communication Students will understand the different purposes of writing and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate to the academic context.

Critical and Creative Thinking Students will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning.

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

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

Collaborative Work Students will learn to interact appropriately as part of a team to design and implement a strategy to achieve a team goal and to evaluate the process.

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

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

Ethical Reasoning Students will demonstrate an understanding of their own ethical values, other ethical traditions from diverse places and times, and the process of determining ethical practice.

Global Understanding Students will analyze and understand the social, historical, political, religious, economic, and cultural conditions that shape individuals, groups, and nations and the relationships among them across time.

Quantitative Literacy Students will demonstrate the ability to: (1) interpret and evaluate numerical and visual statistics; (2) develop models that can be solved by appropriate mathematical methods; and (3) create arguments supported by quantitative evidence and communicate them in writing and through numerical and visual displays of data including words, tables, graphs, and equations.

Scientific Literacy Students will understand how scientific knowledge is uncovered through the empirical testing of hypotheses; be familiar with how data is analyzed, scientific models are made, theories are generated, and practical scientific problems are approached and solved; have the capacity to be informed about scientific matters as they pertain to living in this complex world; be able to communicate scientific knowledge through speaking and writing.

Program Requirements

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 non-first year 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 (or FYWP) 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.
Representative First Year Seminars

Apes and People: Exploring Animals in Human History
Chemistry of Cooking
Collapse!
Coming of Age According to Hollywood
Conflict Management and Negotiation
Cultures Collide: Indians and Europeans in Early North America
Dracula: The Monster (Always) Returns
Dynamics of Disaster
Fantastic World Travel Adventures
Food, Diet and Medicine in East Asian Civilization
Free Will and Free Thinking
From the “Raja” to the “Desi” Romance: 100 years of Bollywood
Grimm and Glitter: The Books of Our Childhood
Immigrant Children and the Children of Immigrants: Growing Up in a New America
It’s Not Easy Being Green
Language and Gender
Mirror, Mirror, on the Wall: Masterplots of Gender
My so-called graphic life
Native Arts
Performance in the First Person: This is ME!
Philosophy of Mind and Mental Disorder
Play, is it more than just games?
Reacting to the Past: Learning Through Game Play
Romanticism and the Environment
Self, Mind, Heart in Eastern Philosophies
Sex Right's, Sex Wrongs
So You Want a Revolution? Rhetoric, Culture and Politics of the 1960s
Social Justice, Change and Leadership: Be the Change YOU Want to See
Superhero Stories
Sustainability
Tattoos aren’t just for sailors anymore: Men, Women and Bodies
Technological Design and Innovation: Toward the Good Life
The Fix is In: Sports Page Scandals
The Gift of Gab: Language, Power and Persuasion
Twice-Told Tales
Video Games as Media
War Talk
What Do You Believe? Religions, Denominations, Orders, and Sex [sic] Sects
Whodunit Theatre: Creating, Writing, and Hosting Your Own Murder Mystery Theatre

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 at least 45 college credits before taking a Connections course.

