

# **Manual for the Undergraduate Curriculum Committee** **(Updated 11/19/2010)**

## **Table of Contents**

### **Introduction**

#### **Chapter 1:** By-laws regarding Undergraduate Curriculum Committee

- 1.1 ARTICLE on General Provisions Regarding Council Committees
- 1.2 ARTICLE on Undergraduate Curriculum Committee

#### **Chapter 2:** Framework of the Undergraduate Curriculum Committee

- 2.1 The Organizational Position of the Undergraduate Curriculum Committee
- 2.2 The Responsibilities of Members
- 2.3 The Responsibilities of Officers
- 2.4 The Jurisdiction of the Undergraduate Curriculum Committee
- 2.5 The Undergraduate Curriculum Committee's Relationship to other Bodies
  - 2.5.1 The Committee on Student-Designed Majors
  - 2.5.2 The Committee on General Education
  - 2.5.3 The Writing Board
- 2.6 Reporting to the Undergraduate Curriculum Committee by other Bodies

#### **Chapter 3:** Procedures of the Undergraduate Curriculum Committee

- 3.1 Meetings
- 3.2 Agenda
- 3.3 Conduct of Meetings
- 3.4 Distribution of Materials
- 3.5 Deleting Courses from the Catalog

#### **Chapter 4:** Proposals and their Preparation

- 4.1 Types of Proposals
- 4.2 Information about the Preparation of Proposals affecting Programs or Courses
- 4.3 Proposal for the Revision of Existing Curricular Policy or Curricular Practice or for a New Curricular Policy or Curricular Practice
- 4.4 Glossary of Terms to be Used

### **Appendix**

#### I Annual Reports

- I-A The Content of Undergraduate Curriculum Committee Annual Reports
- I-B The Content of Undergraduate Curriculum Committee Subcommittees Annual Reports

#### II Report of Undergraduate Curriculum Committee Action to the Vice Presidents for Academic Affairs and to the President

- II-A Action Form

#### III Subcommittees of the Undergraduate Curriculum Committee

- III-A The Committee on Student-Designed Majors
- III-B The Committee on General Education
- III-C The General Education Honors Program
- III-D The Writing Board

IV The College Honors Program

- IV-A The General Education Honors Program
- IV-B Policy on General Criteria for Departmental Honors Programs

V Policy on Credit by Proficiency Examination

VI Policies Governing Off-Campus and Special-Format Courses

- VI-A Undergraduate Proposal for Off-Campus Course

VII Policy on the Administration of Interdisciplinary Courses

VIII Policy on Limits on the Number of Credits for Undergraduate Majors

IX Policy on Mathematics and Writing Competency Requirements

- IX-A Mathematics
- IX-B Writing

X Guidelines for Certificate Programs

XI Policy on x50, x60 and x80 Courses

XII Policy on Field Experience, Internship, and Practicum

XIII Policy on Remedial or College Preparatory Courses

XIV Policy on the Renumbering of Courses

XV Policy on Continuing Education Units

XVI Policy on Continuing Education For-Credit Courses

## **INTRODUCTION**

This Undergraduate Curriculum Committee Manual is intended for orientation of persons newly involved with the work of that Committee (either as new members or as preparers of proposals for action by the Committee). This manual also serves as a convenient reminder of established precedents and existing practice.

## **CHAPTER 1**

### **By-laws regarding the Undergraduate Curriculum Committee**

The Undergraduate Curriculum Committee is a Committee of the Council of Rhode Island College and as such is subject to all the requirements and regulations of Council committees that apply.

#### **1.1 Article on General Provisions Regarding Council Committees**

Unless otherwise specified herein, the following provisions shall regulate the conduct and the execution of business of each committee constituted and empowered under the Charter:

- a. Unless a by-law governing a particular committee explicitly provides for a Council committee to take final action on a matter, Council committees serve in an advisory capacity to Council or to the President, or both.
- b. A quorum of each committee shall be a majority of the voting members of that committee.
- c. In those articles where the election of a committee chair is not provided for, the Committee on Committees shall appoint the chair.
- d. Each committee shall meet at least one time during each academic semester and as many times thereafter as shall be necessary and appropriate to execute its charge. A copy of each of the minutes of the committee meetings shall be forwarded to the Executive Committee when distributed.
- e. Each committee shall submit to Council a report of its activities at least once each year. Said report is to be placed and maintained in the Council's public file. Other reports may be requested by Council. If a committee makes a report to any authority other than Council, a copy shall be furnished to Council. Any significant departure from existing policy or normal procedure shall be reported to Council promptly, in advance if possible. The provisions of this paragraph shall apply to all committees defined as being under the jurisdiction of Council.
- f. The by-law governing a particular committee and the foregoing general provisions (a through e above) governing all committees shall take effect for a particular committee when the Executive Committee certifies that it is appropriate for the committee to be governed by them.

## **1.2 Article on Undergraduate Curriculum Committee (XIV in the By-Laws)**

### **A. Powers and Duties**

The Committee shall:

1. Be responsible for the approval and oversight of all aspects of the undergraduate curricula, including honors programs and general education. Implementation of Undergraduate Curriculum Committee decisions is subject to action by the Vice President for Academic Affairs and the President of the College.
2. Initiate study of new curricula or changes in curricula, and consider suggestions for curriculum development from the administration, divisions, departments, programs, individual faculty members, and students. The Committee shall consult faculty concerned with particular curriculum proposals under consideration.
3. Meet at least once a month during the academic year. Any faculty member may attend any meeting. Except in emergencies specified in the call of the meeting, an agenda shall be published on the Undergraduate Curriculum Committee website prior to each meeting.
4. Meet whenever necessary to review and evaluate the curriculum in general, to consider important problems and deficiencies in the curriculum, and to discuss its major goals and directions. Such meetings may be conducted largely under suspension of rules and without a formal agenda of specific proposals.
5. Publish on the Undergraduate Curriculum Committee website the recorded minutes of each meeting.
6. Publish on the Undergraduate Curriculum Committee website the decisions of the Committee and subsequent actions taken on these decisions, and list proposals that remain on the calendar.

### **B. Membership**

The Committee shall consist of 20 members:

1. Two faculty members from Art; Communication; and Music, Theatre, and Dance.
2. Two faculty members from English, History, Modern Languages and Philosophy.
3. Two faculty members from Anthropology, Political Science, Psychology, and Sociology.

4. Two faculty members from Biology, Mathematics/Computer Science, and Physical Science.
5. Three faculty members from the Feinstein School of Education and Human Development.
6. One faculty member from the School of Management.
7. One faculty member from the School of Nursing.
8. One faculty member from the School of Social Work.
9. The Chair of COGE, *ex officio*
10. Two undergraduate students appointed annually as directed by Student Parliament.
11. The Vice President for Academic Affairs shall serve in an *ex-officio*, non-voting capacity. The Vice President for Academic Affairs shall appoint two voting members from among the following: Dean of the Faculty of Arts and Sciences, Dean of the Feinstein School of Education and Human Development, Dean of the School of Social Work, Dean of the School of Management, Dean of the School of Nursing.

### **C. Elections and Officers**

1. The elected members of the Committee shall serve for two-year staggered terms, so that approximately half of the committee will be replaced each year. No more than one elected member from any department may sit on the Committee at the same time.
2. The Election of members of the Committee shall be conducted by the Elections Committee and shall take place in April of each year.
3. The Chair of the Committee shall be selected each May by the Committee-Elect from among its members.

## **CHAPTER 2**

### **Framework of the Undergraduate Curriculum Committee**

#### **2.1 The Organizational Position of the Undergraduate Curriculum Committee**

On most matters within the Undergraduate Curriculum Committee's jurisdiction, the by-law delegates to the Undergraduate Curriculum Committee the power to make decisions without referring back to the Council of Rhode Island College, subject to approval by the Vice President for Academic Affairs and the President of the College. In cases of new programs that were not included in previously authorized functions of the College, approval by the Board of Governors for Higher Education is required.

## 2.2 The Responsibilities of Members

As specified in the By-Laws, the Undergraduate Curriculum Committee consists of 14 faculty members, the Chair of the Committee on General Education, three members of the administration, and two undergraduate students. All members have an equal vote.

It is the responsibility of each member of the Undergraduate Curriculum Committee to exercise his/her best judgment as to the good of the College's programs as a whole, even though the member is chosen by, or on behalf of, a particular constituency.

The principal exercise of this judgment is in the discussion and voting in the meetings. Experience shows that in order to exercise this judgment well, members need to "do their homework"—to read and digest before the meeting the materials distributed for consideration. Discussion in the meeting may bring out aspects not clear in the proposal or alternative ways of accomplishing the desired result. Members should try to contribute to this in appropriate cases.

At times, members are needed for subcommittees or special studies.

Members also have a liaison function, both with the College community as a whole and especially with their own constituency. This includes answering questions, alerting appropriate persons to matters of interest to them, and helping preparers of proposals who are unfamiliar with Undergraduate Curriculum Committee procedures.

## 2.3 The Responsibilities of Officers

The officers of the Undergraduate Curriculum Committee consist of the Chair, the Secretary, and the Executive Committee elected annually from and by the membership of the Undergraduate Curriculum Committee.

- **The Chair of the Undergraduate Curriculum Committee has the following responsibilities:**

1. Receive proposals and check for completeness.
2. Assign document numbers for proposals received, and record reception dates
3. Inform the preparer of proposals that they have been received.
4. Prepare and publish the agenda for each meeting.
5. Convene and conduct the regular monthly (and any special) meetings of the Undergraduate Curriculum Committee according to the rules of order.
6. Serve as a member of the Executive Committee of the Rhode Island College Undergraduate Curriculum Committee; convene and chair the Executive Committee.

7. Inform the College community of the meeting dates of the Undergraduate Curriculum Committee, of the Executive Committee's deadlines for submission of proposals, and of Undergraduate Curriculum Committee action.
  8. Forward the Undergraduate Curriculum Committee's recommendations to the Vice President for Academic Affairs and to the President. If recommendations are approved by the Vice President for Academic Affairs and the President, the date of approval will be noted on the Undergraduate Curriculum Committee website and those affected will be notified. Since approved recommendations are viewed by the Office of News and Publications, all proposals should contain accurate copy for catalog additions, deletions, and/or revisions.
  9. Sit on the College Mission and Goals Committee and serve as liaison between the Undergraduate Curriculum Committee and the College Mission and Goals Committee.
  10. Ensure that minutes of meetings are recorded.
  11. Act as Corresponding Secretary for the Undergraduate Curriculum Committee.
  12. Communicate with the preparer of a proposal about the reasons for committee action, in the event that a proposal is rejected or referred back to the preparer.
  13. Appoint members to any subcommittees or ad hoc committees.
  14. Inform subcommittee chairs, directors, and deans of reporting requirements.
  15. Keep the Undergraduate Curriculum Committee manual up to date.
  16. Ensure that the Elections Committee, or the appropriate nominating body is notified of any upcoming openings on the Undergraduate Curriculum Committee.
  17. Others as required.
- **The Secretary of the Undergraduate Curriculum Committee has the following responsibilities:**
    1. Prepare the minutes of each Undergraduate Curriculum Committee meeting. (Minutes must include revisions and/or amendments to proposals resulting from action taken by the Undergraduate Curriculum Committee so that an accurate record of this action is available.)

