General Education Committee
Report to the Faculty Senate #2015-16-5
November 19, 2015

I. Amendment to the General Education Program

At the September 17, 2015 Faculty Senate Meeting, the following amendment to the General Education Program was approved:

> Of the courses taken to complete General Education requirements, only three (3) courses, or up to 12 credits not exceeding three (3) courses, may share the same disciplinary code. An exception to the limit is allowed for the HPR (Honors Program topic) course code.

It has been subsequently determined that the wording of this requirement restricts the program in unintended ways. Many Lecture/Lab courses require that students register concurrently for the Lecture course and the Lab course separately. For example, enrollment in Elementary Physics would consume two of the 3 allowed courses in the PHY disciplinary code, PHY 203 and PHY 273. Also, in disciplines with many 1-credit courses such as Music, the 3 course limit is prohibitive in unintended ways.

It is proposed to remedy this unintended restriction by the following amendment:

> Of the courses taken to complete General Education requirements, only ~~three (3) courses, or~~ up to 12 credits ~~not exceeding three (3) courses,~~ may share the same disciplinary code. An exception to the limit is allowed for the HPR (Honors Program topic) course code.

The intent of the initial amendment, to broaden the program, is retained.

II. Proposed University Manual Language Changes and Proposed University Catalog Language Changes

**Proposed University Manual Language Changes
General Education Program**

[track changes indicated]

Chapter 8 – Regulations for Students

Academic Requirements

8.20.10 General Education. ~~The purpose of general education at the University of Rhode Island is to lay a foundation for the lifelong enrichment of the human experience and for a thoughtful and active engagement with the world around us. This foundation is built on recognition of the complex nature of the natural and human worlds. The objective of general education is to introduce students to the fundamental dimensions of this complexity and to build an appreciation of different ways of understanding it and different cultural responses to it. Specifically, courses in the seven (7) core areas of General Education address: Artistic and literary expression and interpretation (Fine Arts and Literature see 8.20.14); wisdom and traditions of the past and present in a global setting (Letters see 8.20.17); interrelationships of the natural world (Natural Sciences see 8.20.16); human behavior in social, economic, cultural, and political contexts (Social Sciences see 8.20.15); mathematical and quantitative skills and their application (Mathematical and Quantitative Reasoning see 8.20.13); writing and speaking in English (English Communication see 8.20.12); communicating across cultures (Foreign Language/Cross-cultural Competence see 8.20.18). #03-04–29~~

~~In addition, because particular skills are essential to a thoughtful engagement with the world, each course in General Education must incorporate opportunities to practice three (3) or more of the following: reading complex texts, writing effectively, speaking effectively, examining human differences, using quantitative data, using qualitative data, using information technology, engaging in artistic activity (see 8.20.23 for descriptions of integrated skills). #03-04–29~~
The foundation of all academic efforts begins with a broad base of knowledge covering all areas of human accomplishment and experience, broadly categorized as the arts, the humanities, the sciences including mathematics, and the social sciences. Therefore, URI students will gain exposure to the theories and practices of these four areas, as well as on their relationships to one another, regardless of each student's major. Knowledge, by itself, is insufficient for development of well-rounded individuals. URI students will receive focused training and practice in the competencies of writing, oral communication,

mathematics, and information literacy and apply all four to a wide variety of projects. Knowledge and competencies, however, are still insufficient. To be a fully functioning citizen, students must develop a sense of their place in society at the local, national, and global levels. URI students will be exposed to the experience and practice of responsibilities in civic engagement, global perspectives, and cultural competency to clearly perceive and engage with the world in which they live. Through a General Education program pursued across a college career and in conjunction with specialized work in one or more majors, the student must clearly demonstrate the ability to synthesize knowledge, competencies, and responsibilities in a coherent and comprehensive display of scholarly or practice-based work. This is the fundamental goal of the URI General Education program -- to enable students to develop themselves as scholars and individuals ready to employ and synthesize knowledge, competencies, and responsibilities, to solve problems and to engage confidently with the personal, public, and professional spheres.