AFRI 262 Cultural Issues in Africana Studies
ANTH 262 Indigenous Rights and the Global Environment
ANTH 265 Anthropological Perspectives on Childhood
ANTH 266 Anthropological and Indigenous Perspectives on Place
ART 261 Art and Money
BIOL 261 The World’s Forests
COMM 261 Issues in Free Speech
COMM 262 Dialect – What we Speak
COMM 263 East Asian Media and Popular Culture
ENGL 261 Arctic Encounters
ENGL 262 Women, Crime, and Representation
ENGL 263 Zen - East and West
ENGL 265 Women’s Stories Across Cultures
ENGL 266 Food Matters: The Rhetoric of Eating
ENGL 267 Books That Changed American Culture
FILM 262 Cross-Cultural Projections: Exploring Cinematic Representation
GED 262 Native American Narratives
GED 263 The Holocaust and Genocide
GED 264 Multicultural Views Same Sex Orientation and Transsexuality
GED 265 Disability Viewed Through Cross-Cultural Lenses
GED 268 Bullying Viewed from Multicultural Lifespan Perspectives
GEND 261 Resisting Authority: Girls of Fictional Futures
GEOG 261 Globalization, Cities and Sustainability
HIST 263 Christianity
HIST 267 Europe and Beyond: Historiological Reminiscences
HIST 268 Civil Rights and National Liberation Movements
HIST 269 Jazz and Civil Rights: Freedom Sounds
HIST 272 Globalization 15th Century to the Present
HIST 273 Latin America and Globalization, 1492-Present
HIST 275 Russia from Beginning to End
HONR 264 Seminar in Cross-Cultural and Interdisciplinary Issues
MUS 261 Music and Multimedia
NURS 262 Substance Abuse as a Global Issue
NURS 264 Status of the World’s Children
NURS 266 Health and Cultural Diversity
PHIL 262 Freedom and Responsibility
PHIL 263 The Idea of God
PHIL 265 Philosophical Issues of Gender and Sex
PHIL 266 Asian Philosophies: Theory and Practice
POL 262 Power and Community
POL 266 Investing in the Next Global Economy
POL 267 Immigration, Citizenship, and National Identity
SOC 264 Sex and Power: Global Gender Inequality
SOC 267 Comparative Perspectives on Higher Education
SUST 261 Exploring Nature through Art, Science, Technology
THTR 261 Contemporary Black Theatre: Cultural Perspectives
## 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 167</td>
<td>Music Cultures of Non-Western Worlds</td>
<td>ENGL 113</td>
<td>Approaches to Drama</td>
</tr>
<tr>
<td>ART 101</td>
<td>Drawing I: General Drawing</td>
<td>FILM 116</td>
<td>Approaches to Film &amp; Film Criticism</td>
</tr>
<tr>
<td>ART 104</td>
<td>Design I: Two Dimensional Design</td>
<td>MUS 167</td>
<td>Music Cultures of Non-Western Worlds</td>
</tr>
<tr>
<td>ART 201</td>
<td>Introduction to Visual Arts (No longer offered)</td>
<td>MUS 201</td>
<td>Survey of Music</td>
</tr>
<tr>
<td>ART 210</td>
<td>Nurturing Artistic &amp; Musical Development</td>
<td>MUS 203</td>
<td>Elementary Music Theory</td>
</tr>
<tr>
<td>ART 231</td>
<td>Prehistoric to Renaissance Art</td>
<td>PHIL 230</td>
<td>Aesthetics</td>
</tr>
<tr>
<td>ART 232</td>
<td>Renaissance Art to Modern Art</td>
<td>THTR 240</td>
<td>Appreciation &amp; Enjoyment of the Theatre</td>
</tr>
<tr>
<td>COMM 241</td>
<td>Introduction to Cinema and Video</td>
<td>THTR 242</td>
<td>Acting for Non-Majors</td>
</tr>
<tr>
<td>DANC 215</td>
<td>Contemporary Dance &amp; Culture</td>
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### History

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<tr>
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</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>Multiple Voices: Africa in the World</td>
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<tr>
<td>HIST 102</td>
<td>Multiple Voices: Asia in the World</td>
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<tr>
<td>HIST 103</td>
<td>Multiple Voices: Europe in the World to 1600</td>
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</tr>
<tr>
<td>HIST 104</td>
<td>Multiple Voices: Europe in the World since 1600</td>
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</table>

### Literature

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ENGL 120</td>
<td>Studies in Literature and Identity</td>
<td>FREN 115</td>
<td>Literature of the French Speaking World</td>
</tr>
<tr>
<td>ENGL 121</td>
<td>Studies in Literature and the Canon</td>
<td>ITAL 115</td>
<td>Literature of Italy</td>
</tr>
<tr>
<td>ENGL 122</td>
<td>Studies in Literature and the Canon</td>
<td>PORT 115</td>
<td>Literature of the Portuguese Speaking World</td>
</tr>
<tr>
<td>ENGL 123</td>
<td>Studies in Literature and Genre</td>
<td>SPAN 115</td>
<td>Literature of the Spanish Speaking World</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MATH 139</td>
<td>Contemporary Topics in Mathematics</td>
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<tr>
<td>MATH 177</td>
<td>Quantitative Business Analysis I</td>
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<tr>
<td>MATH 209</td>
<td>Precalculus Mathematics</td>
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</table>

