

Rhode Island College Undergraduate Curriculum Committee
Minutes for the Meeting of
16 April 2021
Online Zoom due to Coronavirus

<https://ri-college.zoom.us/j/8688089557?pwd=V3lZY3djbHJDWjVGRWdRQjNpSIBwUT09>

Present: Abbotson, S. (Chair); Auger, G.; Aydogdu, M.; Borgerding, T.; Burke, J.; Diem, J.; Dixon, S.; Griffin, A.; Hewins, D.; McLaughlin, C. (Secretary); Sawyer, J.; Simson, E. (Dean); Weinstein, T.; Zoll, S.; Zornardo, J. (COGE)

Student Representatives:

Absent: Masters, C.

Excused: Diebold, A.; Espinosa, D.

Guests: S. Oliveira, (MLAN.); P. Gullapalli, (ANTH); N. Feinberg, (ELED); M. Medwid, (MATH); Holly Shadoian, (AVPAA); L. Owen (FSEHD); A. Shonkwiler (ENG); K. Capraro, (ELED); B. Caouette (FYS/ENG)

Meeting Called to Order: 2:03

1. Motion to Approve the Minutes of 19 March 2021 (Hewins/Zoll)

Action: Approved with 2 abstentions

2. Report of the Chair

- “W” addition to prefixes of WID courses? Was it done in time for the Fall? No ☹ Will it be done.... in time for Spring 2022, maybe ☺
- Committee on Committees has sent out requests for nominations for the following seven UCC seats: Humanities to PHIL, MLAN, and HIST); Arts to COMM and ART; Social Science to PSYC, SOC, and ANTH; Science to MATH, CSIS, and PSCI; School of Business; FSEHD for two seats from ECED, HPE, ELED or SPED). I shall be sending out a call for nominations for the positions of UCC Chair, Secretary, and two members of the Executive UCC (they meet first Friday of each month the UCC convenes and must come from the 2021-2022 committee) once next year’s committee is decided. We vote on these (anonymously) at the May meeting.
 - 3 seats will be contested – Multiple nominations, so CoC will be running an election for those seats.
 - Upon election results Sue will contact the UCC to request nominations for the UCC Executive Committee
- COGE will be needing a new SOB rep. and a one year SB—these need to be in place by July 1st.
 - Will be seeking members for COGE – requesting nominations from appropriate departments
- Plan to reconfigure the B. 12-14 section of the current proposal form over the summer to add in a request for details should the proposal affect a WID course (so will be noted as 12. a through d).
 - Will be making changes on the proposal form to define the type of course that is being proposed (gen. ed.; WID; required; elective; honors etc.)
- Now that most departments have WID statements and designated courses, we are in the process, with COGE, of creating a process for making changes and updates—will be on Gen Ed. and UCC websites.
 - Looking at a mechanism to ensure that Gen Ed and UCC websites reflect the most recent changes requested by departments

- Also clear people much prefer being able to sign proposals electronically, so when move back to F2F meetings, will continue to do this—maybe use Google forms.
 - Sue Pearlmutter will talk with Provost/VPAA Tate about acquiring the Adobe Suite so that signing and editing documents will be easier.
 - While graduation has been extended to May 14th—those sessions are in the morning and evening, and so we still should be okay to have the final UCC May meeting on 14 May 2-4 pm as scheduled. *Remember this is the double meeting in which the first 15 minutes are given to next year's committee to vote in the Executive officers, and then this year's committee convenes to complete this year's work.*
3. Monthly Reports (No Writing Board this year)
- COGE – Full report can be read at: http://www.ric.edu/curriculum_committee/Pages/Monthly-Reports.aspx
 - COGE devoted all of some of February and all of March discussing versions of the BGS (now BPS) proposal. A supplemental meeting was held on April 2 for more discussion and a vote. The proposal passed and was forwarded to the UCC.
 - Leslie Kilgore from CCRI's COGE will be visiting COGE in April to discuss their general education program.
 - The student survey of general education at RIC went out to students on April 2.