The General Education program will assess student exposure to twelve (12) Student Learning Outcomes in four (4) areas:

A. Build *knowledge* of diverse peoples and cultures and of the natural and physical world.

    1. Understand and apply theories and methods of the *science, technology, engineering, and mathematical (STEM) disciplines*.

    2. Understand theories and methods of the *social and behavioral sciences*.

    3. Understand the context and significance of the *humanities* using theoretical and historical perspectives.

    4. Understand the context and significance of arts and design using aesthetic and technical perspectives on form, creativity, and performance.

B. Develop intellectual and interdisciplinary *competencies* for academic and lifelong learning.

    1. *Write* effective and precise texts that fulfill their communicative purposes and address various audiences.

    2. *Communicate effectively* via understanding audiences, listening, delivering oral presentations, and actively participating in teams or group work.

3. Apply the appropriate *mathematical*, *statistical, or computational strategies* to problem solving.

4. Develop *information literacy* to independently research complex issues.

C. Exercise individual and social *responsibilities*.

1. Develop and engage in *civic knowledge and responsibilities*.

2. Develop and exercise *global responsibilities*.

3. Develop and exercise *cultural competencies*

D. *Integrate and apply* these abilities and capacities, adapting them to new settings, questions, and responsibilities to lay the foundation for lifelong learning.

1. Demonstrate the ability to *synthesize* multiple knowledge perspectives, competencies, and responsibilities.

8.20.11 All baccalaureate students at the University of Rhode Island shall fulfill the University's General Education requirements as outlined in paragraphs 8.20.12 through 8.20.~~24~~ 14 (for exception(s) see paragraph 8.20.~~19~~15). Students may fulfill their University General Education requirements throughout their undergraduate career~~will normally fulfill a majority of their University General Education requirements while in residence at University College~~. Transfer students may receive General Education credit for courses taught at another institution insofar as such courses are equivalent to courses given General Education credit at the University of Rhode Island. ~~Students pursuing a second baccalaureate degree shall be exempt from general education requirements for the second degree if in the judgment of their academic dean they have completed comparable requirements for their first degree.~~ (#03-04–29)

8.20.12 All General Education courses will assess two Student Learning Outcomes, in the following configurations:

Knowledge (Area A) and Competency (Area B)
Knowledge (Area A) and Responsibility (Area C)
Competency (Area B) and Competency (Area B)
Competency (Area B) and Responsibility (Area C)
Integration (Area D) and Competency (Area B)
Integration (Area D) and Responsibility (Area C)

Students must take at a minimum of three (3) credits of courses, or an approved sequence, for each of the twelve (12) assessed Student Learning Outcomes, plus additional courses to complete a minimum of 40 credits of approved General Education courses. Approved General Education courses must cover at least 1 Student Learning Outcome fully; courses may cover 2 Student Learning Outcomes fully. Overlap is allowed when a course fulfills two Student Learning Outcomes, but the credits cannot be double counted (within General Education courses) towards the total of 40. For information on having any requirement waived by proficiency examination see 8.20.15.

baccalaureate students shall be required to take six credits in courses that improve written and oral communication skills. This English Communication requirement includes at least three credits devoted specifically to courses designed to improve written communication skills. Courses which are appropriate for fulfilling the English Communication requirement in general shall be designated "(EC)" and courses which are appropriate for fulfilling the written English Communication requirement shall be designated "(ECw)" in the University Catalog. Only one 100-level writing (ECw) course may be included in satisfying the six-credit English Communication requirement. However, students who complete two 100-level writing courses in the English Language Studies program may count both courses toward the English Communication requirement. For information on having this requirement waived by proficiency examination see 8.20.19. #03-04-29, #05-06-25

8.20.13 A student must take one (1) course from those courses designated as a Grand Challenge courses by the suffix "G" following the course code and number (e.g. COM 100G). A Grand Challenge course is an interdisciplinary General Education course that may be offered at any level (100 to 400). It is designed to facilitate students' exploration of multiple perspectives on areas of contemporary significance, including their ethical implications, and to provide a stimulating and innovative course experience that addresses significant global challenges and broadens students' understanding of the critical issues facing them in the 21st century. In order to ensure exposure to the subject matter in mathematical and quantitative reasoning, all baccalaureate students shall take three credits in courses that advance skills in, understanding of, and appreciation for mathematics and the disciplines that have grown from mathematics. Courses which are appropriate for fulfilling this requirement shall be designated "(MQ)" in the University Catalog. for information on having this requirement waived by proficiency examination see 8.20.19. #03-04-29

