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 offer 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. The program also includes an integrated course that emphasizes comparative perspectives on particular topics or ideas.

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 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.
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.

Representative First Year Seminars

- Activism and Social Movements
- Aliens Save Atlantis!
- Black Homelands: Real and Imagined Spaces and Black Identities
- Contributions of Individuals with Disabilities to Global Society
- Creativity in YOU
- Cuneiform to Cyberspace
- Ethics in the family: From birth to death
- Fantastical World Travel Adventures
- From the “Raja” to the “Desi” Romance: 100 years of Bollywood
- Global Perspectives on Health
- Graffiti Punks and Photojournalists: Art, Power, and Politics
- Health Communications: I Wonder What They Really Mean
- Immigrant Children and the Children of Immigrants: Growing Up in a New America
- Language and Gender
- Leadership Studies Through the Biography
- Music and the Social World
- Native Arts
- Performance in the First Person: This is ME!
- Philosophy of Death
- Philosophy of Mind and Mental Disorder
- Raid the collections!: Making discoveries in Rhode Island College collections
- Religions
- Self, Mind, and Heart in Asian Philosophies
- Sex Rights, Sex Wrongs
- Shock Therapy: Drama as Protest
- So you want a revolution? Rhetoric, Culture and Politics of the 1960s
- Sustainability
- Tattoos aren’t just for sailors anymore: Men, Women, and Bodies
- The Fix is In: Sports Page Scandals
- You, Inc.: The Business of You

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
ART 262 Encounters with Global Arts
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
GEND 261 Resisting Authority: Girls of Fictional Futures
GEND 262 Lights, Camera, Gender: Gender in Film
GEOG 261 Globalization, Cities and Sustainability
HIST 263 Christianity
HIST 267 Europe and Beyond: Historical 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
POL 268 Asian Studies: Theory and Practice
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**

- **ANTH 167** Music Cultures of Non-Western Worlds
- **ART 101** Drawing I: General Drawing
- **ART 104** Design I: Two Dimensional Design
- **ART 201** Introduction to Visual Arts (No longer offered)
- **ART 210** Nurturing Artistic & Musical Development
- **ART 231** Prehistoric to Renaissance Art
- **ART 232** Renaissance Art to Modern Art
- **COMM 241** Introduction to Cinema and Video
- **COMM 244** Digital Media Lab
- **DANC 215** Contemporary Dance & Culture

**History**

- **HIST 101** Multiple Voices: Africa in the World
- **HIST 102** Multiple Voices: Asia in the World
- **HIST 103** Multiple Voices: Europe in the World to 1600
- **HIST 104** Multiple Voices: Europe in the World since 1600
- **HIST 105** Multiple Voices: Latin America in the World
- **HIST 106** Multiple Voices: Muslim Peoples in the World
- **HIST 107** Multiple Voices: The United States in the World

**Literature**

- **ENGL 120** Studies in Literature and Identity
- **ENGL 121** Studies in Literature and Nation
- **ENGL 122** Studies in Literature and the Canon
- **ENGL 123** Studies in Literature and Genre
- **ENGL 113** Approaches to Drama
- **FREN 115** Literature of the French Speaking World
- **ITAL 115** Literature of Italy
- **PORT 115** Literature of the Portuguese Speaking World
- **SPAN 115** Literature of the Spanish Speaking World

**Mathematics**

- **MATH 139** Contemporary Topics in Mathematics
- **MATH 177** Quantitative Business Analysis I
- **MATH 212** Calculus I
- **MATH 240** Statistical Methods I
- **MATH 209** Precalculus Mathematics

**Natural Science (lab required)**

- **BIOL 100** Fundamental Concepts of Biology (Formerly BIOL 109)
- **BIOL 108** Basic Principles of Biology
- **BIOL 111** Introductory Biology
- **CHEM 103** General Chemistry I
- **CHEM 105** General, Organic, and Biological Chemistry I
- **CHEM 106** Pre-Biophysical Chemistry I
- **CHEM 110** General Chemistry II
- **CHEM 114** General, Organic, and Biological Chemistry II
- **PHYS 101** General Physics I
- **PHYS 105** General Physics II
- **PHYS 109** Introductory Physics
- **PHYS 110** Introductory Physics
- **PHYS 200** Mechanics
- **PHYS 208** Physical Science Interdisciplinary
- **PSCI 101** Introduction to Political Science
- **PSCI 103** Physical Sciences
- **PSCI 211** Introduction to Astronomy
- **PSCI 212** Introduction to Geology
- **PSCI 217** Introduction to Oceanography