2. Keep records of attendance by committee members. Names of members with more than three unexcused absences shall be referred to the Executive Committee of the Council of Rhode Island College for appropriate action.
  3. Serve as a member of the Executive Committee of the Undergraduate Curriculum Committee.
  4. Prepare annual reports of actions taken by the Undergraduate Curriculum Committee and distribute such to the membership, to the Council of Rhode Island College, and to other appropriate persons.
- **The Executive Committee of the Undergraduate Curriculum Committee shall include the Chair, the Secretary, the Vice President for Academic Affairs, and two faculty elected from and by the membership. The election of these officers is to be held in the preceding May to facilitate transition. The officers and members of the Executive Committee take office in May. The Executive Committee of the Undergraduate Curriculum Committee have the following responsibilities:**
    1. Meet with the Chair of the Undergraduate Curriculum Committee at least ten days prior to any scheduled meeting of the Undergraduate Curriculum Committee to set the agenda and plan procedural steps for the upcoming meeting.
    2. Screen documents submitted to the Undergraduate Curriculum Committee for clarity, completeness, and correctness, as well as contradictions to policy and/or practice of the Undergraduate Curriculum Committee and the College.
    3. Recommend "return to sender" actions for documents that need major revisions in order to meet above requirements. It is the policy of the committee that documents returned for revision must come to the Executive Committee a second time for a second screening.
    4. Make amendments for those documents that need only minor alteration so these documents may proceed to action of the Undergraduate Curriculum Committee with the agreement of the proposer, without return to sender and a second screen. Members of the Executive Committee shall make the determination of minor or major revisions.
    5. Identify substantive curricular and/or policy issues that are explicit or implicit in proposals received by the Undergraduate Curriculum Committee, and prepare statements identifying these issues, and (possibly) make recommendation for action to be considered by the Undergraduate Curriculum Committee.
    6. Prepare recommendations and/or proposals for revisions, additions, and/or deletions of policy, procedures, and/or practice of the Undergraduate Curriculum Committee.



7. Assist the Chair of the Undergraduate Curriculum Committee regarding committee policy, procedure, or practice of the Undergraduate Curriculum Committee as its policy, procedure, or practice extends beyond the committee to other committees and/or segments of the College.
8. Call attention to and raise discussion of issues regarding policy, procedure, and practice of the College and/or the governing and legislative bodies beyond the College that have curricular relevance.
9. Assist and advise the Chair of the Undergraduate Curriculum Committee in the execution of his/her responsibilities.
10. Others as needed.

#### **2.4 The Jurisdiction of the Undergraduate Curriculum Committee**

The Undergraduate Curriculum Committee is responsible for approving undergraduate curricula, including program requirements, program retention requirements, addition of new courses, course descriptions, course credits, and honors programs—but not grade index requirements for graduation, nor most administrative arrangements. The responsibility of the Undergraduate Curriculum Committee is generally exercised by acting on proposals sent to the Committee.

The Committee also has responsibility for initiating study of new curricula or changes in curricula and for considering suggestions for curriculum development. In some cases, initiative may come from the Committee on the Mission and Goals of the College.

Note: Implementation of Undergraduate Curriculum Committee decisions is subject to action by the Vice President for Academic Affairs and the President of the College.

#### **2.5 The Undergraduate Curriculum Committee's Relationship to Other Bodies**

The Undergraduate Curriculum Committee is established by a By-Law of the Council of Rhode Island College but most actions of the Committee do not require reference to the Council.

The number of credits each student receives for a course is specified by Undergraduate Curriculum Committee action. Faculty load credits for instruction are determined in accordance with the collective bargaining contract. The grading system to be used for a course is determined by the specific department subject to the approval of the Undergraduate Curriculum Committee.

The Undergraduate Curriculum Committee sets curriculum requirements and general policies. The Academic Standing Committee has jurisdiction over requests by individual students for exceptions in individual cases because of special circumstances.

The Committee on Student-Designed Majors has authority to approve ad hoc designs of majors for individual students. The Committee should establish criteria and procedures for the development of individually designed majors and will submit an annual report of their activity each May to the Undergraduate Curriculum Committee.

The Writing Board is charged with the responsibility "to coordinate writing across the curriculum (in an advisory capacity and as a forum for discussion of writing issues)." Each January, the Board, in conjunction with the Committee on General Education and the Vice President of Academic Affairs, sponsors a faculty workshop that explores issues of teaching and writing.

### **2.5.1 The Committee on Student-Designed Majors**

The Committee on Student-Designed Majors consists of 6 members:

- One faculty member from the Faculty of Arts and Sciences.
- One faculty member from the Feinstein School of Education and Human Development.
- One faculty member from the School of Management.
- One representative from the Office of the Dean of the Faculty of Arts and Sciences.
- One representative from the Office of the Dean of the Feinstein School of Education and Human Development.
- One representative from the Office of the Dean of the School of Management.

Faculty members are appointed by the Chair of the Undergraduate Curriculum Committee in consultation with the Executive Committee of the Undergraduate Curriculum Committee and serve for two-year staggered terms. Representatives from the Office of the Dean and Director are appointed by the Deans or Directors and serve at the pleasure of the Dean or Directors. The Chair of this committee is the representative from the Office of the Dean of the Faculty of Arts and Sciences.

### **2.5.2 The Committee on General Education (COGE)**

The Committee on General Education consists of 12 persons appointed by the Executive Committee of the Undergraduate Curriculum Committee before 1 July for two-year staggered terms according to the following constituencies:

- One member from the Department of English (Core I).
- One member from the Department of History (Core II).
- One member from the several departments that offer Core III courses.
- One member from the Social/Behavioral Sciences.

- One member from the Visual and Performing Arts.
- One member from Science and Mathematics.
- One member from Humanities.
- Two members from the schools of Nursing, Social Work, Education, and Management.
- One student appointed by the President of Student Parliament.
- Vice President of Academic Affairs (or designee).
- Associate Dean of Faculty of Arts and Sciences (ex officio, voting).

No department shall have more than one member on COGE during any year. The terms of faculty members shall be for two years. Appointments of faculty members shall be staggered to allow continuity in membership. The term of the student member shall be for one year. All appointments to COGE may be renewed.

The Chair of COGE will be a faculty member appointed by the Vice President for Academic Affairs and the Chair (outgoing) of the Undergraduate Curriculum Committee. The Chair of COGE will normally serve for a two-year term. The Chair of COGE will serve on the College Undergraduate Curriculum Committee. The Chair of COGE will have program responsibility (except for specialized accommodations as waiving and substituting courses, transfer courses and credits) and receive appropriate load credit and necessary support (clerical, financial, and other as needed).

### **2.5.3 The Writing Board**

The Writing Board consists of 11 persons. The *ex officio* members are

- The Director of Writing
- The Director of the Writing Center
- The Associate Dean of the Faculty of Arts and Sciences (or designee) who will also serve as the liaison to campus wide bodies that are concerned with pedagogy, curriculum or assessment

Rotating members of the Writing Board are:

- One faculty member from the Faculty of Arts and Sciences
- One faculty member from the Feinstein School of Education and Human Development
- One faculty member from the School of Social Work

- One faculty member from the School of Management
- One faculty member from the School of Nursing
- One faculty member from Adams Library
- One staff member from the Office of Academic Support and Information Services
- One faculty member from the Committee on General Education

The rotating members of the Writing Board serve for two years staggered terms. The Chairperson is selected from among the faculty members by the members annually.

The Chair of the Writing Board shall serve *ex officio* on the Faculty Center for Teaching and Learning Advisory Board.

## **2.6 Reports from other committees**

The Chair of the Undergraduate Curriculum Committee is responsible for assuring that reports are presented in a timely fashion.

- The Chair of the Committee on General Education (COGE) reports to the Undergraduate Curriculum Committee at monthly meetings and presents an annual report in May.
- The Chair of the Committee on Student-Designed Majors presents an annual report in May.
- The Chair of the Writing Board presents an annual report in May.
- Director of Honors presents an annual report in May.
- When appropriate, the Dean of the Feinstein School of Education and Human Development, the Dean of the Faculty of Arts and Sciences, the Dean of the School of Social Work, the Dean of Management, the Dean of Social Work and the Dean of Nursing report in April of each year on X50, X60 and X80 courses that have been offered for more than three semesters.
- The Director of the Office of Continuing Education and Summer Sessions (OCESS) reports annually on all Continuing Education (CE) courses offered/supported by OCESS for credit and courses and workshops offered for Continuing Education Units (CEUs). CE courses and workshops offered/supported by other RIC schools and/or affiliated programs are not included in OCESS reporting. The report shall include enrollment and revenue information.

In writing reports, the subcommittees of the Undergraduate Curriculum Committee should follow the format found in the Appendix of this manual.

## **CHAPTER 3**

### **Procedures of the Undergraduate Curriculum Committee**

#### **3.1 Meetings**

Meetings of the Undergraduate Curriculum Committee are regularly scheduled for the third week of each month from September through May, except when this conflicts with vacations, convocations, etc. These meetings usually last about two hours. In recent years, the committee has met in the Board of Governors Room in Roberts Hall.

Extra meetings may be scheduled by the committee or called by the Chair of the Undergraduate Curriculum Committee in an emergency.

It is urged that all members attend meetings to give their information and insights and to assure the representation of their constituency. Substitutes and proxy votes are not authorized. Though the Committee is usually willing to listen to remarks by someone speaking for an absentee, it is urged that members be present by the scheduled starting time to avoid delay for lack of a quorum.

The By-Law gives any faculty member the right to attend meetings, and this is generally extended to all members of the College community. This does not confer to all members of the College community the right to speak, but the committee usually will hear any remarks that would contribute to an understanding of the issues. It is expected that the originator of a proposal, or someone who can speak for him/her, will be present in case committee members wish to ask questions. Lack of such representation is often cause for postponing consideration of a proposal.

#### **3.2 Agendas**

The By-Law provides that the Chair of the Undergraduate Curriculum Committee prepare an agenda according to Robert's Rules of Order. A typical agenda for a regular meeting includes

- Approval of the minutes of the previous meeting.
- Report of the Chair of the Undergraduate Curriculum Committee.
- Reports from COGE and any other committees who need to report.
- Old business.
- New business.

Proposals are not placed on the agenda until the Executive Committee reviews them, and all the necessary signatures have been collected and handed in. The meeting times

for the Executive Committee are published each September. Proposals for each meeting should be in the hand of the Chair of the Undergraduate Curriculum Committee before noon on the first Friday of that month (two weeks before the full committee meeting). Copies of the agenda and documents to be considered are published on the Undergraduate Curriculum Committee website prior to the meeting of the Undergraduate Curriculum Committee.

### **3.3 Conduct of Meetings**

Meetings of the Undergraduate Curriculum Committee are conducted under Robert's Rules of Order, except when modified by action of the committee.

Accordingly, most of the business of the meetings is conducted by voting on motions made and seconded by any members of the committee. Occasionally, other procedures (such as straw votes on several alternatives) may be used. On some matters, general consent is often requested and received as a way of expediting the business, but major motions are usually voted on, even if not in doubt.

Voting is normally by show of hands, with the secretary recording the number of ayes, nays, and expressed abstentions. Voice votes may be used if the outcome appears to be almost unanimous. If the chair cannot tell the outcome of a voice vote, a show of hands is requested. A member can refrain from responding to any of these categories. Individual votes are not recorded, except in the case of a specific request. A secret ballot could be asked for in accordance with Robert's Rules of Order and in the election of officers. Substitute and proxy votes are not authorized.

### **3.4 Distribution of Materials**

Documents are made available in advance of the meeting so that committee members will have a chance to study the material and perhaps seek further information. These will be uploaded to the Undergraduate Curriculum Committee website.

Minutes of the meetings (once they have been approved by the Committee) and reports of the committee's actions, will be published on the Undergraduate Curriculum Committee website.

An Action Form is completed to report each Undergraduate Curriculum Committee action and/or recommendation to the Office of the Vice President for Academic Affairs and to the Office of the President and all other persons who must know the action of the Undergraduate Curriculum Committee. (See the Appendix—Action Forms.)