8.20.14 Any course that assesses two (2) of the General Education Student Learning Outcomes may be submitted to the General Education Committee for approval to fulfill General Education requirements, regardless of that course's place in a major or prerequisites. No college, department, major, minor, or other program or course of study may require a student to choose a specific course to satisfy the General Education requirements, although courses that fulfill requirements or pre-requisites for majors which also happen to satisfy General

Education requirements can be recommended through advising. Of the courses taken to complete General Education requirements, only up to 12 credits may share the same disciplinary code. An exception to the limit is allowed for the HPR (Honors Program topic) course code. ~~In order to ensure exposure to the subject matter in fine arts and literature, all baccalaureate students shall take six credits in courses in the Fine Arts and Literature core area. This core area shall include courses that promote aesthetic interpretation and an appreciation of its role in human experience; courses related to historical and critical study of the arts and literature as well as creative activity. Courses which are appropriate for fulfilling this requirement shall be designated "(A)" in the University Catalog. #03-04—29~~

8.20.15 Eligible students may have the requirement waived in any of the Competencies (B) or Responsibilities (C) of the Student Learning Outcomes by successfully passing a proficiency test before the beginning of their second semester of full-time registration. The General Education Committee shall determine criteria for eligibility no later than February of each year so that new students may be notified of these criteria as part of their Orientation. In February, the departments also shall report on these criteria and the results of the current year's proficiency testing to the General Education Committee.
~~In order to ensure exposure to the subject matter in social sciences, all baccalaureate students shall take six credits in courses in the Social Sciences core area. This core area shall include courses related to the study of human development and behavior and varying social, economic, cultural, and political solutions to societal and global problems. Courses which are appropriate for fulfilling this requirement shall be designated "(S)" in the University Catalog. #03-04—29~~

8.20.16 Topics for the Honors Colloquium and other Honors courses shall be considered for General Education upon request of the Honors Program and Visiting Scholars Committee.
~~In order to ensure exposure to the subject matter in natural sciences, all baccalaureate students shall take six credits in courses in the Natural Sciences core area. Courses in this area employ scientific methods to examine the physical nature of the world, the biological dimension of human life, and the nature of the environment and its various life forms. Courses which are appropriate for fulfilling this requirement shall be designated "(N)" in the University Catalog. #03-04—29~~

8.20.17 The General Education Committee shall make recommendations to the Faculty Senate regarding implementation and administration of General Education and shall report periodically its evaluation of the General Education Program, including a review of the appropriateness of courses for General Education.
~~In order to ensure exposure to the subject matter in letters, all baccalaureate students shall take six credits in courses in the Letters core area. This core area shall include courses that examine human values, thought and culture in social,~~

historical, and philosophical contexts through the use of primary sources and critical expositions. Courses which are appropriate for fulfilling this requirement shall designated "(L)" in the University Catalog. #03-04-29

8.20.18 Courses in the Foreign Language/Cross-cultural Competence core area promote understanding of one's own cultural perspective in a multicultural world and develop the skills necessary to work, live, and interact with persons from different backgrounds, including developing bilingual skills, the comparative study of cultures, the study of cross-cultural communication, and/or study/internships abroad. All baccalaureate students shall take course work in a foreign language or culture or demonstrate competency through the intermediate level (104 in a living language or 302 in a classical language). This requirement may be satisfied as follows: 1) a two-course sequence in a language previously studied for two or more years in high school through at least the 103 level in a living language or 301 in a classical language appropriate to a student's level of competence (e.g. 102 and 103, 102 and 301; 131 and 103; 103 and 104; 301 and 302). All placement issues, including appropriateness are the responsibility of the Languages Department; 2) demonstration of competence through the intermediate level by proficiency examination (see 8.20.19) or by successfully completing the 104 level in a living language or the 302 level in a classical language; 3) course work in a language not previously studied (or studied for less than two years in high school) through the beginning level; 4) two courses selected from the list of courses designated by the University College and General Education Committee as Cross-cultural Competence courses; 5) study abroad in an approved academic program for one semester; 6) majoring in a foreign language. Formally registered international students, students with a recognized immigrant status and students who are naturalized citizens may be exempt from the foreign language or cross-cultural competence requirement at the discretion of the dean of the student's academic college. Courses which are appropriate for fulfilling this requirement shall be designated "(FC)" in the University Catalog. #03-04-29

