General Education Framework

Academic Senate
Thursday, November 18, 2010
Create a set of overarching principles to guide general education curricular reform that:

- complements RIT’s mission,
- serves RIT students,
- reflects the diversity of the University,
- conforms to New York State’s statutory requirements and
- complies with the RIT approved General Education Student Learning Outcomes.
Academic Senate Charge to GEC

- Seek advice and consultation from the curriculum committees of the College of Liberal Arts and College of Science

- Ensure that the needs and interests of all colleges are appropriately considered
Academic Senate Charge to GEC

- Take into consideration budgetary implications
- Benchmark against colleges and universities of interest
- After consultation with the ICC, forward the proposed curriculum to the Academic Senate for action
GEC Membership

Membership of the General Education Committee

- The chief academic officer or designee, ex-officio, voting, Dick Doolittle
- Academic dean representative, Glenn Kist
- Academic Senate representative, Amit Ray
- The Director of Student Learning Outcomes Assessment, ex-officio, non-voting, Anne Wahl
- Faculty representative from each college of the University:
  - COS, Elizabeth Hane, Chair
  - COLA, Franz Foltz
  - SCB, Erhan Mergen
  - CAST, George Zion
  - GCCIS, Rajendra Raj
  - KGCOE, Surendra Gupta
  - NTID, David Templeton
  - CIAS, Naomi Orwin
Functions of the GEC

- To ensure the general education curriculum is established, monitored, reviewed, and assessed
- To oversee General Education Student Learning Outcomes Assessment Plan
- To determine which undergraduate courses qualify for general education credit
- To maintain the official catalog of RIT’s General Education Curriculum and associated courses
Prior Work

- Clark Committees
- GE Phase I
- GE Phase II
- GE Student Learning Outcomes (approved 5/09)
- COS/CoLA GE meetings and proposal

GEC created by Academic Senate 12/09

GEC first meeting, charge from Provost 3/10

Meeting with Dean & representatives from GCCIS

Meeting with CoS Curriculum Committee

Meeting with CoLA Curriculum Committee

Meeting with Institute Writing Committee

GEC members attend AAC&U Institute on GenED

Guiding Principles and Preliminary Framework approved by GEC 6/10

**General Education Timeline**

Information Gathering
Development of Guiding Principles
Request from KGCOE for exemption to framework 8/10
Request from GCCIS, CAST for same exemption

Request to CoLA CC to revise Perspectives and map SLOs

Meeting with Chairs & Directors 8/25/10
Meeting with CoLA Chairs & Directors 8/26/10
Meeting with CAST Faculty 8/31/10
Meeting with Dean’s Council 9/7/10
Meeting with Academic Senate 9/9/10
Meeting with GCCIS Faculty 9/10/10
Meeting with KCCOE Chairs & Directors 9/13/10
Revisions from CoLA received CC 9/16
Meeting with SCOB Faculty 9/17/10
Meeting with Student Government 9/17/10
Meeting with Student Affairs 9/21/10
Meeting with COS Faculty 9/24/10
Meeting with COS Chairs & Directors 9/29/10
Meeting with CIAS Faculty 9/30/10
Meeting with NTID Faculty 10/1/10
Meeting with CoLA Faculty 10/8/10

Provost meets with CoLA faculty 10/15/10
Meeting with CoLA Curriculum Committee 10/22/10
Meeting with CIAS Curriculum Committee 11/2/10
Meeting with COB Curriculum Committee 11/5/10

Approved Framework Draft released to ICC 11/5/10
Meeting with ICC 11/8/10 and 11/9/10

Academic Senate 11/18/10
<table>
<thead>
<tr>
<th>General Education Framework</th>
<th>BS</th>
<th>BFA</th>
<th>AAS</th>
<th>AS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td>6</td>
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<td>6</td>
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<tr>
<td>First-Year Seminar</td>
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<tr>
<td>First-Year Writing Intensive course</td>
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<tr>
<td><strong>Perspectives Categories</strong></td>
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<td>12</td>
<td>15</td>
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<tr>
<td><strong>Immersion</strong></td>
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<td>9</td>
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<tr>
<td><strong>Concentration Requirements</strong></td>
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<tr>
<td>Three additional, related courses</td>
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<tr>
<td><strong>General Education Electives</strong></td>
<td>21</td>
<td>3</td>
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<td>9</td>
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<td>(to bring total to minimum)</td>
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<tr>
<td><strong>MINIMUM TOTAL</strong></td>
<td>60</td>
<td>30</td>
<td>24**</td>
<td>30</td>
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*includes one writing intensive course in either Perspective Categories or Concentration

** NYSED requires 20sch; RIT requires more than the minimum
General Education Framework
BS Degree

Foundation
- First Year Seminar
- First Year Writing
- Basic Writing (optional)

Perspectives
- Ethical
- Artistic
- Global
- Social
- Scientific Principles
- Science Inquiry
- Math
- Math

Immersion
- Conc. 1
- Minor 4 (optional)
- Conc. 2
- Minor 5 (optional)
- Conc. 3
- Capstone (optional)

Elective General Education courses to bring total to 60 credits
General Education Framework

BFA Degree

Foundation

Perspectives

Immersion

First Year Seminar

First Year Writing

Basic Writing (optional)

Ethical

Artistic

Global

Social

Conc. 1

Minor 4 (optional)

Conc. 2

Minor 5 (optional)

Conc. 3

Capstone (optional)

Elective General Education courses to bring total to 30 credits
General Education – AAS Degrees

Foundation

First Year Seminar

First Year Writing

Basic Writing (optional)

Perspectives

Ethical

Social

Artistic

Scientific Principles

Global

Additional program determined or elective courses to bring total to 24 credits
General Education – AS Degrees

Foundation

First Year Seminar → First Year Writing → Basic Writing (optional)

Perspectives

Ethical
Artistic
Social
Scientific Principles
Global

Additional program determined or elective courses to bring total to 30 credits
“The only education that prepares us for change is a liberal education. In periods of change, narrow specialization condemns us to inflexibility – precisely what we do not need. We need the flexible intellectual tools to be problem solvers, to be able to continue learning over time.”

- David Kearns, former CEO of Xerox Corporation, 2002
- Express themselves effectively in common college-level written forms using standard American English
- Revise and improve written and visual products
- Express themselves effectively in presentations, either in spoken standard American English or sign language (American Sign Language or English-based Signing)
- Comprehend information accessed through reading and discussion
- Review, assess, and draw conclusions about hypotheses or theories
- Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions
- Construct logical and reasonable arguments that include anticipation of counterarguments
- Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
- Analyze similarities and differences in human experiences and consequent perspectives
- Examine connections among the world’s populations
- Identify contemporary ethical questions and relevant stakeholder positions
- Explain basic principles and concepts of one of the natural sciences
- Apply methods of scientific inquiry and problem solving to contemporary issues
- Comprehend and evaluate mathematical and statistical information
- Perform college-level mathematical operations on quantitative data
- Describe the potential and the limitations of technology
- Use appropriate technology to achieve desired outcomes
- Demonstrate creative/innovative approaches to course-based assignments or projects
- Interpret and evaluate artistic expression considering the cultural context in which it was created