

# General Education Framework

Academic Senate

Thursday, November 18, 2010



# Academic Senate Charge to GEC

- 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

## General Education Timeline

### Vetting and Feedback

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



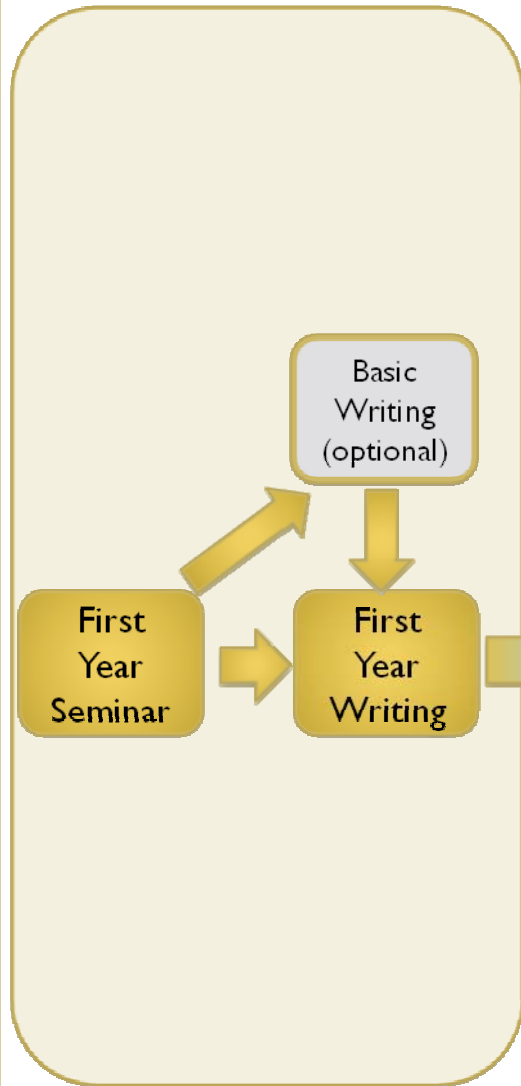
<b><i>General Education Framework</i></b>	<b>BS</b>	<b>BFA</b>	<b>AAS</b>	<b>AS</b>
<b>Foundation</b> First-Year Seminar First-Year Writing Intensive course	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b><i>Perspectives Categories *</i></b>	<b>24</b>	<b>12</b>	<b>15</b>	<b>15</b>
<b><i>Immersion</i></b> <b><i>Concentration Requirements *</i></b> <i>Three additional, related courses</i>	<b>9</b>	<b>9</b>	<b>0</b>	<b>0</b>
<b>General Education Electives</b> (to bring total to minimum)	<b>21</b>	<b>3</b>	<b>3</b>	<b>9</b>
<b>MINIMUM TOTAL</b>	<b>60</b>	<b>30</b>	<b>24**</b>	<b>30</b>

***\*includes one writing intensive course in either Perspective Categories or Concentration***

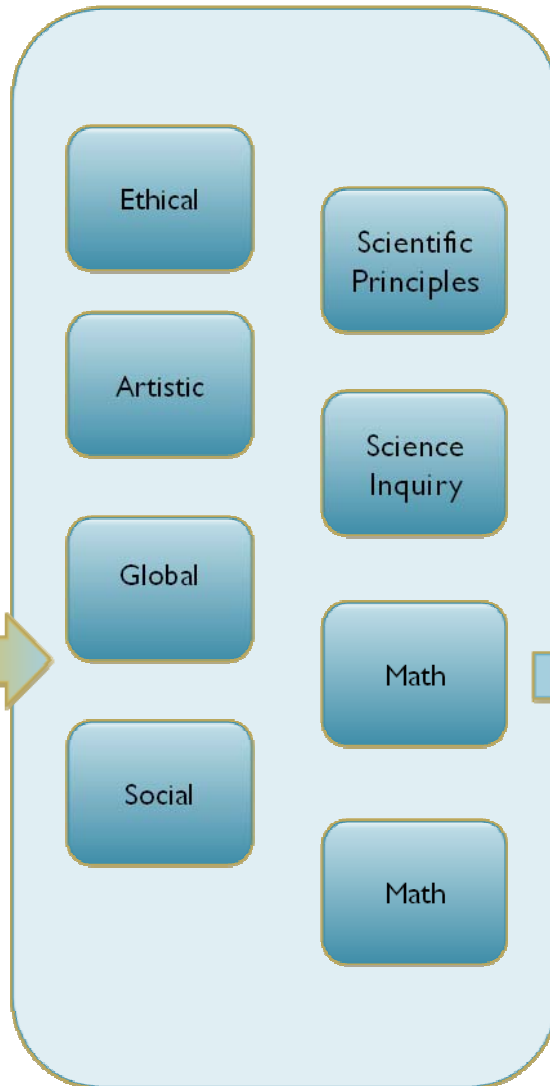
***\*\* NYSED requires 20sch; RIT requires more than the minimum***