8.20.19 Eligible students may have the requirement waived in writing (ECw), mathematical and quantitative reasoning (MQ), and/or foreign languages or cross-cultural competence c(FC) by successfully passing a proficiency test before the beginning of their second semester of full-time registration. Students who transfer from B.S. to B.A. programs may request proficiency testing in foreign language before the beginning of their second semester in the B.A. program. (Students for whom a requirement is waived must still complete the specified number of credits for their degree program.) The College Writing Program, Mathematics, and Languages departments shall determine criteria for eligibility no later than February of each year so that new students may be notified of these criteria as part of their Orientation. In February the departments also shall report on these criteria and the results of the current year's proficiency testing to the UCGE Committee. #03-04-29

8.20.20 Individual colleges may decrease the University General Education requirements by reducing the number of credits in any one of the core areas defined in paragraphs 8.20.14-8.20.18 by three credits. #03-04--29

8.20.21 In the Colleges of Arts and Sciences, the Environment and Life Sciences, and Human Science and Services and for the BIS program, credits within a student's own field of concentration may not be counted towards General Education requirements in Fine Arts and Literature, Letters, Natural Sciences and Social Sciences. In the other colleges, credits within a student's professional college may not be counted towards General Education requirements. However, courses which serve as prerequisites for a concentration can be used to fulfill the General Education requirement. Exceptions to the above may be granted by the UCGE Committee and the Faculty Senate. #03-04--29, #05-06--25

8.20.22 Each undergraduate course approved as appropriate for General Education may be placed in more than one core area. If a course is countable in more than one core area, a student may count the course in only one core area. Core area designations shall be indicated in the University Catalog Placement of courses within core areas shall be determined by the University College and General Education Committee (UCGE) and the Faculty Senate based on recommendations from the colleges. The following criteria shall apply: 1) courses, except those focusing on essential skills, must acquaint students with the modes of thought and methods of inquiry used in the particular discipline while giving due weight to content; 2) courses must serve the needs and interests of students throughout the University and not be designed primarily to satisfy concentration or professional program requirements; 3) courses to be included in any particular core area may be drawn from departments other than the one bearing the name of the core area; 4) courses with prerequisites will usually not be appropriate for General Education purposes except that a course with a single prerequisite which is itself appropriate for General Education may be appropriate; 5) in general, topics, directed study, and other open ended courses shall be excluded from consideration for General Education; topics for the Honors Colloquium shall be considered for General Education upon request of the Honors Program and Visiting Scholars Committee. #03-04--29

8.20.23 The following integrated skills shall be addressed in a substantial part of the coursework and in the evaluation of students' performance:

a. Read complex texts: Course requires students to "read," evaluate, and interpret primary sources, critical commentaries, or works of art.

b. Write effectively: Course requires written assignments designed to allow students to practice and improve writing skills with regular feedback from the instructor such as by submitting drafts and revisions, by writing a series of comparable papers, or by writing long assignments in shorter units.

c. Speak effectively: Course requires oral presentations designed to allow students to practice and improve speaking skills with instructor and/or group feedback.

d. Examine human differences: Course requires assignments which examine the role of difference within and across national boundaries. Appropriate examples of "difference" would include but not be limited to race, religion, sexual orientation, language, culture, and gender.

e. Use of quantitative data: Course requires assignments which involve the analysis, interpretation, and/or use of quantitative data to test a hypothesis, build a theory, or illustrate and describe patterns.

f. Use of qualitative data: Course requires assignments which involve the analysis, interpretation, and/or use of qualitative data to test a hypothesis, build a theory, or illustrate and describe patterns.

