Rhode Island College Undergraduate Curriculum Committee

Agenda

17 February 2021

Online Zoom due to Coronavirus

<https://ri-college.zoom.us/j/8688089557?pwd=V3lZY3djbHJDWjVGRWdRQjNpSlBwUT09>

Meeting ID: 868 808 9557 Passcode: 1UzmdiSA

1. Approve minutes: 18 Dec 2020
2. Report of the Chair
   * I have not heard of any progress regarding the “W” addition to prefixes of WID courses. We have until April 5th before students begin registration for fall courses (and some groups get to register earlier); the clock is counting down
   * Course deletions complete and on this agenda: (FAS: will be deleting 6 out of 64)—we are keeping the 4 SWRK and 2 SOB that came up, deleting one SON, keeping 3 FSHED and deleting 7. Older courses that have not been running have been now largely purged from the catalog, which is why the deletions have dwindled.
3. Monthly Reports (No Writing Board this year)

* COGE

1. New Business
   * + 20-21-018 Approve the deletion of CURR 347 Service Learn in Educational Contexts (and also drop the reference to this in the YDEV 353 Field Experience in Youth Development description); GRMN 113 Intermediate German; GRMN 114 Readings in Intermediate German (keeping other Modern Language courses as these are EEP courses, but EEP does not offer German); HPE 151 Introduction to Recreation in Modern Society, HPE 208 Motor Skill Development for Lifetime Wellness II (which also means that HPE 207 Motor Skill Development for Lifetime Wellness I, should drop the roman numeral) ; HPE 251 Recreation Delivery Systems; HPE 302 Practicum in Team Activities; HPE 351 Leadership and Supervision of Recreation; HSCI 102 Food Plant Sanitation; HIST 326 American Cultural History: Nineteenth Century; NURS 312 Death and Dying; PHIL 201 Introduction to Eastern Philosophy; and PHIL 300 American Philosophy. We are also taking the opportunity to have the catalog list the GRTL 314/NURS 314 more cleanly. None of these are absolutely required, so this will have no real effect, just a few less electives in some programs. Gerontology minor and the Community and Public Health Promotion concentration in Health and Aging—will lose NURS 312 as one of their required electives (though they still have other choices), though this will raise the total count for Gerontology to 22-26 from 21-26 (as only one of the remaining electives is 3 credits), but has no effect on Health and Aging. The Wellness and Exercise Science BS program will lose one elective but has no affect on the total count.PHIL 201 and 300 will need to be deleted as electives from the Philosophy Minor in the History of Philsophical Thought, again, this will not affect total counts.
     + 20-21-019 Approve the updating of the prerequisites of ECED 479 - Best Practices in Community Settings so it will be accessible to both the Community Programs and Birth to 3 ECED concentrations as it is not required by both.
     + 20-21-020 Tabled.
     + 20-21-021 Approve the creation of ENGL 233 Writing for the Health Professions, for use in several HSCI programs (see below) and the English Professional Writing concentrations (major and minor).
     + 20-21-022 Approve revisions to Health Science BS, to add ENGL 233 to its list of required electives (no affect on the total); Health Science concentration in Medical Laboratory Sciences--switch the 4 credit CSCI 102 for the recently deleted CSCI 101; add ENGL 233 [to give this program a needed WID course] and delete MATH 209, PSCY 110, and SOC 200 requirements to offset credits and reduce this large program to a more managabke 88 credits (from 95—12 double count as GenEd); and Human Sciences--switch the 4 credit CSCI 102 for the recently deleted CSCI 101, and add the ENGL 233 to its required electives list, and reduce the number of electives from four to three, which will reduce that total from 83-91 to 81-88.
2. Any Other Business

* UCC 2+2 assignment, see details below:

**UCC membership jurisdiction is as follows:**

Two faculty members from Art; Communication; and Music, Theatre, and Dance. (Auger, Borgerding)

Two faculty members from English, History, Modern Languages and Philosophy. (Abbotson, Espinosa)

Two faculty members from Anthropology, Political Science, Psychology, and Sociology. (Weinstein, Dixon)

Two faculty members from Biology, Mathematics, Computer Science, and Physical Science. (Hewins, Burke)

Three faculty members from the Feinstein School of Education and Human Development. (McLaughlin, Sawyer, Zoll)

One faculty member from the School of Management. (Aydogdu)

One faculty member from the School of Nursing. (Griffin)