### **3.5 Deleting Courses from the Catalog**

The Undergraduate Curriculum Committee has the following course deletion policy:

1. Annually, at the beginning of September, the Chair of the Undergraduate Curriculum Committee will request from the Director of the Records Office a report indicating which courses listed in the College Catalog have not been taught for three or more calendar years, and the last semester the course was

taught. This report will be shared with the academic deans/director and members of the College Undergraduate Curriculum Committee.

2. The appropriate academic dean will notify appropriate department chairs/program directors of the courses that have not been taught for three or more years and are subject to deletion.
3. The department chair/program director has four weeks within which to object to the deletion of the course(s) and to supply an appropriate rationale as to why the course(s) should not be deleted. If the department chair/program director does not communicate with the academic dean in this regard, the academic dean will notify the Chair of the Undergraduate Curriculum Committee of their sole recommendation regarding deletion of the course(s).
4. If the academic dean is notified that the department chair/program director objects to the deletion of a course(s), the two will discuss the situation and attempt to arrive at a mutually agreeable recommendation. If they agree, the academic dean will notify the Chair of the Undergraduate Curriculum Committee of their joint recommendation.
5. If the two cannot arrive at a mutually agreeable recommendation, the academic dean will notify the Chair of the Undergraduate Curriculum Committee of the two opposing recommendations.
6. Decisions for permanent exemption from this deletion policy and procedure can be granted only by the Undergraduate Curriculum Committee upon recommendation of the academic dean.
7. All recommendations must be submitted to the Chair of the Undergraduate Curriculum Committee by the first Friday in November. The Chair will place on the agenda of the November meeting of the Undergraduate Curriculum Committee a proposal regarding the deletion of courses not taught for three or more calendar years and the recommendations regarding deletion of these courses. If the decision is to delete the course, the Chair of the Undergraduate Curriculum Committee will submit an Action Form for approval by the Vice President for Academic Affairs and the President.

Since these policies and procedures are within the authority of the Undergraduate Curriculum Committee, notification by way of courtesy will be given to the Council of Rhode Island College. The course deletion policy will be in effect upon approval of the Undergraduate Curriculum Committee and supersedes all other policies or procedures in regard to deletion of courses. All other course deletions shall be accomplished through the process of submitting a course revision form.

## **CHAPTER 4**

### **Proposals and their preparation**

## 4.1 Types of Proposals

This chapter is concerned mainly with proposals for new or changed programs, such as majors, concentrations, and graduate programs and new courses or changes in courses, such as changes in title, course number, credits, description, or prerequisites. All forms are available for download on the Undergraduate Curriculum Committee website, along with instructions as to how to fill them in. The Undergraduate Curriculum Committee looks at all proposals affecting 000 to 400L courses, however, proposals affecting 400L courses that are also offered as 500L, must first be approved by the Graduate Curriculum Committee before coming to the Undergraduate Curriculum Committee. All proposals that affect only graduate programs and 500-600L courses go through the Graduate Curriculum Committee alone.

There are four different forms:

1. Course Proposal
2. Course Revision
3. Program Proposal
4. Program Revision

The form used depends on the type of change needed. A single form may be used to make multiple changes to a single course. A single form may be used to make the same change to more than one course (for example, to make the same prerequisite change to two or three courses). When making different changes to several courses, please use separate forms for each course. If the recommendation is for a new program then the proposal must appear in the format described in the *Regulations Governing Academic Changes in Rhode Island Public Institutions of Higher Education*, which can be found on the RIBGHE website: at <http://www.ribghe.org/regulations.htm>

The Undergraduate Curriculum Committee also receives proposals for policy statements, investigations, etc. either from individuals or from subcommittees. It is helpful to the Committee to have as specific a proposal as possible, particularly something that can easily be put in the form of a motion. An individual wishing to communicate with the Undergraduate Curriculum Committee for any of these purposes should contact the Chair of the Undergraduate Curriculum Committee.

## 4.2 Information About the Preparation of Proposals

### Audience

Proposers should remember that the audience for the proposal, primarily the members of the Undergraduate Curriculum Committee, will usually be much less familiar with the matter, especially its details, than is the writer of the proposal. Exposition in the proposal should be pitched at a level appropriate for the readers. Likewise, if the proposal is adopted, then many of the people affected by it—such as students, advisors, Records Office, and Publishing Service personnel—may not be familiar with the details or nuances. The proposal (with perhaps a partial exception for course descriptions) should be clear to nonspecialists.

### Filling Out Forms



The proposal form is a Microsoft Word document (.doc or .docx). It is designed to be downloaded to your workstation, completed electronically, saved, and emailed to the Chair of the Undergraduate Curriculum Committee at curriculum@ric.edu. The Committee also needs one paper copy with signatures.

Save the proposal in Microsoft Word, rather than converting it to a read only form, such as a PDF. This will allow the Chair of the Undergraduate Curriculum Committee to make minor changes, such as correcting typos, without your having to resubmit the form. Any changes, including minor ones, will be reviewed with the proposer before forms are sent to the Undergraduate Curriculum Committee at large. Maintaining the proposal as a Word document also allows it to be posted to the Undergraduate Curriculum Committee web site, where all members of the college community may view proposals and track them through the approval process.

### **Checking**

After a proposal has been drafted or revised, the proposer and any reviewers should check it over for consistency, completeness, and clarity. (The Undergraduate Curriculum Committee rejects, defers, or refers back more proposals because of inconsistencies, omissions, or obscurities rather than because of disagreement with the essence of the proposal.) Even when time presses, omission of the checking may delay rather than expedite matters or may take up time of the members of the Undergraduate Curriculum Committee that they could better devote to other matters.

### **Submission of Proposals**

After completing the proposal, please forward it to your department or program chair and your dean for approvals and signatures before submitting it to the Undergraduate Curriculum Committee. If proposals involve more than one department, department chairs and deans of all affected programs must approve and sign the proposal. While the Executive Committee will look over a proposal without the signature page, it will not be placed upon the agenda of the Undergraduate Curriculum Committee until the Chair has a hard copy of the signature page, and the agenda is typically published one week before the Undergraduate Curriculum Committee's scheduled meeting. Proposals to revise anything within the General Education Program must be approved by the Committee on General Education before they are submitted to the Undergraduate Curriculum Committee, and need to be signed by all of the Deans. The Board of Governors must approve proposals for new programs and/or substantial revisions of existing programs for Higher Education once they have passed through committee. The Undergraduate Curriculum Committee website will indicate when the necessary approvals have been made, and the date on which the proposal, if passed, will go into effect.

Email an electronic version of your completed form as an attachment (without signatures), along with any required course outline or syllabi included at the end of the same form (please do not send as a separate document), to the Chair of the Undergraduate Curriculum Committee, at curriculum@ric.edu. Include an additional file with your revised catalog copy. Please send only the pages that will need changes rather than whole sections of the catalog. This can be accomplished by either taking

off the tracking and deleting all the irrelevant sections, or by selecting just the relevant sections on which to make changes before you make the changes—then ensure the changes are tracked. On completing your proposal, please acquire all necessary signatures. The copy of the form with signatures should be sent in paper form to the Chair of the Undergraduate Curriculum Committee. Proposals to be reviewed at the monthly meeting of the Undergraduate Curriculum Committee are due by noon on the first Friday of each month that the Undergraduate Curriculum Committee has scheduled a meeting (all these dates are posted on the Curriculum website announcements page) so the Executive Committee can vet them.

### **The Executive Committee**

The Executive Committee of the Undergraduate Curriculum Committee examines proposals for completeness (including necessary signatures) and conformity to committee policy. This Committee then recommends or does not recommend that the proposal be placed on the agenda of the next Undergraduate Curriculum Committee. Failure to recommend placement on the agenda means the proposal is returned to the author for repairs or revision or consultation with other concerned elements of the College community. If a proposal is returned to the author, the Chair of the Undergraduate Curriculum Committee confers with the author about needed revisions. If there are minor problems with a proposal, the Executive Committee may recommend placement on the agenda and the Chair may inform the author that amendments should be made to effect repairs on the floor of the Undergraduate Curriculum Committee. These amendments are made by the representatives of the author's constituency or by a member of the Executive Committee.

The necessary amendments are discussed by the Chair of the Undergraduate Curriculum Committee and the author and the representative. Only members of the Undergraduate Curriculum Committee may make motions to amend a document before the Committee.

### **The Undergraduate Curriculum Committee**

The Undergraduate Curriculum Committee receives proposals listed on its agenda, and after deliberation, approves or disapproves a proposal. If a proposal is not approved by the Undergraduate Curriculum Committee, it may be referred back to the author with an explanation of the reasons for disapproval. The proposal may be revised and resubmitted. If the proposal is approved, an Action Form (see Appendix II-A) is completed by the Chair of the Undergraduate Curriculum Committee, which includes an explanation of the proposal. This is forwarded to the Vice President for Academic Affairs, who signs or does not sign the Action Form after checking it for content and forwards it to the President who approves or disapproves an action by the Undergraduate Curriculum Committee. Proposals that are disapproved by the President are returned to the Undergraduate Curriculum Committee for reconsideration. Notice of approved proposals is sent to the author. The Curriculum website shows when the proposal has been forwarded from the Executive Committee to the Undergraduate Curriculum Committee, and when it has been approved or rejected by the Undergraduate Curriculum Committee, the Vice President for Academic Affairs, the President, and, if necessary, the Board of Governors, along with the date on which the proposal will go into effect.

The action contained in a proposal becomes official only after presidential approval and, if needed, Board of Governors approval or notification.

### **Policy**

It is the policy of the Chair of the Undergraduate Curriculum Committee with the advice of the Executive Committee of the Undergraduate Curriculum Committee to refuse to accept, for agenda, proposals that are incomplete or that do not contain necessary information as outlined in the Undergraduate Curriculum Committee Manual. It is the responsibility of the proposer to keep abreast of any changes in these requirements.

The Chair of the Undergraduate Curriculum Committee will receive new course proposals (changes in curricula, degree, or major) and place them on the agenda of the Undergraduate Curriculum Committee in chronological or logical order as received with other proposals. Representatives of the proposers will be asked to be present and discuss the program (including a description of the development of the program and the various segments of the College community consulted in the preparation) with the Committee. A proposal with interdepartmental or institutional concerns may be considered at one meeting with final action postponed until a subsequent meeting.

Information from proposals will be included in the College Catalog on its next update following their approval.

The Undergraduate Curriculum Committee does not have jurisdiction over administrative arrangements for implementing approved proposals. Hence, mention in the proposal of administrative arrangements is viewed by the committee as only informational.

### **Acknowledgments**

Obtain signatures of all persons in charge of other elements of the College affected by this proposal. If a proposal directly or tangentially involves or affects resources provided by or activities of other elements of the College, such as the library, OASIS, computer center, multimedia center, or other departments, signatures indicating awareness (not necessarily endorsement or approval) of the impact of the proposal must be obtained by the author of the proposal. If appropriate, these signatures may be accompanied by statements of support (or nonsupport) for the proposal. Affected persons may appear before the Undergraduate Curriculum Committee to speak for or against a proposal.

### **Approvals**

Obtain signatures with dates from all appropriate individuals, if possible, before submitting the proposal to the Undergraduate Curriculum Committee. Proposals without the required signatures will not be considered once the agenda has been set for that month. The chair or director of the department originating the proposal must sign on the line labeled "Department Action." The appropriate dean(s) and/or director(s) must sign on the appropriate line. Proposals that involve more than one

element of the College, such as Faculty Arts and Sciences and Feinstein School of Education and Human Development, or School of Management and School of Social Work must be signed by all concerned deans or directors. If a proposal involves a general education course or policy in any way, the proposal must come before COGE for consideration and signature, and be signed by all the deans. If COGE disapproves a proposal that has General Education implications, the proposal may come before the Undergraduate Curriculum Committee on appeal from a negative response from COGE, but rarely will the Undergraduate Curriculum Committee contradict a decision by its own subcommittee.