g. Use of information literacy: Course requires assignments which involve accessing and critically evaluating information, such as an iterative search evaluate-search process (in print or online) or assessing sources for reliability, currency, authority, and relevance. Course may also require assignments involving use of computer programs, introduction to publishing practices, etc. as long as searching and/or evaluating are also included in the assignments. #09-10-20

h. Engage in artistic activity: Course requires assignments which involve the creative process in the practice of fine arts skills and aesthetic appreciation with instructor and/or group feedback. #03-04-29

8.20.24 To ensure that students are exposed to courses that include a multicultural or diversity requirement, two of the courses taken as part of a student's general education program must include the examining human differences skill. These two courses shall be selected from courses designated by a "D." Only one course in a foreign language may be applied to the diversity overlay. This overlay does not increase the number of credits required in the general education program. #03-04-29, #04-05-4

8.20.25 The University College and General Education Committee shall make recommendations to the Faculty Senate regarding implementation and administration of General Education and shall report periodically its evaluation of the General Education Program, including a review of the appropriateness of courses for General Education. #03-04-29

8.20.30 General Education is only a portion of any undergraduate degree program. Major and minor requirements along with electives contribute significantly to students' education. All programs should include in their curricula

opportunities for students to develop further the skills that this ~~general~~ General ~~education~~ Education program addresses. As a consequence of the interaction between General Education and major programs, the University of Rhode Island expects that all programs will lead students toward:

a. The ability to think critically in order to solve problems and question the nature and sources of authority.

b. The ability to use the methods and materials characteristic of each knowledge area with an understanding of the interrelationship among and the interconnectedness of the core areas.

c. A commitment to intellectual curiosity and lifelong learning.

d. An openness to new ideas with the social skills necessary for both teamwork and leadership;

e. The ability to think independently and be self-directed; to make informed choices and take initiative. #03-04–29

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Proposed University Manual Language Changes
General Education Program
[changes incorporated]

Chapter 8 – Regulations for Students

Academic Requirements

8.20.10 General Education. The foundation of all academic efforts begins with a broad base of knowledge covering all areas of human accomplishment and experience, broadly categorized as the arts, the humanities, the sciences including mathematics, and the social sciences. Therefore, URI students will gain exposure to the theories and practices of these four areas, as well as on their relationships to one another, regardless of each student's major. Knowledge, by itself, is insufficient for development of well-rounded individuals. URI students will receive focused training and practice in the competencies of writing, oral communication, mathematics, and information literacy and apply all four to a wide variety of projects. Knowledge and competencies, however, are still insufficient. To be a fully functioning citizen, students must develop a sense of their place in society at the local, national, and global levels. URI students will be exposed to the experience and practice of responsibilities in civic engagement, global perspectives, and cultural competency to clearly perceive and engage with the world in which they live. Through a General Education program pursued across a college career and in conjunction with specialized work in one or more

majors, the student must clearly demonstrate the ability to synthesize knowledge, competencies, and responsibilities in a coherent and comprehensive display of scholarly or practice-based work. This is the fundamental goal of the URI General Education program -- to enable students to develop themselves as scholars and individuals ready to employ and synthesize knowledge, competencies, and responsibilities, to solve problems and to engage confidently with the personal, public, and professional spheres.

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   3. Understand the context and significance of the **humanities** using theoretical and historical perspectives.

   4. Understand the context and significance of **arts and design** using aesthetic and technical perspectives on form, creativity, and performance.

B. Develop intellectual and interdisciplinary **competencies** for academic and lifelong learning.

   1. **Write** effective and precise texts that fulfill their communicative purposes and address various audiences.

   2. **Communicate effectively** via understanding audiences, listening, delivering oral presentations, and actively participating in teams or group work.

   3. Apply the appropriate **mathematical**, **statistical, or computational strategies** to problem solving.

   4. Develop **information literacy** to independently research complex issues.

C. Exercise individual and social **responsibilities**.

   1. Develop and engage in **civic knowledge and responsibilities**.

2. Develop and exercise ***global responsibilities***.

3. Develop and exercise ***cultural competencies***

D. ***Integrate and apply*** these abilities and capacities, adapting them to new settings, questions, and responsibilities to lay the foundation for lifelong learning.

