

THE
UNIVERSITY
OF RHODE ISLAND

THINK BIG  WE DOSM



URI General Education Program Revision Update 3/31/11



**A REPORT TO THE FACULTY SENATE
UPDATING PROGRESS ON THE REVISION OF
THE UNIVERSITY OF RHODE ISLAND'S
GENERAL EDUCATION REQUIREMENT**

The Charge



The charge given by the Faculty Senate Executive Committee in September 2011 was to revised the URI General Education Program.

- Meet the requirements of NEASC (40 credits)
- Remove the "first two year" model of General Education
- Work well with the most restrictive colleges and programs
- Allow for 3-, 4-, and other-credit courses
- Support dynamic, interdisciplinary courses to attract and engage students

To the extent that it is possible, the proposal should:

- Be universal-consistent and flexible enough to fit all majors and to allow students freedom to move between majors and colleges
- Focus on learning outcomes
- Include a schedule for implementation and suggest incentives for faculty making the transition

Goal 1

Knowledge



Build **knowledge** of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and human diversity.

Outcomes:

- Use knowledge, theories, methods, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the arts and humanities to address problems and issues by understanding their context and significance and making inferences from data to determine whether conclusions or solutions are reasonable.
- Use knowledge, theories, methods, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the physical and life sciences, including mathematics, to address problems and issues through the making of inferences from data to determine whether conclusions or solutions are reasonable.
- Use knowledge, theories, methods, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the social and behavioral sciences, to address problems and issues by understanding their context and significance and making inferences from data to determine whether conclusions or solutions are reasonable.

Goal 2

Intellectual and Practical Skills



Develop intellectual and practical **skills**, including proficiency in written, oral, and visual communication; inquiry techniques; critical and creative thinking; quantitative applications; information assessment; teamwork; and problem-solving.

Outcomes:

- Write texts, in various forms, with an identified purpose, that respond to specific audience needs, incorporate research or existing knowledge, and use applicable documentation and appropriate conventions of format and structure.
- Communicate effectively in one or more of the following ways: (a) by making oral presentations with supporting materials, (b) by leading and participating in problem-solving teams, (c) by employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or (d) by creating and interpreting visual information.
- Use mathematical, computational, statistical, or formal reasoning (including reasoning based on principles of logic) to solve problems, draw inferences, and determine reasonableness.
- Access and critically evaluate information, such as an iterative search-evaluate-search process (in print or online) or assess sources for reliability, currency, authority, and relevance.

Goal 3

Individual and Social Responsibility



Exercise **individual and social responsibilities** through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues.

- Multicultural Competence knowledge of the world's histories, American history, philosophical traditions, major religions, diverse cultural legacies, and contested questions (AAC&U)
- Global Competence understanding of economic forces, other cultures, interdependence, and political dynamics, as well as second-language competence and direct experience with cultural traditions other than one's own (AAC&U)
- Civic Knowledge and Engagement a rich understanding of the values and struggles that have established democratic institutions and expanded human freedom and justice, and direct experience in addressing the needs of the larger community (AAC&U)

Goal 4

Integration and Application



Integrate and apply these abilities and capacities, adapting them to new settings, questions, and responsibilities.

- Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.
- Develop foundations and skills for lifelong learning.

Next Steps



- Complete draft of general education goals and outcomes
- Develop draft of general education program structure including:
 - ✦ Assessment
 - ✦ Transferability
 - ✦ Universality
 - ✦ Integration with Major
- Schedule forums
 - ✦ URI-wide
 - ✦ Colleges-including students, staff and faculty
 - ✦ Co-curricular

Tentative Timeline



- Draft Program by September 2011
- Forums-complete by November 2011
- Revised Program by February 2012
 - Assessment
 - Course approvals (with explicit procedures)
 - Impact of revised program
- Faculty Senate Vote by March 2012
- Implementation...September 2013?