### **4.3. Revision of Existing Policy or Practice or a New Policy or Practice**

Proposals for revisions of existing curricular policy, curricular practice, or for new policy or procedures may be submitted in writing to the Chair of the Committee. Such proposals should include a clear rationale and explanation of the need for the proposed revision or addition of policy or practice. It should also describe the possible impact on the College—faculty, students, staff, administration and resources. The Undergraduate Curriculum Committee may schedule open hearings on proposals of far-reaching implications, if appropriate, or may agree if requested to do so. Note that proposals for changes in Academic policy or practice must be sent to the Committee on Academic Policy and Procedures or to the Executive Committee of the Rhode Island College Council.

### **4.4 Glossary of Terms**

The following glossary of terms are used to define parts of programs:

**Capstone** means culminating or crowning. It is used to describe a course that is the culminating experience for a program of study.

**Certificate of Undergraduate Studies (CUS)** programs are primarily for undergraduate-level students, where the certificate components consist mostly of Rhode Island College undergraduate-level courses. Admission and retention requirements are significant. These certificates typically provide applied academic and/or professional training.

**Certificate of Continuing Studies (CCS)** programs are primarily for non-degree students, where the certificate components consist primarily of courses and/or workshops earning credits not associated with undergraduate or graduate programs at Rhode Island College, such as continuing education units (CEUs), college Outreach Program credit, etc. Admission and retention requirements for most CCS programs are minimal. These certificates typically provide professional development, vocational training, or personal enrichment.

**Cognates** are required courses in disciplines related to the major; they are intended to broaden and enhance the major.

**Concentration** is the area of specialization. Courses in the concentration are a group of courses that relate specifically to the student's area of study.

### **Course Delivery Method**

**Distance Learning** designation means that the course is delivered entirely online, with no in person classes.

**Hybrid** course designation means a blend of online and traditional class meetings, with generally 50% online.

**Online** course designation means that at least 80% of classes are taught online, and may require initial meeting in person.

**Traditional** courses are those made up of in person class meetings, but which may include the use of an on-line learning management system.

**Curriculum** represents the student's total program of study (normally requiring a minimum of 120 semester hours) and usually consists of (1) the General Education Program; (2) a major, or for elementary education, a teaching concentration; (3) cognates; and (4) electives. Education curricula also require a professional education sequence. For the sake of clarity, "program of study" is preferred over "curriculum."

**Electives** are courses that the student may choose beyond the specifically required courses in order to fulfill the degree requirements (normally 120 semester hours for undergraduate degrees).

**Interdisciplinary major** is a group of ten or more courses that form a major but that cut across departmental lines.

**Major** is the discipline or academic area that the student studies in depth (normally requiring a minimum of 30 semester hours).

**Minor** is a secondary specialization in a degree program (normally requiring a minimum of 15 semester hours).

**Sequence** is a listing of courses in the order they are to be taken by the student.

**Specialization.** See **Major** and **Minor**.

**Specialized requirement** is a course, or group of courses, within the major (this needs defining in order to set these courses apart from regular required courses or cognates).

**Teacher education program** is used in the elementary and secondary education curricula to describe the major and other requirements necessary to earn certification for teaching.

**Teaching concentration** is a group of seven to nine courses satisfying the requirement for a specialty in the education curriculum.

Other terms such as focus, module, cluster, track, emphasis etc. should not be used to define programs and should be avoided in the text.

## APPENDIX

### I Annual Reports

The Undergraduate Curriculum Committee and its subcommittees are charged with making reports of activity during the year. The Undergraduate Curriculum Committee reports to the Rhode Island College Council and the format for its annual report must follow the reporting requirements for that parent body as well as provide a detailed record of all actions taken by the Undergraduate Curriculum Committee, so that a record is available for the future. Items required for the report are listed in Appendix I-A. The subcommittees of the Undergraduate Curriculum Committee report to the Undergraduate Curriculum Committee all action taken during the year. The format for this report is in Appendix I-B.

#### Appendix I-A

#### Content of Undergraduate Curriculum Committee Annual Reports

The Undergraduate Curriculum Committee report should conform to information requirements of the Council of Rhode Island College.

1. Membership (names, terms, department, constituency).
2. Officers.
3. Membership of the Executive Committee of the Undergraduate Curriculum Committee.
4. Meeting dates of the Undergraduate Curriculum Committee and the Executive Committee of the Undergraduate Curriculum Committee.
5. Dates of any special meetings and purpose of such.
6. Subcommittees' membership and terms.
7. Annual reports of subcommittees attached to the annual report.
8. All ad hoc committees, their charges, memberships, reports, if any, and dates of task completion (refer to the minutes of the meeting in which the report was made).
9. All special task force(s) formed, membership copies of the charge(s) of the task force(s), and progress reports and/or final reports.
10. All special policy actions taken by the Undergraduate Curriculum Committee summarized with dates of appropriate minutes.
11. All actions taken by the Undergraduate Curriculum Committee classified by origination source (departments), with indication of action by the President.

12. All other information required by the Council of Rhode Island College.

The following may also be included:

- a. Specific recommendations to the Council from the Committee in the form of resolutions to the Council.
- b. Specific recommendations to new communities.
- c. Self-evaluation with recommendation for alterations in structure and duties for the By-Law Committee.
- d. Implications of current fiscal or personnel agreements relative to program, personnel, curriculum facilities, etc. as they impinge on the work of the Committee.

### **Appendix I-B**

#### **Content of Undergraduate Curriculum Committee Subcommittees' Annual Reports**

1. Committee Title:
2. Submitted to: Chair of the Undergraduate Curriculum Committee
3. Prepared by: Chair
4. Members of the Committee:
5. Meeting Dates:
6. Review of Committee Activities:
7. Decisions Approved:
8. Include descriptions of the significant and critical events in the life of the committee which may or may not have precipitated committee action, but of which future committees and the Undergraduate Curriculum Committee should be informed.
9. Include any suggestions for changes or additions in Undergraduate Curriculum Committee policy or committee structure that should be considered by the Undergraduate Curriculum Committee; such as changes in the responsibilities, membership, and/or procedures of the committee.

### **Appendix II**

#### **Report of Undergraduate Curriculum Committee Action to the Vice President for Academic Affairs and to the President**

The report of recommendations to the Vice President for Academic Affairs and to the President is prepared by the Chair of the Undergraduate Curriculum Committee. The form used for this report is below. The recommendations must include a summary of all revisions (deletions or additions), with brief explanatory comments.

When and if the Vice President for Academic Affairs and the President approves the action of the Undergraduate Curriculum Committee by affixing their signatures, dates of approval, and date effective to the form, the form is held at the Office of the Vice President for Academic Affairs, and the website is amended accordingly.

## **Appendix II-A**

### **Form for Report of Undergraduate Curriculum Committee Action**

Document(s): #

Recommendation:

Date of Action:

Originated by:

Recommended by Undergraduate Curriculum Committee  
(Department, Person, or Group)

Effective date:

Catalog citations: See pages on Curriculum website.

Comments:

#### **APPROVALS**

Chair, Undergraduate Curriculum Committee:

Date:

VP for Academic Affairs:

Date:

President:

Date:

**EFFECTIVE DATE FOR THIS APPROVED RECOMMENDATION:**

## **Appendix III**

### **Subcommittees of the Undergraduate Curriculum Committee**



There are 3 subcommittees of the Undergraduate Curriculum Committee: The Committee on Student-Designed Majors, the Committee on General Education, and the Writing Board. The purpose, structure, and policies of these committees are described in this Appendix. All of these committees report to the Undergraduate Curriculum Committee.

### **Appendix III-A**

#### **The Committee on Student-Designed Majors**

##### **I. Purpose**

To provide undergraduate degree candidates who have earned at least 40 credits and who have a cumulative grade point average of at least 2.5 with an opportunity to design unique program that satisfy particular interests or needs or to pursue undergraduate work in an area in which the College has no existing undergraduate program. The structure of this committee is described in section 2.5.1 of this manual.

##### **II. Proposals for Student-Designed Majors**

1. Proposals from students with more than 75 credits normally will not be accepted.
2. The proposal must include at the minimum eight to 10 courses in the major and any essential cognates. Courses in the major should be primarily upper-level Rhode Island College courses. The proposal should also include and describe some means for integration or focus such as a research project, directed study, or field placement.
3. The proposal must be approved by a faculty member or members who agree to serve as advisor(s) to the student and by the chair(s) of the department(s) involved. The chair(s)' signature(s) indicate that courses on the proposal will be offered in the near future. The appropriate academic dean also must approve any proposal for a student-designed major resulting in a professional program.
4. The completed proposal must be submitted to the Committee for Student-Designed Majors no later than 1 October (fall) or 1 March (spring) for action that same semester. Incomplete proposals will be returned. The student may meet with the Committee to discuss the proposal.
5. The Committee's action (approval, request for revision, disapproval) will be communicated in writing to the student and advisor(s) before the beginning of registration for the following semester. The Records Office will be sent a copy of each approved proposal, to be used in monitoring completion of degree requirements. Students whose proposals are approved will be required to complete all courses listed on the approved proposal. The Committee on Student-Designed Majors must approve any requests for substitutions in advance.

Forms for applying for a Student-Designed Major are available in the Office of the Dean of the Faculty of Arts and Sciences.

### **Appendix III-B**

#### **Committee on General Education (COGE)**

##### **I. Purpose**

The administration of General Education will be the responsibility of the Committee on General Education (COGE), its chair, and the Associate Dean of the Faculty of Arts and Sciences. The structure of COGE is described in Section 2.5.2 of this manual.

## **II. Duties and Responsibilities of COGE**

Responsibilities of COGE and its Chair shall include, but not be limited to, the following:

1. Administer General Education in a manner consistent with the philosophy and programmatic requirements established by the Undergraduate Curriculum Committee.
2. Undertake a comprehensive ongoing review of all General Education offerings to determine that they meet the category definition and requirements.
3. Organize and direct General Education faculty development programs to be related to the core courses, and to encompass all aspects of General Education.
4. Evaluate and approve syllabi and course proposals for core I, core II, core III, and core IV.
5. Review and approve the suitability and content of courses proposed for inclusion in all distribution areas.
6. Forward proposals for courses to be included in General Education to the Undergraduate Curriculum Committee for approval in a timely fashion.
7. The Chair of COGE and the Associate Dean of the Faculty of Arts and Sciences will work cooperatively with department chairs to schedule appropriate numbers and sufficient sections of general education courses (core and distribution) and to assure necessary and appropriate participation of full time faculty to support the core courses and distribution courses. This arrangement will be consistent with all details of the contractual agreement.
8. All COGE meetings shall be open and an agenda shall be published in the College Briefs one week in advance, notifying faculty, staff, and students of time, place, and agenda.
9. Hold an annual meeting open to all faculty, staff, and students for the purpose of reporting on and discussing issues related to General Education. This meeting should be publicized in a timely fashion.
10. Organize, direct, and execute an assessment of General Education on a three-year cycle to include, but not be limited to, an assessment of the extent to which the goals and purposes of General Education are realized by the structure of the program, the content of the program, the schedule and timeliness of course offerings, enrollments, the sequencing of courses, the

administration of the program and its ancillary components as well as faculty, staff and student satisfaction with the program.

11. The Associate Dean of the Faculty of Arts and Sciences shall have the responsibility of determining and signing approval of special accommodations that may be required on a day-to-day basis. The Office of the Dean of the Faculty of Arts and Sciences will provide necessary clerical support to expedite such special accommodations for students.

12. The Chair of COGE will submit a monthly report to the Undergraduate Curriculum Committee regarding the activities of the committee and a written annual report to the President, Vice President for Academic Affairs and the Undergraduate Curriculum Committee.