1. Demonstrate the ability to **synthesize** multiple knowledge perspectives, competencies, and responsibilities.

8.20.11 All baccalaureate students at the University of Rhode Island shall fulfill the University's General Education requirements as outlined in paragraphs 8.20.12 through 8.20.14 (for exception(s) see paragraph 8.20.15). Students may fulfill their University General Education requirements throughout their undergraduate career. Transfer students may receive General Education credit for courses taught at another institution insofar as such courses are equivalent to courses given General Education credit at the University of Rhode Island. (#03-04–29)

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Students must take at a minimum of three (3) credits of courses, or an approved sequence, for each of the twelve (12) assessed Student Learning Outcomes, plus additional courses to complete a minimum of 40 credits of approved General Education courses. Approved General Education courses must cover at least 1 Student Learning Outcome fully; courses may cover 2 Student Learning Outcomes fully. Overlap is allowed when a course fulfills two Student Learning Outcomes, but the credits cannot be double counted (within General Education courses) towards the total of 40. For information on having any requirement waived by proficiency examination see 8.20.15.

8.20.13 A student must take one (1) course from those courses designated as a Grand Challenge courses by the suffix "G" following the course code and number (e.g. COM 100G). A Grand Challenge course is an interdisciplinary General Education course that may be offered at any level (100 to 400). It is designed to facilitate students' exploration of multiple perspectives on areas of contemporary significance, including their ethical implications, and to provide a stimulating and

innovative course experience that addresses significant global challenges and broadens students' understanding of the critical issues facing them in the 21st century.

8.20.14 Any course that assesses two (2) of the General Education Student Learning Outcomes may be submitted to the General Education Committee for approval to fulfill General Education requirements, regardless of that course's place in a major or prerequisites. No college, department, major, minor, or other program or course of study may require a student to choose a specific course to satisfy the General Education requirements, although courses that fulfill requirements or pre-requisites for majors which also happen to satisfy General Education requirements can be recommended through advising. Of the courses taken to complete General Education requirements, only up to 12 credits may share the same disciplinary code. An exception to the limit is allowed for the HPR (Honors Program topic) course code.

8.20.15 Eligible students may have the requirement waived in any of the Competencies (B) or Responsibilities (C) of the Student Learning Outcomes by successfully passing a proficiency test before the beginning of their second semester of full-time registration. The General Education Committee shall determine criteria for eligibility no later than February of each year so that new students may be notified of these criteria as part of their Orientation. In February, the departments also shall report on these criteria and the results of the current year's proficiency testing to the General Education Committee.

8.20.16 Topics for the Honors Colloquium and other Honors courses shall be considered for General Education upon request of the Honors Program and Visiting Scholars Committee.

8.20.17 The General Education Committee shall make recommendations to the Faculty Senate regarding implementation and administration of General Education and shall report periodically its evaluation of the General Education Program, including a review of the appropriateness of courses for General Education.

8.20.30 General Education is only a portion of any undergraduate degree program. Major and minor requirements along with electives contribute significantly to students' education. All programs should include in their curricula opportunities for students to develop further the skills that this General Education program addresses. As a consequence of the interaction between General Education and major programs, the University of Rhode Island expects that all programs will lead students toward:

a. The ability to think critically in order to solve problems and question the nature and sources of authority.

b. The ability to use the methods and materials characteristic of each knowledge area with an understanding of the interrelationship among and the interconnectedness of the core areas.

c. A commitment to intellectual curiosity and lifelong learning.

d. An openness to new ideas with the social skills necessary for both teamwork and leadership;

e. The ability to think independently and be self-directed; to make informed choices and take initiative. #03-04–29

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Proposed University Catalog Language Changes

Institutional Objectives and Student Learning Outcomes for Undergraduate General Education at the University of Rhode Island

A. Build knowledge of diverse peoples and cultures and of the natural and physical world.

1. Understand and apply theories and methods of the science, technology, engineering, and mathematical (STEM) disciplines.