# General Education Framework BS Degree

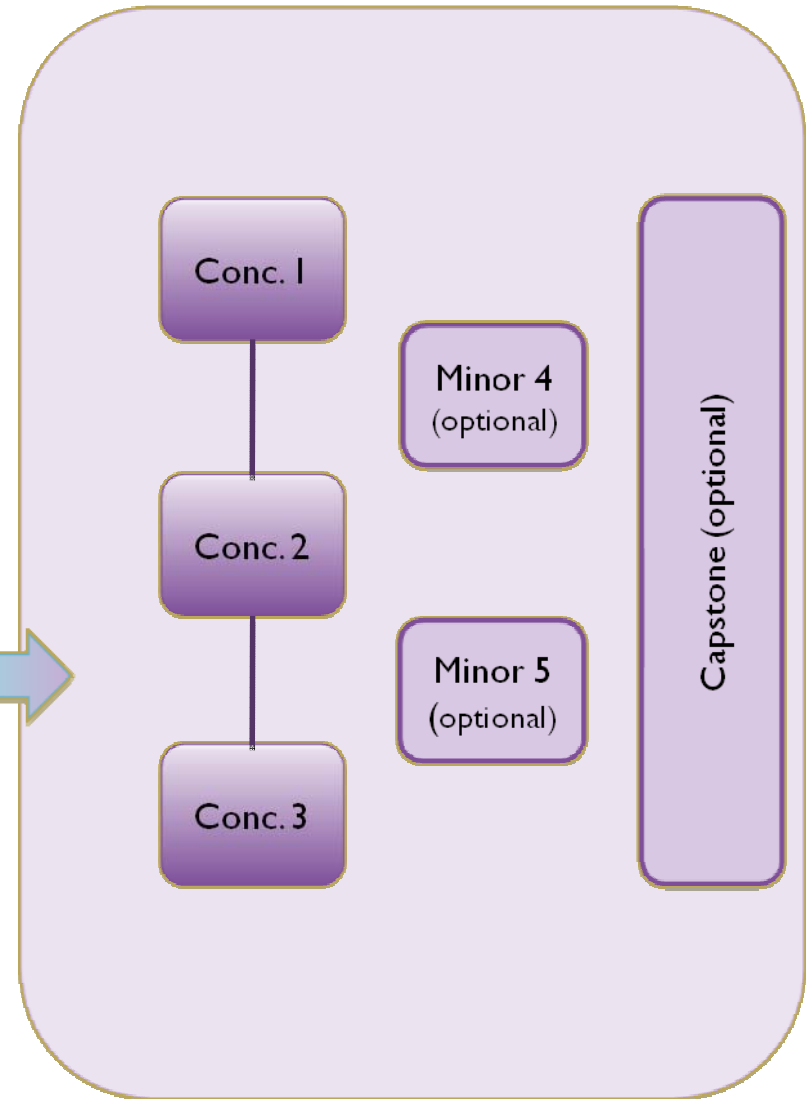
## Foundation



## Perspectives



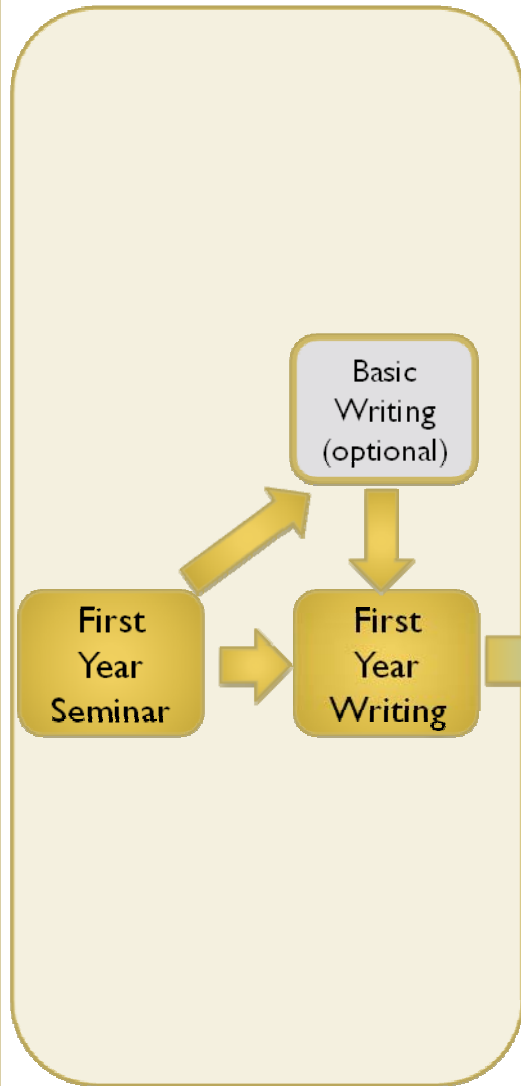