13. The Chair of COGE will prepare descriptions of the General Education Enrichment Programs and Faculty Development Programs sufficiently and appropriately in advance of these events to allow for preparation and participation.

### **III. Purposes of General Education at Rhode Island College**

General Education at Rhode Island College performs several functions. Its primary purpose is to promote active and thoughtful citizenship and individual growth by providing all students with certain common intellectual experiences and with a fund of general knowledge. As specified below in the statement of goals, General Education seeks to develop or enhance students' abilities to analyze, synthesize, evaluate, and communicate information in various academic discourses. It seeks to promote students' understanding and appreciation of cultural and multicultural, social and political, scientific and technological, aesthetic and philosophical contents and issues important to life-long learning and successful citizenship in a changing America and a global economy. In addition to its primary purpose, General Education may contribute both directly and indirectly to students' study in their majors by offering required, recommended, and cognate courses at the introductory level. General Education at Rhode Island College is collaborative. Students and faculty work together so that students graduate with basic skills and knowledge, and with a foundation for more specialized learning.

### **IV. Goals of General Education at Rhode Island College**

General Education develops or enhances the following communication and learning skills:

- Persuasive speaking
- Critical analysis and synthesis
- Receptive listening
- Clear and rhetorically informed writing
- Critical and engaged reading
- Applications of technology

These skills are exercised to varying degrees in different courses throughout General Education as students develop or expand their understanding of:

- Quantitative concepts and methods through mathematical reasoning and quantitative analysis by working in laboratory science, mathematics, sciences, and selected courses in the social and behavioral sciences.
- Global historical perspectives through the exploration of Western and Non-Western civilizations and their cultural expressions, alongside a consideration of comparisons and linkages among diverse societies that works toward a recognition of the processes of historical continuity and change. This will be achieved in the core courses.
- Cultural diversity and the differences among and within societies and cultures, which include a consideration of the experience of groups historically oppressed or marginalized, and languages and cultures as mirrors of diversity. This will be achieved through work in the core courses, selected courses in the social and behavioral sciences, and selected courses in the visual and performing arts.
- Philosophical ethical and moral issues, ideas and beliefs, ideals and values and the practical applications of these through work in the core courses and selected courses in the visual and performing arts.
- Society; the nature of social scientific inquiry; social, political, and economic systems; social implications of technology; and individual behavior through work in the core courses and courses in the social and behavioral sciences.
- Literary and artistic thought and expression aesthetic perspectives, along with an appreciation and response to visual, literary, and performing arts, which may include participation as creator, performer, involved observer, all through work in the core courses, courses in the visual and performing arts, and in selected courses in the social and behavioral sciences.
- Scientific understanding, by learning about observation and experimentation, data collection and analysis, concepts in the physical and life sciences, and the behavior of natural and artificial systems, through work in sciences and mathematics, social and behavioral sciences, and selected core courses.

## **V. Statement on Competencies**

COGE feels that students must have certain basic intellectual skills to do college-level work. Among the most important of these is the ability to write coherently and perform fundamental mathematical operations. Without these intellectual skills, assignments necessary for effective or even successful learning, not only in General Education, but in all other majors or programs could not be carried out. (See the current catalog for methods of meeting writing and mathematics competencies.)

## **VI. Structure and Description of General Education**

**The Core Curriculum:** (four courses of 4 credits each):

Core 1: English 161 Western Literature

Core 2: History 161 Western History

Core 3: Department 16x Non-Western Worlds

Core 4: General Education or Department 26x Critical Inquiry into Cultural Issues

**The Distribution Requirement:** six courses from the following categories

1. Two courses from the social and behavioral sciences (6-8 semester hours)
2. One course from the visual and performing arts (3-4 semester hours)
3. One laboratory science course (4 semester hours)
4. One mathematics course (3-4 semester hours)
5. One additional science or mathematics course (3-4 semester hours)

**The Program** = ten courses, a minimum of 35 semester hours

**The Core Curriculum****Cultural Legacies and Critical Thinking**

The core curriculum consists of a group of four related courses. Within the overall framework of the Purpose and Goals of General Education, its purpose is to provide students with an understanding of cultural and historical traditions that have shaped the world in which we live, and a critical appreciation of values, ideas, and practices, which have emerged from these traditions. To this end, the core explores practices, values, and ideas in both Western and non-Western contexts.

Each of the courses offered in the four categories of the Cultural Legacies and Critical Thinking core is similar, providing perspectives on the human experience in different cultural contexts and across centuries. In our increasingly diverse society and global world it is important to include a course on Non-Western cultures in the core, expanding the notion of significant cultures to those of the non-Western World placement of non-Western cultures alongside Western cultures in the core highlights their importance in the world. The non-Western worlds course will help students appreciate both the values and importance of cultures different from their own and help students evaluate ethnocentric perspectives developed by living in a predominately Western culture. Core four serves to integrate the core experience, the foundation of which is laid in the first three core courses. As a group, the core courses in their organization and content implement the learning skills, and, in particular, the goals of understanding historical perspective, literary thought and artistic expression, philosophical, ethical and moral issues, cultural diversity, and societal phenomena as they are expressed in different historical and cultural contexts.

The 4-credit structure for courses in the core was adopted for several reasons: because of the range and amount of material core courses are asked to address; because of the attention they are to give to analysis and to conceptualizing the content that is covered; and because they are to be writing intensive. In keeping with the overall purposes of the core, in order to provide for adequate depth of coverage in a single

course and to ensure a balance of coverage of Western and non-Western traditions, 4 credits are recommended for the Western literature, history, and non-Western courses. The Critical Inquiry course also requires 4 credits because of its role in the core as an integrating course, its particular emphasis on analysis and synthesis, depth of coverage, and the fact that it is intended to be a seminar-like experience demanding a substantial amount of clear and coherent writing.

To the extent feasible, students will take core 1–3 in their freshman and sophomore years. Core 1–3 are prerequisite to core 4. Credit for General Education core courses will count for general education credit only. All core courses shall be listed together at the beginning of the Course Bulletin. Each core course shall be titled and listed as one of the following:

Core 1: English 161: Western Literature

Core 2: History 161: Western History

Core 3: Departments 16x Non-Western Worlds

Core 4: General Education or Department 26x Critical Inquiry into Cultural Issues

Core One: English 161 Western Literature provides students with the opportunity to examine the culture and heritage of the Western world as reflected in literature. Students will learn about and be required to comment critically, orally and in writing, upon traditions, values, ideas, movements, and issues that define Western culture and are exemplified in selected literary texts. To the extent possible the texts should reflect selected aspects of Western culture from the Ancient World through the 20th century. Faculty from other departments may teach the course with the approval of the chairperson of the English Department.

Core Two: History 161 Western History provides students with an opportunity to examine the culture and heritage of the Western World as reflected in history. Students will learn about and be required to comment critically, in writing and orally, upon the traditions, values, ideas, movements, and/or issues that define Western history and are exemplified in documents, topics, or periods. To the extent possible, these documents, topics, and periods should reflect selected aspects of Western culture from the ancient world through the 20th century. Faculty from other departments may teach the course with the approval of the chairperson of the Department of History.

The English and history departments will coordinate their respective syllabi as much as possible to provide students with an integrated learning experience. To the extent feasible there should be clear historical and thematic connections between the content emphasized in the literature course and the content emphasized in the history course.

Core Three: Departments 16x: Non-Western Worlds introduces students to selected cultures and historical traditions that arose outside the Western experience. Students will learn about and be expected to comment critically, in writing and orally, upon traditions, values, and ideas of cultures that are different from Western culture.

Courses in Core Three must respond to the common purposes of this core category which is to introduce students to historical and cultural traditions, values and ideas fundamentally different from their own, and to the different ways in which non-Western societies and cultures have understood and responded to many of the same issues and challenges confronting Western societies and cultures. These courses will be department-based, carry department designation and be taught primarily by full-time faculty members of the proposing departments.

#### Core Four: General Education 26x or Department 26x: Critical Inquiry into Cultural Issues

Whereas the study of Western and non-Western cultural and historical traditions are the focus of the first three core courses, Core Four: General Education 26x: or Departments 26x: Critical Inquiry into Cultural Issues allows students to analyze, integrate and comment critically, in writing and orally, upon a particular issue, practice, tradition, or value of general cultural significance as reflected in social, moral, philosophical, or scientific issues confronting citizens of the contemporary world. Core Four courses study a specific topic of general importance in human culture that reflects upon connections, comparisons, and/or contrasts between different, especially Western and non-Western, traditions, values, and practices. These courses examine a specific issue by comparing, contrasting, and integrating knowledge of cultural traditions gained in the other three core courses. Issues that relate to Western and non-Western ideas, practices, and traditions and impinge on our global inter relatedness typically will be the focus of courses offered in Core Four.

Core Four courses build upon knowledge gained in the first three courses while seeking to develop further students' ability to analyze, interpret, synthesize, question, and argue in ways similar to the way these skills are fostered in the senior seminars in many disciplinary majors. They focus attention on an issue of general importance and require that the student explore that topic in depth and with critical rigor. Core Four is not to be taken until the first three core courses have been completed successfully. Courses offered in core four will be proposed and taught primarily by full-time faculty from across the College so long as these-proposals meet the overall purpose and requirement of the Cultural Legacies and Critical Thinking core. Interdisciplinary courses and approaches are to be encouraged. What gives each approach a common framework and basis is that each must respond to the definition and purposes of core four.

### **Appendix III-C The Writing Board**

#### **I. Purpose**

To act as an advisory body, helping to provide materials, suggestions, and support to individual departments and faculty members. The Writing Board helps to share information among programs and to sponsor faculty development relevant to writing.

The Writing Board host formal and informal events to facilitate the discussion of writing related issues across campus, and provide fora for faculty discussion of same. The structure of this Board is described in section 2.5.3 of this manual.

## **II. Responsibilities**

1. Report to the Undergraduate Curriculum Committee annually in May.
2. Make such curricula recommendations as deemed appropriate and connected with its purpose to the Undergraduate Curriculum Committee.
3. Create a forum for cooperation between the Writing Center, the Department of English (which administers Writing 100 and English 010), and all other academic units on campus, including ESL programs and OASIS.
4. Advise Undergraduate Curriculum Committee, departments, programs (COGE), and others about writing and writing-intensive courses.
5. Produce issue statements and working papers about writing

## **Appendix IV The College Honors Program**

The College Honors Program offers academically superior students, regardless of major, the opportunity to participate in a four-year honors experience. The program has three parts: General Education Honors, the Honors Colloquium, and Departmental Honors. Each part may be taken independently of the others and will be noted on the student's official transcript. However, all three parts must be completed in order to receive the additional designation of "College Honors" on the transcript.

### **General Education Honors**

General Education Honors admits students directly from high school, during their freshman year, or as transfers. General Education Honors is normally, although not necessarily, completed by the end of the sophomore year.

Students take a minimum of five General education courses in specially designed honors sections. These sections are designed to be more intellectually challenging than regular courses and are kept small in size, thus allowing ample opportunity for class discussion and for individualized study.

Successful completion of General Education Honors requires a minimum overall grade point average (GPA) of 3.00. All honors courses taken are noted on the student's transcript, as is the completion of General Education Honors as a whole. Students may withdraw from the program at any time.

Admission to General Education Honors is by invitation of the Director of Honors and the College Honors Committee. Students invited into General Education Honors normally rank in the top 20 percent of their high-school class, have taken demanding academic schedules,



and have scored at least 1200 on the SAT (verbal and critical). Each student's application is looked at individually, however, and other factors are considered, such as activities, recommendations, the student's high school curriculum, and his or her personal statement. Students may also join on the basis of their performance at Rhode Island College during their first year or as transfer students, if they have not already completed too many General Education courses.

