General Education Revision

Overview of the Gen Ed Revision Task Force Charge

AY 2023-2024

History and Background of Initiative

In accordance with its standing charge to **'assure that there is an ongoing review of the general education curriculum to determine any need for modification'** the GEC explored the need for revision and provided recommendations in May 2024.

Based on these recommendations, Provost David created and charged a **GE Revision Taskforce**, to commence work in AY 2024-2025.

GEC Rationale for Revision

- Opportunity to showcase what is uniquely RIT, provide a common first-year experience, offer more **flexibility and choice**

- Opportunity to build an **exciting and meaningful shared experience** that sets RIT apart from other universities

- **Pain points** identified include: too many learning outcomes, need to include current issues (e.g. social justice, sustainability), lack of cohesion

Fall 2024 Task force Charge from the Provost

The Provost's General Education Task Force is charged with **re-imagining the current general education model** with the ultimate goal of **creating a forward-looking, relevant, and impactful general education program**. The program will fulfill the Liberal Arts and Sciences requirements outlined by NYSED and our accreditors while providing students with a **uniquely RIT experience**. The task force will explore emerging trends in general education and make recommendations for revisions that will ensure all students **acquire a broad set of 21st-century skills and competencies needed to be citizens of the world**.

Vision for General Education

Provide all RIT students with a core (general education) curriculum that is future-oriented and interdisciplinary with cohesive first and last year experiences to align with RIT's mission and showcase the transformative and interdisciplinary power of an RIT education.

To be included…

The task force will provide recommendations for how to implement innovative and interdisciplinary curricular and pedagogical ideas and align incentives under an ABB (traditionally discipline- and unit-based) model. This model will include:

Interdisciplinary, cutting-edge GE courses

An impactful first year experience that supports retention and engagement

Clear alignment with the RIT brand and Mission (students can "shape the future and improve the world through creativity and innovation")

The opportunity for every student to understand and interact with emerging digital futures such as AI, particularly in terms of their ethical, social, political, and legal implications

In addition, this task force should also consider:

Offering an opportunity for reflection at the end of the general education experience

Innovative opportunities for students to gain real world skills

Flexible credit-hour and scheduling models such as 1 credit hour courses

Current General Education Framework

RIT's General Education framework incorporates NYSED's liberal arts and sciences requirements for each degree type. In accordance with NYSED's guidelines, students must complete, at a minimum, the number of credits indicated in each category, as illustrated in Table 1.

General Education Framework	BS	BFA	AAS	AS
First-Year Writing	3	3	3	3
Perspectives	24	15	15	15
Immersion	9	9	0	0
General Education Electives*	24	3	6	12
MINIMUM TOTAL	**60**	**30**	**24****	**30**

*Elective course credits plus other category credits must equal the minimum required

**NYSED requires 20; RIT framework exceeds the minimum requirement

GE Learning Outcomes

Communication	· Express oneself effectively in common college-level written forms · Revise and improve written products · Express oneself effectively in presentations, either in American English or American Sign Language · Demonstrate comprehension of information and ideas accessed through reading
Critical Thinking	· Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information · Analyze and construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments · Reach sound conclusions based on logical analysis of evidence · Demonstrate creative and/or innovative approaches to assignments or project
Perspective Domains: Requirements differ by degree type	
Ethical	Identify contemporary ethical questions and relevant positions
Artistic	Interpret and evaluate artistic expression considering the cultural context in which it was created
Global	Examine connections among the world's populations
Social	Analyze similarities and differences in human experiences and evaluate the consequences
Natural Science Inquiry	Demonstrate knowledge of basic principles and concepts of one of the natural sciences AND Apply methods of scientific inquiry and problem solving to contemporary issues
Scientific Principles	Demonstrate knowledge of basic principles and concepts of on of the natural sciences OR Apply methods of scientific inquiry and problem solving to contemporary issues
Mathematical	Comprehend and evaluate mathematical or statistical information AND Perform college-level mathematical operations or apply statistical techniques

Proposed Timeline

Spring 2024

- Form a task force and advisory council composed of faculty and staff to conduct research and develop recommendations for a revised framework

AY 2024-2025

- Research GE frameworks at peer institutions and national initiatives
- Collect feedback and ideas from stakeholders
- Develop a revised framework

AY 2025-2026

- GEC and the task force gather feedback and build consensus with stakeholders including ICC, the Colleges, advisors, and students
- Present proposed changes to the Faculty Senate by Spring 2026

Core Task force:

- Research existing models
- Conduct a listening tour
- Collect feedback from stakeholders
- Develop proposed model/framework
- Develop a communication plan
- Gain consensus
- Develop implementation plan

Advisory Group:

- Provide ongoing consultation, as needed
- Meet once per semester to review plans and provide feedback

Includes: University Advising, Associate Deans of other colleges, Provost, Student Government and other stakeholders

Task force Membership

Keri Barone, COLA DEI Fellow
Lauren Hall, COLA Associate Dean
Bill Middleton, COLA CCC and RIT GEC Chair/co-chair
Leah Bradley, Office of Ed Effectiveness Assessment
Beth DeBartolo, KGCOE Assoc. Professor and Multidisciplinary Capstone Director
Elizabeth Hane, COS Professor and GE Fellow
Christine Shank, CAD Associate Dean
Bill Stackpole, GCCIS Professor
Sarah Thompson, CAD Professor and former GEC Chair

Advisory Council Membership

Sarah Brownell, Principal Lecturer, KGCOE
Larry Buckley, Senior Associate Dean, COS
Neeraj Buch, Dean of Undergraduate Studies and Associate Provost for Student Success
Julie Cecchini, Associate Dean, RIT China
Sylvia Perez Hardy, Associate Professor, GCCIS
Carl Lutzer, Director of the Honors Program, Professor, COS
Lynne Mazadoorian, Assistant Vice President, UG Student Success and Director, UAO
Leandrit Mehmeti, SOIS Program Head and Assistant Professor, RIT Kosovo
Jillian Pandor, Assistant Professor and Chair, RIT Dubai
Jakob Patekar, Associate Dean for Research and General Education, RIT Croatia
Ali Sayaad, Assistant Professor of Mathematics, RIT Dubai
Jennifer Schneider, Eugene Fram Chair for Critical Thinking, CET

Two working groups:

Next steps for Task force

External research and models
Research possible models to share with faculty

Internal feedback and communication
Set up meetings with faculty, units, and working groups for feedback and ideas

General Education Parameters

- **NYSED liberal arts and sciences definition/credit requirements (can't change)**

- **Accreditors' definitions of GE (can't change)**

- **Programmatic needs (minor change)**

- **GE articulation agreements (minor change)**

- **RIT GE definition, structure, and pathways students take to navigate the curriculum (can change)**

We need YOUR ideas!

1. What should a **first year experience** at RIT look like?
2. What **key foundational knowledge and skills** in the liberal arts and sciences do **all** RIT students need?
3. What **themes** should we consider for required courses (perspective, immersions)
4. **What's missing** from our current model?

For questions and feedback, contact the Gen Ed Revision Task Force co-chairs:
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