## Immersion



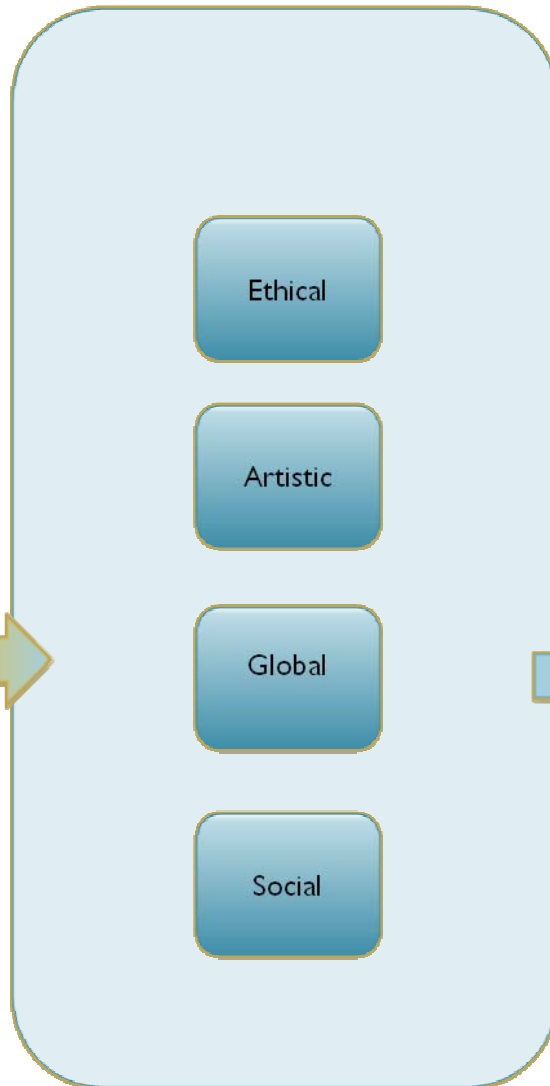
Elective General Education courses to bring total to 60 credits