One faculty member from the School of Social Work. (Diem)

**The proposal is that UCC members take on the responsibility for encouraging departments within their constituency to confirm/create 2+2 plans that CCRI students might follow for appropriate programs, and report to us any progress each month through to the end of the academic year. Programs with a 2+2 in place are marked with a P, those with a JAA—well it’s obvious. I included these as they are slightly different, but may assist in the forming of a 2+2.**

FYI: Difference between 2+2 and JAA is:

JAA: CCRI students signs up to be part of JAA and complete a prescribed plan for any one of a number of RIC JAA Plans (and those have their own road map). Those plans indicate best choices for ease of transferability and making progress on major. JAA students may be eligible for tuition discounts at RIC based on level of GPA - provided they continue in their JAA major. Link to list of current JAA at RIC: <https://www.ritransfers.org/jaa-ric/>

2+2 plans are for non JAA students in a variety of majors at RIC and in a variety of associate degree programs at CCRI, so offer broader choices than JAA includes. These also have maps similar to JAA (but a different format). CCRI has more non JAA than JAA students. We need an alternate route that is outside JAA to cover those either not interested or ineligible for JAA. This can be used as a recruitment tool if RIC could reach out to students in any of our 2+2 related programs at CCRI (and who are not in JAA).

Auger: Art, Communication (P/JAA), Film Studies

Borgerding: Music, Theatre (JAA), and Dance

Abbotson: English (JAA), Modern Lang.(JAA), Liberal Studies, Africana Studies

Espinosa: History (JAA), Philosophy (JAA), Global Studies, Gender and Women’s Studies

Weinstein: Psychology (P/JAA), Anthropology, Environmental Studies (P), Chemical Dependency/Addiction

Dixon: Political Science (JAA), Geography, Public Admin (P), Sociology (P/JAA), Justice Studies (P/JAA)

Hewins: Biology (P/JAA—BA&BS), Health Sciences (P), Physics, Chemistry (JAA)

Burke: Computer Science (JAA), Computer Information Systems (P/JAA), Math (JAA), Data Science

McLaughlin, Sawyer, Zoll will look into the possibilities of doing this with any of the school’s community based programs that do not require entrance into the School of Education.

Aydogdu: Accounting (P/JAA), Finance (P/JAA), Economics (P/JAA), HCA (P), Management (P/JAA), Marketing (P/JAA)

Diem: Social Work (P/JAA)

**The task:**

Each of the programs marked above with a (P) worked out a plan two years back which can be viewed here: [**http://www.ric.edu/CCRItoRIC/Pages/default.aspx**](http://w3.ric.edu/CCRItoRIC/Pages/default.aspx)**. Firstly,** we need to check to see if these are still workable at both ends (CCRI and RIC) as they were creatd in 2019 and may need to be updated, so we need to have the chair of those departments (or their proxy) check these through with their coounterpart at CCRI. Note: NURS, MEDI and Education programs that require a secondary admissions process have been left off this list as they are not practical for this concept, but we could explore the possibility of any other majors for which there is no plan, and see if it is possible (though give priority to checking the existing plans first). For a 2+2 to work, there need to be some equivalent courses at CCRI [you can check the current list of courses that transfer from CCRI: here: <https://tes.collegesource.com/publicview/TES_publicview01.aspx?rid=e5211763-2fb1-4582-af04-2a4a4ec9a7a4&aid=7b15105c-3488-40e6-a258-c47eb0ffd072>, you might even consider proposing possible additons to this by checking catalogs at CCRI: https://www.ccri.edu/catalog/current/]. Students would have to be able to complete with no more than two years at RIC. So I’m asking you to encourage the chair/director of the programs for which you are responsible for reporting upon, to firstly check on existing charts, and then consider the possibility of creating––or elect someone in the department to work on charts for programs that do not have one. This is a good way, also, of getting department to assess their program/learning goals. The content of 2+ 2 plans, once confirmed, will go go to Holly Shadoian [hshadoian@ric.edu](mailto:hshadoian@ric.edu). Sara Reilly in OASIS [sreilly@ric.edu](mailto:sreilly@ric.edu) could also be a useful resource as she is their designated advisor for CCRI.

You are ONLY responsible for encouraging, **and reporting back to UCC on a monthly basis regarding what 2+2 programs have been completed (confirmed or newly created)**. You are not expected to write any of these (though not prohibited if it is for a program with which you work).