Each year Rhode Island College awards a number of merit-based scholarships to students in General Education Honors. Those scholarships are renewable for a maximum of four years as long as the student maintains full-time status with a minimum GPA of 3.00 and makes satisfactory progress toward completing General Education Honors.

Other financial scholarships specifically for General Education Honors students are the Eleanor M. McMahan Award, which is presented to an outstanding graduating senior who has completed both General Education Honors and Departmental Honors; the Eleanor M. McMahan Rising Junior Award, which is presented to a rising junior in General Education Honors who plans to complete a senior honors project; and the John Nazarian Honors Scholarship, which is awarded to an outstanding incoming freshman in General Education Honors.

### **Honors Colloquium**

Honors 351: Honors Colloquium admits continuing and transfer students who have achieved a cumulative grade point average of 3.00, whether or not they have participated in General Education Honors. Although most students will have attained junior status, this colloquium is open to second-semester sophomores as well. This course may be taken twice for credit and is required for the College Honors designation.

Honors 351 promotes intellectual and social community among students from different disciplines at the college. It teaches students to think self-analytically about their majors and about working in particular academic genres. It may also provide information about graduate school, study abroad, and national scholarships. It helps students decide whether or not to undertake departmental honors work and guides them in the initial stages of identifying, researching, and proposing honors projects in their respective majors.

### **Departmental Honors**

Departmental Honors offers students the opportunity to undertake an independent research, critical, or creative project on a topic of the student's choice and directed by a professor of the student's choice. Normally, the project begins in the senior year, although it may commence earlier, and carries at least six hours of independent study credit over two semesters. Students may participate in Departmental Honors whether or not they have completed General Education Honors or taken Honors 351.

A Departmental Honors project is completed in the department of the student's major. The student must apply formally to the appropriate departmental honors committee, which is responsible for accepting the student's proposal for an honors project, for evaluating the completed project, and for awarding the Departmental Honors designation, which will appear on the student's transcript. If the student's project involves work with persons or animals, the project must also be approved by the Institutional Review Board for Human Subjects or the

Institutional Animal Care and Use Committee. Individual departments may also require that the student take specific upper-level courses in addition to or as part of the honors project. Limited funds are available from the Director of Honors to support honors projects.

If there is no honors program in the student's major or if the student wishes to undertake an interdisciplinary project that cannot be accommodated in the major, the student may apply directly to the Director of Honors to appoint an appropriate faculty committee to review the student's proposal and to oversee the project. In such cases, the student's transcript will reflect completion of an Honors Independent Project rather than Departmental Honors. Such students will still be eligible to receive the College Honors designation on their transcripts.

Students seeking Departmental Honors must have a minimum overall grade average (GPA) of at least 3.00 and a minimum GPA in the major of at least 3.25. Some departments require higher minimum GPAs. Students should consult the respective departmental honors committees for details. A student whose project is denied honors may appeal that decision through the normal college appeal process.

Honors programs are offered in all departments in the Faculty of Arts and Sciences and in the School of Management, as well as in the Feinstein School of Education and Human Development, the School of Nursing and the School of Social Work.

## **Appendix IV-A**

### **The General Education Honors Program**

#### **I. The Structure of General Education Honors**

The General Education Honors program is one of three components in the College Honors Program, which also includes the Honors Colloquium and Departmental Honors. Each part may be taken independently of the others and will be noted on the student's official transcript. However, all three parts must be completed in order to receive the additional designation of "College Honors" on the transcript. The General Education Honors program is a lower-division honors sequence, the majority of honors work to be completed normally in the freshman and sophomore years. Students are expected to fulfill a certain number (see below) of their General Education requirements in designated honors classes.

#### **II. Courses for General Education Honors**

Students in the General Education Honors Program take at least five of their required General Education courses in specially designed honors classes, normally including the four "core" classes in Western Literature, Western History, Non-Western Worlds, and Critical Inquiry into Cultural Issues. To emphasize active class participation and close student-teacher interaction, the Honors classes are kept small, usually twelve to fifteen students, and are conducted in a discussion rather than a lecture format. Honors sections often employ innovative teaching techniques.

Students are admitted to General Education Honors directly from high school, during their freshman year, or as transfers. Most students in the program rank in the top 20 percent of their high school classes and have SAT scores of at least 1200 (verbal and

critical reading). Each student's application is looked at individually, however, and other factors are considered for admission, such as activities, recommendations, the student's high-school curriculum, and his or her personal statement.

Students must maintain an overall grade point average of 3.0 in order to graduate with General Education Honors.

### **III. Non-Honors Students in Honors Classes**

Students not in the honors program but with a demonstrable proficiency and interest in a given area are allowed to take individual honors classes. They will not, however, preempt any student in the honors program who wishes to take a given class or cause the class size to be increased above 15. Admission of such students will be by permission of the instructor and the Director of General Education Honors.

### **IV. The Honors Faculty**

Faculty participating in the program should normally combine strong credentials as in-class teachers with a demonstrated and on-going commitment to scholarly and/or creative productivity in their respective disciplines.

### **V. Administration**

The General Education Honors program will be administered by the Director of Honors, advised by the Honors Committee, and report to the Dean of the Faculty of Arts and Sciences. The Director of Honors, working closely with appropriate members of the faculty and administration, will supervise the development, coordination, review, and publicizing of the program. Ultimate responsibility for the quality and the operation of the program shall rest with the Director of Honors. Scheduling and staffing of honors classes shall rest with the Director of Honors in conjunction with department chairs. Evaluation of honors courses rests with the Director of Honors.

## **Appendix IV-B**

### **Policy on General Criteria for Departmental Honors Programs**

The Rhode Island College Council has charged the Undergraduate Curriculum Committee of Rhode Island College with responsibility in matters pertaining to departmental Honors Programs. Proposals for the initiation and/or revision of departmental Honors Programs should be submitted to the Undergraduate Curriculum Committee on Program Proposal or Program Revision Forms for approval. Approval will be contingent upon the proposed Honors Program meeting the following minimum criteria.

#### **Admissions**

1. An applicant must have a minimum overall grade point average of at least 3.00 and a grade point average in the major of at least 3.25. Departments may set higher minimum standards and/or additional criteria for entrance into the Honors Programs. Departments may make exceptions to their minimum requirements to admit an

individual student but each student admitted as an exception shall be considered to be on probationary status.

2. Each department offering an Honors Program must establish a departmental honors committee of at least three members, one of whom shall serve as chair. This may be a committee of the whole or a sub-group of another standing committee.
3. Applications for admission to the Honors Program within a department must be submitted in writing to the chair of the department who shall forward them to the departmental honors committee and to the Director of Honors.
4. Application for admission shall occur between the fourth and sixth semester.

### **Program**

1. All departmental Honors Programs shall require a substantial piece of directed or independent research or creativity in the major field.
2. All academic work in an Honors Program shall be in some way awarded credit. All "extra work" in regular courses that could previously be countable toward an Honors Program shall be eliminated and the honors project or thesis be substituted in its place.
3. Departments offering Honors Programs shall make use of the 490-91 directed study or independent study courses unless other directed study experiences can serve as acceptable substitutes.

### **Dismissal/Credits**

1. Each Honors Program must have a written policy stating the conditions of dismissal from the program and a statement on the procedures available to students who may wish to appeal an honors grade or dismissal from the program.
2. Honors Programs shall have a statement, in writing, indicating the departments' policy for students who do not perform honors quality work in the Program. Students whose projects are not awarded honors by the departmental honors committee may receive elective credit for the directed study classes. Grades for those classes are awarded by the honors project director, not by the departmental honors committee.

## **Appendix V**

### **Policy on Credit by Proficiency Examination**

External proficiency examination refers to the establishment of proficiency through the use of a standardized examination, such as a CLEP test or an Advanced Placement Test; internal proficiency examination refers to the establishment of proficiency through the use of an examination prepared by a member of the College faculty.

A list of CLEP Tests accepted by the College can be found in the Transfer Guide at [www.ribghe.org/transferguide.htm](http://www.ribghe.org/transferguide.htm).

Credit towards a baccalaureate degree at Rhode Island College can be earned by proficiency examinations in accordance with the policies outlined below:

## **A. Credit for Individual Existing Rhode Island College Courses Other Than General Studies**

### **1. Authorization**

The decision on offering credit for an individual course through a proficiency examination shall rest with the department sponsoring such a course or with a quasi-departmental director or committee for interdepartmental courses. It should include discussion with any other departments concerned, require in the case of courses that are part of a professional sequence the approval of the department responsible for that sequence; and be subject to the approval of the appropriate divisional dean(s). Approval of a proficiency examination shall rest with the department as a whole or a committee of the department appointed for this purpose.

### **2. Process**

The process involved shall be as follows: Each department shall examine course offerings, and within the overall limits specified below, will recommend to the appropriate divisional dean(s) what, if any, courses shall be offered for credit through internal or external proficiency examinations or a combination thereof. Recommendations for external proficiency shall include specifications of the appropriate test and qualifying score. Recommendations for internal proficiency examinations shall include a description of the general features of the examination to be used and specification of the qualifying criteria. The qualifying score on a proficiency examination shall be at least equivalent to a grade of "C." A departmental examination (as distinguished from an individual instructor's examination) shall be used for each course.

### **3. Limits on Amount of Credit**

The maximum amount of credit earned through proficiency examination shall be 60 credit hours. (The requirement that at least 25 percent of a baccalaureate degree must be earned through course work done in residence at Rhode Island College continues in effect.) The proportion of a particular major or teaching concentration earned through proficiency examination shall not exceed one-half of the total number of courses in that major or concentration.

### **4. Eligibility**

Only Rhode Island College undergraduate students shall be eligible to attempt credit through internal proficiency examination. Each department may establish additional eligibility requirements related to the appropriate prerequisites. A student will not receive credit for a proficiency examination that is taken a second time.

If a student has failed a course at Rhode Island College for which a proficiency examination has been previously approved the grade of F may be removed in accord with existing policy by taking and passing that proficiency examination.

These regulations do not prohibit an instructor from allowing a student to complete a course in which he received an Incomplete, for which a proficiency examination is

available by taking and passing such an examination within the time period established for conversion of an Incomplete to a letter grade.

A student may transfer credits earned by proficiency examination from another accredited institution in accordance with general policies governing transfer credit, subject to the limitations in Section 3 above. However, nonstandardized internal proficiency examinations may not be taken at another institution for Rhode Island College credit after admission to Rhode Island College.

A person with a baccalaureate degree will be permitted to use proficiency examinations in working for a second undergraduate degree.

### **5. Records**

A record of all proficiency examinations attempted at Rhode Island College will be recorded in a student's file in the Records Office. Proficiency examinations that are passed shall, upon a student's request, be recorded on his official transcript. The actual raw score of an external proficiency examination shall be recorded so that an institution to which a student transfers will be able to assign an equivalent grade if it so desires.

### **6. Administrative and Financial Provisions**

The Undergraduate Curriculum Committee notes that administrative and financial aspects of a proficiency program are outside the Committee's jurisdiction. It recommends to the appropriate authorities that fees for taking the examinations be based on costs of administering the examinations, including preparation and overhead and a share of College development costs, rather than on fees for taking instruction in the course, and that the magnitude of the effort contemplated will probably require compensation (in money or load credit) for faculty involved if the program is to have reasonable chance of success.

### **7. Scheduling of Proficiency Examinations**

Normally proficiency examinations shall be offered in September, January, and June.

### **B. General Studies**

The formulation of recommendations on credit by proficiency examinations for General Studies shall rest with the General Studies Committee, subject to action of the Undergraduate Curriculum Committee.

### **C. Policy Review**

At the end of each academic year the Undergraduate Curriculum Committee shall review the proficiency policies and practices in effect at the time and shall make whatever recommendations for revisions it considers desirable.