# General Education Framework BFA Degree

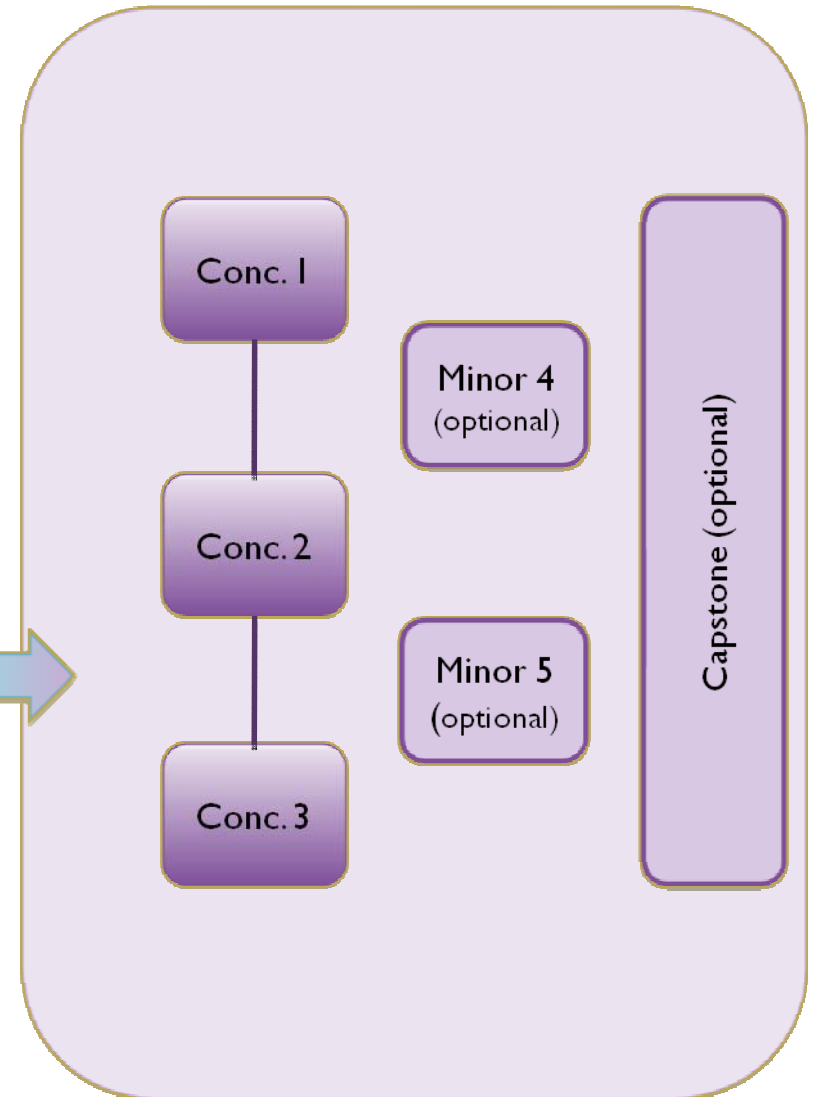
## Foundation



## Perspectives

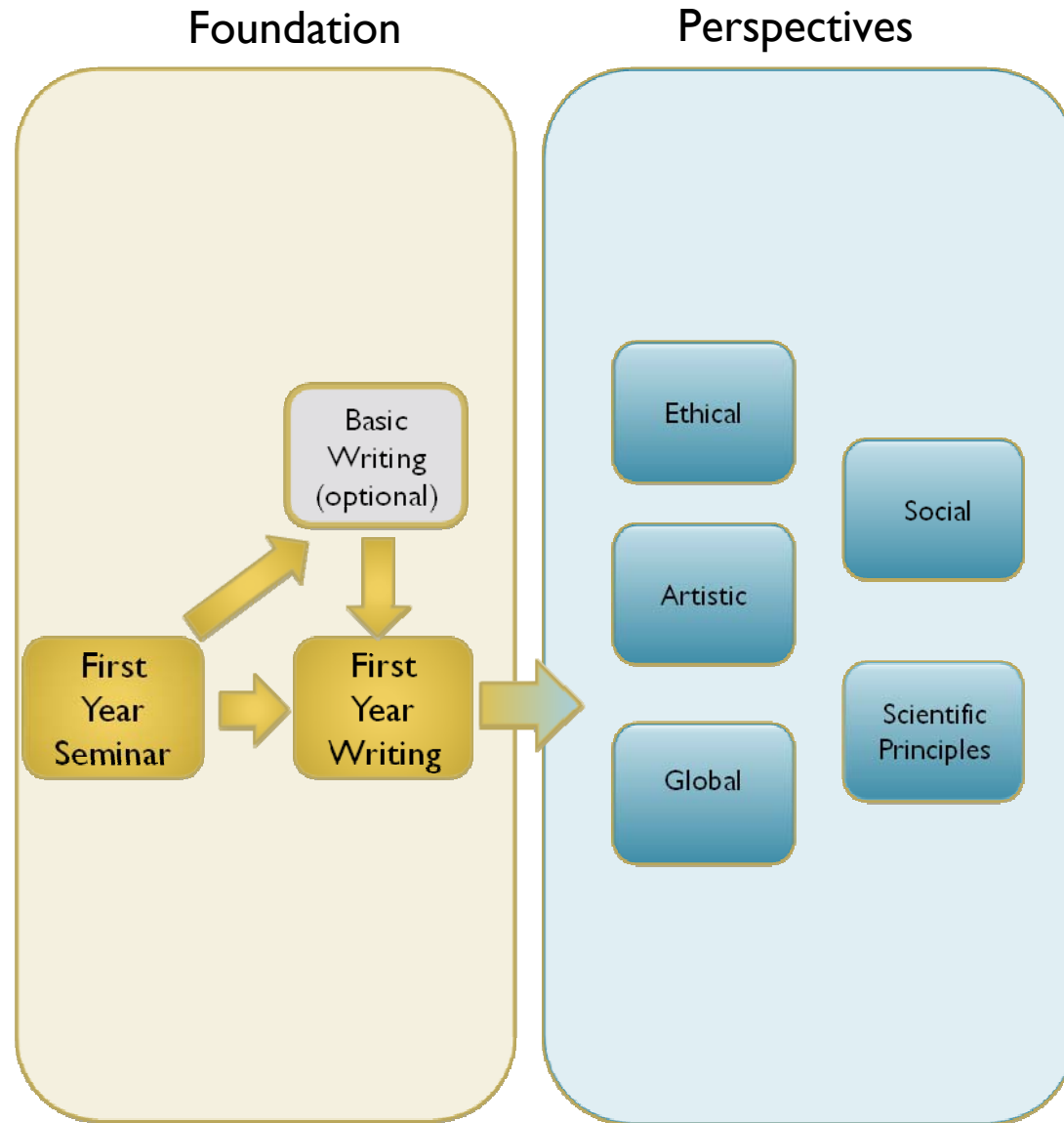


## Immersion



Elective General Education courses to bring total to 30 credits