**Social and Behavioral Sciences**

- **AFRI 200** Introduction to Africana Studies
- **ANTH 101** Introduction to Cultural Anthropology
- **ANTH 102** Introduction to Archaeology
- **ANTH 104** Introduction to Anthropological Linguistics
- **COMM 240** Mass Media and Society
- **ECON 200** Introduction to Economics
- **GEND 200** Gender in Society
- **GEOG 100** Introduction to Environmental Studies
- **GEOG 101** Introduction to Geography
- **GEOG 200** World Regional Geography
- **GEOG 206** Disaster Management
- **POL 201** Development of American Democracy
- **POL 202** American Government
- **POL 203** Global Politics
- **POL 204** Introduction to Political Thought
- **PSYC 110** Introduction to Psychology
- **PSYC 215** Social Psychology
- **SOCI 101** Introduction to Sociology
- **SOCI 200** Society and Social Behavior
- **SOCI 202** The Family
- **SOCI 204** Urban Sociology
- **SOCI 207** Crime and Criminal Justice
- **SOCI 208** Minority Group Relations
- **SOCI 217** Aging and Society

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.
Advanced Quantitative/Scientific Reasoning

Prerequisites are in parentheses following the course title. “Math GE” means “Any Mathematics General Education Course; “NS GE” mean “Any Natural Science General Education Course.”

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>ANTH 306</td>
<td>Primate Ecology and Social Behavior (BIOL 100 or BIOL 108 or BIOL 111)</td>
<td>MATH 239</td>
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<tr>
<td>ANTH 307</td>
<td>Human Nature: Evolution, Ecology and Behavior (BIOL 100 or BIOL 108 or BIOL 111)</td>
<td>MATH 241</td>
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<tr>
<td>ANTH 235</td>
<td>Bones and Stones: How Archaeologists Know (Math GE or NS GE)</td>
<td>MATH 248</td>
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<td>BIOL 221</td>
<td>Genetics (BIOL 111/BIOL 112)</td>
<td>MATH 324</td>
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<td>BIOL 335</td>
<td>Human Physiology (BIOL 111 and BIOL 112, or BIOL 108 and BIOL 231)</td>
<td>PHIL 220</td>
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<td>CHEM 104</td>
<td>General Chemistry II (CHEM 103)</td>
<td>PHYS 102</td>
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<tr>
<td>CHEM 106</td>
<td>General, Organic, and Biological Chemistry II (CHEM 105)</td>
<td>PHYS 120</td>
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<tr>
<td>CSCI 423</td>
<td>Analysis of Algorithms (CSCI 315, MATH 212 and MATH 436)</td>
<td>PHY 201</td>
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<td>GEOG 201</td>
<td>Mapping our Changing World (Math GE)</td>
<td>PHYS 309</td>
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<tr>
<td>GEOG 205</td>
<td>Earth’s Physical Environments World (Math GE)</td>
<td>PSCI 208</td>
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<tr>
<td>HIST 207</td>
<td>Quantitative History through Applied Statistics (MATH 240 or 248 and the History Distribution Requirement)</td>
<td>PSCI 214</td>
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<tr>
<td>HSCI 232</td>
<td>Human Genetics (BIOL 100, 108, or 111)</td>
<td>PHYS 301</td>
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<tr>
<td>MATH 213</td>
<td>Calculus II (MATH 212)</td>
<td>MATH 213</td>
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<td>MATH 212</td>
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<td>MATH 212</td>
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</tbody>
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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.

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. Completing ASL 102 (American Sign Language) with a minimum grade of C also satisfies 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).

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 2, 2018