### **D. Procedures**

It is recommended that the Committee of Deans in concert with appropriate College offices develop procedures necessary for the implementation of the policies stated above. These shall include procedures by which a student may request a proficiency examination, procedures involved in recording proficiency efforts, and the like.

## **Appendix VI**

## **Policies Governing Off-Campus and Special-Format Courses**

### **A. Control of Off-Campus and Special-Format Courses:**

1. Full control of off-campus courses should reside in the academic departments and utilize the defined existing processes for such decisions that:
  - a. pertain to initiation of courses and their validity
  - b. approve course descriptions
  - c. determine the amount of credit to be granted
  - d. approve the course for program credit
  - e. establish course requirements
  - f. determine the scheduling of the course
  - g. determine the assignment of teaching personnel
2. The departmental control of courses resides with the most appropriate and proper department related to the course offerings.
3. Off-campus course proposals are approved by the appropriate dean or deans.
4. "Off-campus courses" in this sense are not intended to include practica and other classes with an off-campus component.

### **B. Need for an Efficient, Qualitative Mechanism to Respond to All Outside Requests for Workshops**

It is recommended that the College:

1. Maintain the present procedure whereby all sources of course proposals are introduced to the College community. These are identified as:
  - Appropriate Academic Dean's Office
  - Graduate Dean's Office
  - Appropriate Department Head
  - Bureau of Social and Educational Services
2. Disseminate among members of the faculty and department chairs identifying all elements in the approval process.

### **C. Time Needed to Study Requests and Render a Decision:**

Emergency approval of off-campus courses should be avoided.

1. All approvals should be obtained under conditions that permit adequate time for consideration of proposed off-campus courses.
2. When school is not in session, or the appropriate department chair and/or personnel are not available, an ad hoc committee may be appointed by the appropriate academic dean for consideration of off-campus courses.
3. When approval is granted by the ad hoc committee, it will be for one semester only and subject to review when the usual department personnel become available.

#### **D. Staff Qualifications and Availability**

To obtain the most qualified personnel to instruct the off-campus offering:

1. Instructors for said courses should be regular, full-time faculty of the College except where departments shall explicitly approve special instructors for specific courses.
2. Instructors, other than full-time College faculty, shall be approved each and every time they receive an assignment for teaching off-campus offerings.

#### **E. Appropriate Rigor of Offerings Along with Necessary Support Systems**

To insure the integrity of the off-campus course offerings:

1. When on-campus courses are to be taught off-campus the necessary resources are to be made available.
2. All requests for courses already taught on campus shall be subject to the approval process already identified for off-campus course approval.
3. The college policy whereby the maximum student load is one graduate credit per week for summer courses shall also be applied for all workshops and off-campus course offerings.

#### **Appendix VI-A Undergraduate Proposal for Off-Campus Course**

##### **Policy**

Normally, courses carrying college credit shall be taught on campus where the full resources of the institution are available. In certain circumstances, however, courses such as workshops, seminars, or institutes may be offered off-campus where the objectives or the content of the course or the particular needs of students may be more appropriately met. In these circumstances, the proposal to offer the course off-campus must be approved by the appropriate Department Chairman and the appropriate Academic Dean.

#### **Appendix VII Policy on the Administration of Interdisciplinary Courses**



1. Urban education and bilingual-bicultural programs are to be administered by the Department of Educational Studies and the Dean of the Feinstein School of Education and Human Development.
2. International education programs are to be administered by the President's Office.
3. Social science programs are to be administered by a director responsible to the Dean of the Faculty of Arts and Sciences. The Chairs of the social science and history departments or their designees will serve as an advisory committee to the director.
4. All other existing programs are to be coordinated by the Assistant or Associate Dean of the Faculty of Arts and Sciences.
5. The assistant or associate dean will cooperate with the coordinator of programs or teachers (of courses) to work out a mode of evaluation for programs or courses; copies of reports of results of the use of any mode of evaluation will be sent to the secretary of the Undergraduate Curriculum Committee.
6. New student or faculty-designed programs involving a limited number of students are to go through the Committee on Student Designed Majors. Formalization of these programs requires submission to the Office of the Dean, the Vice President for Academic Affairs, the Undergraduate Curriculum Committee, and the President (and may need to be approved by the Board of Governors).

## **Appendix VIII**

### **Policy on Limits on the Number of Credits for Undergraduate Majors**

Definitions: A liberal arts major takes any program offering the B.A. degree that does not lead to teaching certification. A professional program is any other undergraduate program.

1. General Education Program: maximum of 36 credits.
2. Liberal arts major: 30 to 60 credits, including all major courses and cognates. (Normally a major consists of 30-36 credits, cognates up to 24.) This limit may be exceeded by double counting the excess number of credits within General Education.
3. Professional program: 30 to 72 credits, including all major courses, cognates, and professional courses. This limit may be exceeded by double counting the excess number of credits within General Education.
4. Academic minor: 18 to 21 credits.
5. Free electives: minimum of 20 credits for liberal arts majors and 8 credits for professional programs.
6. Currently most students enroll in Writing 100, 4 credits, to fulfill the College Writing Requirement, and this is included within the General Education Program.
7. Summary of the distribution of credits:

## a. Liberal Arts Major:

Major and Cognate Courses: 60 maximum  
 General Education Program: 40 maximum  
 Free Electives: 20 minimum  
 Total: 120 credits

## b. Professional Program:

Major, Cognates, and Professional Courses: 72 maximum  
 General Education Program: 40 maximum  
 Free Electives: 8 minimum  
 Total: 120 credits

8. The catalog statement for any program failing to meet these requirements for any reason must include the sentence: "This program will usually not be completed within four years."

## Appendix IX

### Policies on Mathematics and Writing Competency Requirements

#### Appendix IX-A Mathematics Competency Requirement

Students are urged to complete the College Mathematics Requirement by the end of their first semester of study at the college. Students who have not fulfilled the requirement will have that noted on their transcript. Students who do not satisfy the College Mathematics Requirement by the end of their first semester (15 or more attempted credit hours at Rhode Island College) will be placed on academic probation. Note: Fulfillment of the College Mathematics Requirement is distinct from and does not substitute for completion of the Mathematical Systems Category of General Education.

#### Entering Freshmen:

1. Students who score 480 or better on the Mathematics section of the SAT (or 20 or better on the ACT Mathematics subscore) will have met the College Mathematics Requirement.
2. Freshmen who scored less than 480 on the Mathematics section of the SAT (or less than 20 on the ACT Mathematics subscore) will be required to take the Mathematics Assessment Examination prior to or during freshman orientation. Students who achieve a satisfactory grade on the assessment examination will have met the College Mathematics Requirement. (This examination is given at least six times each semester, and, if necessary, may be repeated once. It is administered by the Mathematics Learning Center in 154 Craig-Lee Hall, or call (401) 456-9763.)
3. Students who do not achieve a satisfactory grade on the assessment examination (which may be taken twice) must enroll in Mathematics 010 prior to or during their first semester at Rhode Island College. Students who fail to earn a satisfactory grade during that semester shall be required to retake Mathematics 010 until successful completion.

**Entering Transfer Students:**

1. Students who score 480 or better on the Mathematics section of the SAT (or 20 or better on the ACT Mathematics subscore) will have met the College Mathematics Requirement.
2. Students who receive transfer credit for a course(s) deemed equivalent to Mathematics 010 or 177 or higher will have met the College Mathematics Requirement.
3. Transfer students who do not fulfill the College Mathematics Requirement by means of numbers 1 or 2 above will be required to take the Mathematics Assessment Examination prior to or during their first semester at Rhode Island College. Students who achieve a satisfactory grade on the assessment examination will have met this requirement. (This examination is given at least six times each semester, and, if necessary, may be repeated once. It is administered by the Mathematics Learning Center in 154 Craig-Lee Hall, or call (401) 456-9763.)
4. Students who do not achieve a satisfactory grade on the assessment examination (which may be taken twice) must enroll in Mathematics 010 prior to or during their first semester at Rhode Island College. Students who fail to earn a satisfactory grade during that semester shall be required to retake Mathematics 010 until successful completion.

**Appendix IX-B Writing Competency Requirement**

All students are required to complete the College Writing Requirement. In most cases this requirement is satisfied by the completion of Writing 100: Writing and Rhetoric, with a minimum grade of C. Students who receive a C-, D+, D, or a D- in Writing 100 will receive the college credit but will not have fulfilled the College Writing Requirement.

This requirement may also be satisfied by (1) passing the appropriate College Level Examination Program (CLEP)/English Composition Exam with Essay with a minimum score of 50 and by reporting the score to the admissions office and to the Writing Center director, or (2) by passing the course equivalent of Writing 100 with a C or better.

All students who score 430 or below on either the SAT Critical Reading or the SAT Writing (or 17 or less on the ACT English subscore) or students who have not taken the SAT are required to sit for the College Writing Examination. This placement exam will determine the student's readiness for Writing 100. As a result of the placement exam, some students will be required to enroll in English 010 prior to taking Writing 100.

Students are encouraged to fulfill the College Writing Requirement in their first year of study at Rhode Island College. Students who have not fulfilled the requirement will have that noted on their transcript. Students who have not fulfilled the College Writing Requirement before the completion of 40 attempted credits at the college will be placed on academic probation and be advised to satisfy the requirement as soon as

possible.

## **Appendix X**

### **Guidelines for Certificate Programs**

#### **1. Certificate definition and nomenclature**

All certificates at Rhode Island College are categorized as Certificate of Continuing Study (CCS), Certificate of Undergraduate Study (CUS), or Certificate of Graduate Study (CGS). Certificates of Advanced Graduate Study (C.A.G.S.) are graduate degrees and are not included in this category.

**a. Certificate of Continuing Studies (CCS):** Primarily for non-degree students, where the certificate components consist primarily of courses and/or workshops earning credits not associated with undergraduate or graduate programs at RIC, such as Continuing Education Units (CEUs), college outreach program credit, etc. Admission and retention requirements for most CCS programs are minimal. These certificates typically provide professional development, vocational training, or personal enrichment.

**b. Certificate of Undergraduate Studies (CUS):** Primarily for undergraduate-level students, where the certificate components consist mostly of RIC undergraduate-level courses. Admission and retention requirements are significant. These certificates typically provide applied academic and/or professional training.

**c. Certificate of Graduate Studies (CGS):** Primarily for post-baccalaureate-level students, where the certificate components consist mostly of RIC graduate-level courses. Admission and retention requirements are extensive. These certificates typically provide advanced applied academic and/or professional training.

All new certificate programs are required to identify their category, and all existing certificate programs are classified according to the following taxonomy. These designations appear in the college catalog and certificate program websites.

a. CCS include: Adoption and Foster Care, Green Business, Training Responsible Adults as Bookkeeping & Acct. Clerks, Training Responsible Adults as Insurance Technicians, Training Responsible Adults as Medical Assistants, Giving Refugees a Promising Head Start in Computers, Computer Assisted English Language Learning, and Financial Literacy.

b. CUS include: Public History, Case Management, Gerontology, International Nongovernmental Organizations Studies, and Nonprofit Studies.

c. CGS include: Advanced Study of Creative Writing, Advances Study of Literature, Co-occurring Disorders, Financial Planning, Physical Education, Autism Education, and Modern Biological Sciences.

#### **2. Certificate Program Review**

Certificate programs are important to the college and merit considerable care in their development and administration. When academic credit is awarded, these programs should be afforded the same level of guidance and scrutiny given to other applications of academic credit, which is the purview of the Curriculum Committee. For certificates representing academic achievement but not through the awarding of academic credits, i.e., the CCS, guidance and scrutiny are still called for by associated academic units and administrators.