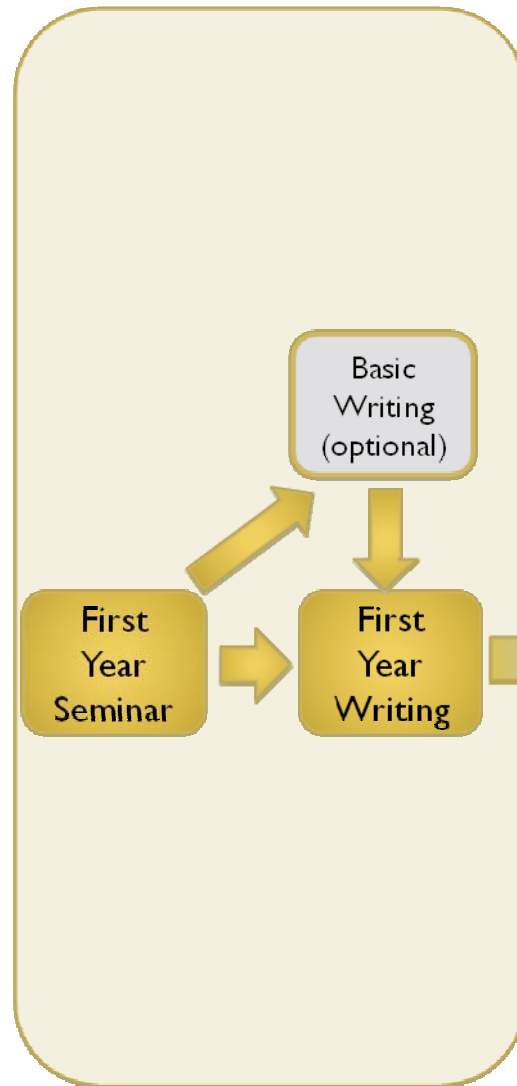
## General Education – AAS Degrees



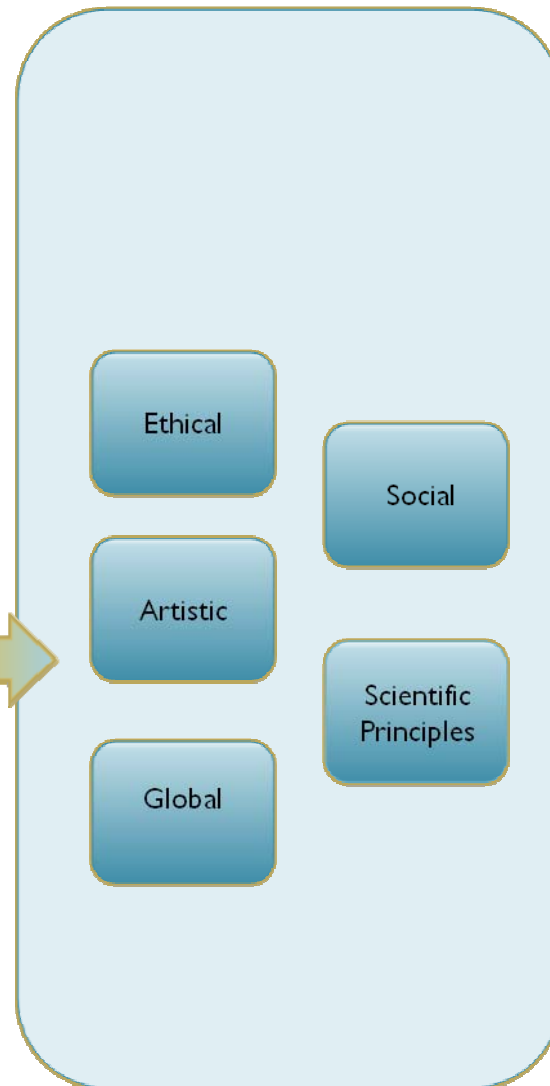
Additional program determined or elective courses to bring total to 24 credits

# General Education – AS Degrees

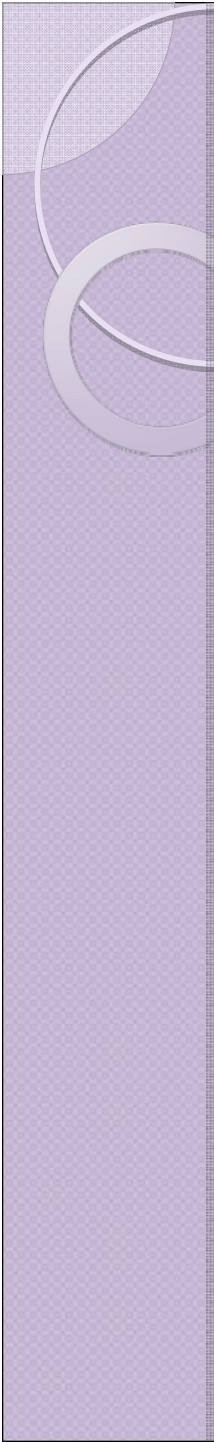
## Foundation



## Perspectives




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*

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- 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