2. Understand theories and methods of the social and behavioral sciences.

3. Understand the context and significance of the humanities using theoretical and historical perspectives.

4. Understand the context and significance of arts and design using aesthetic and technical perspectives on form, creativity, and performance.

B. Develop intellectual and interdisciplinary competencies for academic and lifelong learning.

1. Write effective and precise texts that fulfill their communicative purposes and address various audiences.

2. Communicate effectively via understanding audiences, listening, delivering oral presentations, and actively participating in teams or group work.

3. Apply the appropriate mathematical, statistical or computational strategies to problem solving.

4. Develop information literacy to independently research complex issues.

C. Exercise individual and social responsibilities.

1. Develop and engage in civic knowledge and responsibilities.

2. Develop and exercise global responsibilities.

3. Develop and exercise cultural competencies.

D. Integrate and apply these abilities and capacities, adapting them to new settings, questions, and responsibilities to lay the foundation for lifelong learning.

1. Demonstrate the ability to synthesize multiple knowledge perspectives, competencies, and responsibilities.

General Education Requirements
The University believes that all undergraduate students, regardless of their degree programs, need experience in the study of fundamentals that build on the student's previous education and continues through the undergraduate student years and beyond.

The foundation of all academic efforts begins with a broad base of knowledge covering all areas of human accomplishment and experience, broadly categorized as the arts, the humanities, the sciences including mathematics, and the social sciences. Students should recognize the interrelatedness of these areas of knowledge as they pertain to complex global issues. Therefore, URI students will gain exposure to the theories and practices of these four areas, as well as on their relationships to one another, regardless of each student's major. Students will demonstrate critical thinking and evaluation in each of the following areas: 1) science, technology, engineering, and mathematical (STEM), 2) social and behavioral sciences, 3) humanities, and 4) arts and design.

Knowledge, by itself, is insufficient for development of well-rounded individuals. URI graduates will need to demonstrate specific interdisciplinary competencies in personal, public, and professional venues to succeed in their studies as well as their future lives. URI students will receive focused

training and practice in the areas of writing, oral communication, mathematics, and information literacy and apply all four to a wide variety of projects. These competencies will be developed over time at the foundational level and within discipline specific major courses, which will lay the foundation for success in their future careers and lifelong learning.

Knowledge and skills, however, are still insufficient. To be a fully functioning citizen, students must develop a sense of their place in society at the local, national, and global levels. URI students will be exposed to the experience and practice of civic engagement, diversity, and global perspectives to clearly perceive and engage with the world in which they live. Recognizing that many URI students are already engaged contributors in their communities, these Student Learning Outcomes can possibly be fulfilled through co-curricular and experiential learning activities. Through a General Education program pursued across a college career and in conjunction with specialized work in one or more majors, the student must recognize the interrelatedness and interdisciplinary nature of contemporary problems and clearly demonstrate the ability to synthesize knowledge, competencies, and responsibilities. This is the fundamental goal of the URI General Education program -- to enable students to develop themselves as scholars and individuals ready to synthesize knowledge, competencies, and individual and social responsibilities, in order to solve problems and engage confidently with the personal, public, and professional spheres.

Students are required to take a minimum of three (3) credits of courses, or an approved sequence, for each of the twelve (12) Student Learning Outcomes, plus additional courses to complete a minimum of 40 credits of approved General Education courses. Approved General Education courses must cover at least 1 Student Learning Outcome fully; courses may cover 2 Student Learning Outcomes fully. Overlap is allowed when a course fulfills two Student Learning Outcomes, but the credits cannot be double counted (within General Education courses) towards the total of 40. At least one course must be taken from those courses designated as Grand Challenge courses by the suffix "G" following the course code and number (e.g. COM 100G). Grand Challenge courses address major issues facing the world today. Of the courses taken to complete General Education requirements, only up to 12 credits may share the same disciplinary code. An exception to the limit is allowed for the HPR (Honors Program topic) course code. Competency and Responsibility Student Learning Outcomes are eligible to be waived through proficiency exams.

Transfer students can receive General Education credit for courses taken at other institutions as long as such credits are in courses equivalent to approved General Education courses at URI.