- a. Certificates and minors are not awarded for the same course work.
- b. CUS and CGS programs are reviewed and approved like all other academic programs.
- c. CCS programs undergo review by associated and affected academic units, deans, VPAA, and President.

### **3. Certificate Program Requirements**

All CCS, CUS, and CGS requirements normally must be completed at Rhode Island College.

**a. Certificate of Continuing Studies (CCS):** The CCS certificate program will be composed of courses and/or workshops totaling at least 3 CEUs (at least 30 contact hours). The completion requirement for the certificate typically includes a minimum of contact hours, but other or additional requirements may be specified.

**b. Certificate of Undergraduate Studies (CUS):** The CUS certificate program will be composed of at least 15 credit hours, primarily consisting of existing RIC courses. The completion requirement for the certificate is typically a 2.0 or greater minimum cumulative GPA unless otherwise specified.

**c. Certificate of Graduate Studies (CGS):** The CGS certificate program will be composed of at least 15 credit hours, primarily consisting of existing RIC courses at the 500-600 level. The completion requirement for the certificate is typically a 3.0 or greater minimum cumulative GPA unless otherwise specified.

Current certificate programs not meeting these standards must deliver proposals to the Committee Curriculum in a timely manner to enable consistent requirements to be implemented no later than the beginning of the Fall 2011 semester. Students enrolled in non-conforming programs prior to the implementation of new standards will be encouraged to follow the new standards, but will have the right to complete certificate programs under conditions equivalent to those encountered at enrollment.

16 credit hours are required in CUS programs for the student to be eligible for financial aid; 8 hours are required in CGS programs for the student to be eligible for financial aid. Students in CCS programs are not eligible for financial aid; however, third party tuition assistance for certain CCS programs may be available.

### **4. Certificate Program Registration, Transcription, and Graduation**

- a. Certificate program coordinators for CUS and CGS students will notify the Records Office when a student is admitted to a certificate program.
- b. CUS or CGS students who are not matriculated will be recognized and coded as non-degree students. The Records Office will establish and use uniform certificate coding procedures.
- c. Students completing CUS or CGS programs will have the certificate requirements and the certificate awarded noted on their transcript. They will also receive printed certificates and be acknowledged on appropriate websites by the coordinating department.
- d. The coordinating department will track student progress and notify students of impending program completion.

### **5. Other Certificate Academic Policies**

- a. Undergraduate and graduate courses completed for certificate program credit prior to admission to graduate and undergraduate programs will be applied to those programs according to policies outlined in the Graduate Studies Manual and/or College Catalog. Exceptions to this must be stated in the program design and approved by the appropriate authorizing body.
- b. Matriculated students may earn certificates except when specifically prohibited.
- c. Matriculated students may earn a certificate *or* a minor in a field, but not both.
- d. Standard college tuition and fees will apply to all students for college credit bearing courses used in certificate programs.

### **Appendix XI Policy on x50 x60 and x80 Courses**

Each department may offer topics courses, seminars and workshops--X50 and X60 and X80. Topics courses and workshops may be repeated with a change in content and credits may vary.

Within the general category of "Courses with Variable Content," no department may offer any X50 topics courses, X60 seminars, or X80 workshop courses with the same content more than three times. After three offerings, the course in question must either be approved by the College Undergraduate Curriculum Committee as a regular catalog course or the sponsoring department must receive in advance the written approval of the appropriate academic dean for exception to this policy. The Deans shall report to the Undergraduate Curriculum Committee in April each year on any exceptions given.

### **Appendix XII Field Experience, Internship, Practicum Policy**

Field experience, internships, practica, etc. are important methods of learning for students. Classroom content can be enhanced by a planned program that allows students to put theory and skill into practice. The use of this educational tool should be purposeful and planned: such experiential learning will supplement and reinforce classroom learning in actual life situations. In such learning experiences, students should be involved directly in the work of the agency and not merely be there as an observer with only vicarious involvement. Student tasks should be consistent with the educational goals of the student and the school.

All such experiences should be treated as a course, ranking it necessary for Undergraduate Curriculum Committee action. The proposal should include:

1. Clearly stated objectives.
2. Method of instruction.
3. Method of evaluation.
4. Procedure for placement by the department/school offering the experience.
5. A plan for coordination with learning site.

A. The objectives should be related to the experience the student will have. This permits a learning contract to be developed, which provides a basis for evaluation. It also provides for a link with theoretical knowledge already learned.

B. Commitments with outside agencies shall not be made by students.

C. Each program should develop a field manual that must be approved by the appropriate dean and that spells out:

1. Specific learning objectives
2. Procedures for placement of students
3. Procedures for on-site supervision
4. Responsibility of all parties involved: college faculty, students, and agency personnel
5. Process of evaluation
6. Process of coordination between faculty and agency based supervisors
7. Method of grading

D. Credit for field work associated with courses that are principally theory and/or method in content should be given on a formula basis of two (2) hours per week equals one (1) semester hour credit. Credit for field work with courses that are practice in content (e.g. student teaching, internship) should be given on the formula basis of approximately four (4) hours per week equals one (1) credit.

### **Appendix XIII**

#### **Policy on Remedial or College Preparatory Courses**

1. Any course that carries credit toward the 120 hours required for graduation shall be numbered 100 or above.
2. Any course that is in the nature of a basic skills remedial course or preparatory course for college entrance shall not carry any credit toward graduation and should be numbered below 100. These courses, however, shall count toward determining full-time status.
3. Courses of a remedial nature of special interest to specific populations may be offered by the College from time to time, which shall carry no credit and shall be numbered below 10.
4. If the Office of Continuing Education sees the need for a course not currently offered by the College, it shall send a proposed course title and description to the appropriate department for development and written approval to offer the course.

Normal Undergraduate Curriculum Committee course approval procedures shall apply.

#### **Appendix XIV** **Policy on the Renumbering of Courses**

Courses Numbered 000-099 - Non-credit courses.

Courses Numbered 100-199 – Introductory and General Education courses normally taken during the freshman and sophomore years.

Courses Numbered 200-299 – other lower-division courses and General Education courses.

Courses Numbered 300-399 – courses taken by undergraduate students who have met the prerequisite(s); not accepted for credit toward graduate degrees.

Courses Numbered 400-499 – courses normally taken in the junior and senior years; open to graduate students for credit toward graduate degrees. The number of credits acceptable in a graduate program is limited by graduate program policies.

Courses Numbered 500-599 – courses open to graduate students. Normally these courses require a bachelor's degree as a prerequisite. In certain circumstances, qualified undergraduate students who have earned at least 90 credit hours may be admitted, with documented consent of the instructor and the appropriate dean.

Courses Numbered 600-699 – courses open to graduate and doctoral students only

Courses Numbered 700-799 – courses open to graduate and doctoral students only

In general, when the middle digit of a course number is 6, the course is a seminar or a general education core course; 8, a workshop; 9, directed study

#### **Appendix XV** **Policy on Continuing Education Units (CEUs)**

1. The College sponsors noncredit continuing education experiences in which the participants may earn continuing education units (CEUs). The College also endorses noncredit continuing education experience offered by groups and institutions other than Rhode Island College in which participants may earn CEUs. One CEU is earned through ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. CEUs provide a way for adults, especially those in the professional and technical occupations, to accumulate, to update, and to transfer a record of their educational experiences in non-credit activities. Students who wish to enroll in an educational experience offering continuing education units may range from an adult who has not finished high school to someone who has an advanced degree. People with doctorates in some disciplines must complete CUE requirements for recertification or relicensure.



2. CEUs may not be changed to academic course credits, and CEUs do not count as credit toward an undergraduate or graduate degree. The CEU is not a "quasi-credit" to be given for noncredit continuing education experiences.
3. Office of Continuing Education and Summer Sessions (OCESS) supports CEU workshops proposed by various on- and off-campus partners according to [IACET guidelines](#). OCESS requires a completed proposal form, course/workshop description and outline, and instructor CV.
4. Proposals submitted by campus chairs or program directors (considered academic unit heads) are accepted without respective dean's approval. Proposals submitted by off-campus partners require approval by the related academic unit head.
5. Some OCESS CEU programming (Professional Development Programs) falls under the category of workforce development and work skills training. These courses are offered in conjunction with the RI Office of Training and Development and/or the RI Department of Labor and Training. For the most part, these offer existing or new courses that have been approved by these agencies. The courses do not have content that clearly aligns with RIC departments, and academic unit heads and deans are not involved in the approval process. (See [www.ric.edu/pdp](http://www.ric.edu/pdp) for fall listing of CEU courses, some of which are offered in conjunction with campus units: Financial Test Prep with School of Management and Green Business Practices with Outreach Programs.)
6. School of Social Work (SSW) is authorized by the RI National Association of Social Workers (RINASW) to offer RIC Social Work CEUs. Continuing Education in Social Work (CESW) is supported by SSW and OCESS. CESW CEU workshops must be approved by a SSW faculty member designated by the dean.
7. The School of Nursing may seek authorization from the RI State Nurses Association (RISNA) and the American Nurses Credentialing Center (ANCC) to offer nursing CEU workshops. OCESS's support is not required for this programming.
8. Appropriate evaluation methods must be used and evaluation criteria established prior to the beginning of the activity. Many CEU courses/workshops are approved for State of RI incentive credit (IC). IC courses must have a test at the conclusion and participants taking the course for IC must score 70 out of 100 points to receive IC. However, some CEU workshops/courses follow the "seat time" measure in terms of awarding of CEUs, and assessment of value added outcomes are not measured.

### **Administrative Procedures for the Continuing Education Unit**

1. The Director of Continuing Education and Summer Sessions will be responsible for the operation, coordination, and development of instructional programs for which CEUs are awarded.
2. The Director, in consultation with the appropriate department chair and dean, will certify and approve the awarding of a specific number of CEUs for all sponsored and endorsed programs prior to the program offering.

3. CEU courses and workshops will be transcribed in PeopleSoft and participants will be enrolled and graded (S/U/H grading pattern). Permanent records will be available in the form of student transcripts available through RICconnect and/or the Records Office.

## **Appendix XVI**

### **FSHED Policy on Continuing Education For-Credit Courses**

Note: These guidelines must be followed for CE for-credit courses using FSEHD discipline codes, but other RIC schools and OCESS are not obliged to follow these guidelines.

Credit-bearing undergraduate and graduate FSEHD courses are being offered through off-campus partners, and it is essential that Rhode Island College apply its academic policies, procedures, and governance equally to all courses.

#### **Course approval**

1. Any entity, whether affiliated or not affiliated with FSEHD, may request that an existing course that has been approved through college governance be delivered to a specific group of individuals, either on or off-campus. The requests should be submitted to the Dean, Feinstein School of Education and Human Development in writing or online at least three months before the class starts
2. Requests may include recommendations for instructor appointment and the adaptation of content, but academic departments retain full control of the academic content and faculty appointments regardless of the nature of the relationship with the partner organization or any historical precedents. Typical recommendations might include:
  - 2.1. Dates, times, and location (for class meetings or course format (online, hybrid, etc.)
  - 2.2. Potential audience, expected class size
  - 2.3. Recommendations with respect to overall course content, possibly referencing a topical outline or a pre-existing syllabus
  - 2.4. Recommendation of one or more persons qualified to teach the course
3. Part time instructors assigned to teach a course must submit their detailed syllabus, in FSEHD template form (<http://ricreport.org/SyllabusTemplate.docx>), to the Department Chair for approval at least one month before class begins. The Chair may choose to delegate syllabus approval to another full time faculty whose area of expertise matches the proposed course. The approved syllabus will be filed electronically with the department and Dean's office, along with a record of approval.
4. In case of repeat offerings, the syllabus must be reviewed at least annually.
5. No course may be entered into RIC's PeopleSoft scheduling system without prior written approval by the Department Chair and Dean.