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

### Natural Science (lab required)

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Fundamental Concepts of Biology (Formerly BIOL 109)</td>
<td>PHYS 110</td>
<td>Introductory Physics</td>
</tr>
<tr>
<td>BIOL 108</td>
<td>Basic Principles of Biology</td>
<td>PHYS 200</td>
<td>Mechanics</td>
</tr>
<tr>
<td>BIOL 111</td>
<td>Introductory Biology</td>
<td>PSCI 103</td>
<td>Physical Sciences</td>
</tr>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I</td>
<td>PSCI 211</td>
<td>Introduction to Astronomy</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General, Organic, and Biological Chemistry I</td>
<td>PSCI 212</td>
<td>Introduction to Geology</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>General Physics I</td>
<td>PSCI 217</td>
<td>Introduction to Oceanography</td>
</tr>
<tr>
<td>PHYS 110</td>
<td>Introductory Physics</td>
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</table>

### Social and Behavioral Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AFRI 200</td>
<td>Introduction to Africana Studies</td>
<td>POL 201</td>
<td>Development of American Democracy</td>
</tr>
<tr>
<td>ANTH 101</td>
<td>Introduction to Cultural Anthropology</td>
<td>POL 202</td>
<td>American Government</td>
</tr>
<tr>
<td>ANTH 102</td>
<td>Introduction to Archaeology</td>
<td>POL 203</td>
<td>Global Politics</td>
</tr>
<tr>
<td>ANTH 104</td>
<td>Introduction to Anthropological Linguistics</td>
<td>POL 204</td>
<td>Introduction to Political Thought</td>
</tr>
<tr>
<td>ANTH 205</td>
<td>Race, Culture and Ethnicity: Anthropological Perspectives</td>
<td>PSYC 110</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>COMM 240</td>
<td>Mass Media and Society</td>
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<tr>
<td>ECON 200</td>
<td>Introduction to Economics</td>
<td>SOC 200</td>
<td>Society and Social Behavior</td>
</tr>
<tr>
<td>GEND 200</td>
<td>Gender in Society</td>
<td>SOC 202</td>
<td>The Family</td>
</tr>
<tr>
<td>GEOG 100</td>
<td>Introduction to Environmental Studies</td>
<td>SOC 204</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>GEOG 101</td>
<td>Introduction to Geography</td>
<td>SOC 207</td>
<td>Crime and Criminal Justice</td>
</tr>
<tr>
<td>GEOG 200</td>
<td>World Regional Geography</td>
<td>SOC 208</td>
<td>Minority Group Relations</td>
</tr>
<tr>
<td>GEOG 206</td>
<td>Disaster Management</td>
<td>SOC 217</td>
<td>Aging and Society</td>
</tr>
</tbody>
</table>
The Second Language Requirement may be fulfilled in any of the following ways:

- Please Note:
  - 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.
  
  Please Note:
  - The Modern Language online placement test cannot be used to satisfy the language requirement. It is only a tool to select a class.
  - If a student places at the 114 level through the placement test, he or she can take French 115, Italian 115, Portuguese 115, or Span 115 and satisfy the language requirement as well as the Literature category.

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

1. By completing a RIC language course 102 or higher with a minimum grade of C. Note that the prerequisite for 102 language courses is completion of 101 with a passing grade, placement through the departmental online placement exam for selected languages, or consent of Department Chair. American Sign Language (ASL) courses may satisfy the Second Language Requirement.

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 middle school or high school transcript from a non-English-speaking country of origin.

May 17, 2016