4. New Business

Professional Studies and Continuing Education

Motion to Bundle and Approve: 20-21-025 – 20-21-027 and 20-21-35 (Hewins/Auger)

- 20-21-025 Approve two concentrations: Organizational Leadership [36 total credits, including Gen Ed. using NECHE standards] and Social Services [35 total credits], each alongside their own unique Gen Ed. using NECHE standards in a new Bachelor in Professional Studies (BPS) program. They will be limited to students who are 25+ and come with at least five-years of work experience (including military training as an option), and 24 college credits. Proposal also includes the creation of a new one-credit course, BPS 100 Prior Learning Assessment (PLA) Portfolio Development. Students can use PLA toward elective credits.
- 20-21-026 Approve the creation of a new 4-credit course BPS 460 Seminar in Organizational Leadership.
- 20-21-027 Approve the creation of a new 4-credit course BPS 461 Seminar in Social Services.
- 20-21-035 Approve revisions to the prerequisites of NPST 300 Institute in Nonprofit Studies, and SWRK 326 Generalist Social Work Practice, to add “or by consent.” To allow BPS students access.

Discussion: #025 requests approval for the creation of two concentrations (Organizational Leadership [35 total credits] and Social Services [36 total credits]). Each concentration will have their own unique Gen Education program (approved by COGE) using NECHE standards in a new Bachelor in Professional Studies (BPS) program.

The specific concentrations reflect the employment needs of the State. They will be limited to students who are age 25+ and come with at least five-years of work experience (including military training as an option), and who have a minimum of 24 college credits (of which it is highly likely they will have courses in math and writing).

Initially, they will be placed within cohorts to take all on-line courses (selected from more than one School at RIC) in a split-semester model, which will run for seven week sessions (allowing them to only take two at a time, but do four in one semester).

It is expected that they will satisfy their remaining credits up to 120 with a mix of previous college credits and PLA credits (up to a possible 32 for the latter). The PLA will count as electives only. The **#025** proposal also requests the creation of a new one-credit course, BPS 100 Prior Learning Assessment (PLA) Portfolio Development to ensure students are given some college orientation and know how to get college credit for previous employment.

#026 and **#027** seek approval for the creation of two four credit seminar courses, **#026** - BPS 460 Seminar in Organizational Leadership and **#027** - BPS 461 Seminar in Social Services to be used as capstone seminars for each of the new concentrations.

Finally, **#035** seeks to revise the prerequisites of NPST 300 Institute in Nonprofit Studies and SWRK 326 Generalist Social Work Practice, to add "or by consent" to guarantee cohort students will be able to enroll without the usual prerequisites.

Extended Discussion:

A number of our Committee members and guests raised questions about this program. AVPAA Shadoian was on hand to describe the program and to answer faculty questions and address their concerns.

During the discussion we learned that the BPS could begin, at the earliest, in January 2022. The program requires three approvals – the first is from UCC. The program proposal recommendation would then go to Office of the Post-secondary Commissioner (OPC) for its approval. Later, AVPAA Shadoian will have to create a rejoinder for the program for approval from The New England Commission of Higher Education (NECHE).

This is a capsule of the conversation

- Why are BPS course designations being used - not SWRK for example?
 - There are multiple courses from SWRK in program
 - There are other areas from which course work is used
 - The BPS represents the concentration and allows others from related areas to teach these seminars
- In light of our budget crisis, who will teach these courses? ENG 230 staffing will be an issue – will admin. hire sufficient numbers of instructors to cover the courses? Concerns that we are already over-relying on adjuncts at the college.
 - Students will be given a choice of the sections that will be open at the time they need it and it may be possible to have them take a regular section if it fits their schedule.
 - If the cohorts fill there will be extra funding to pay for more faculty hires.
 - Discussion with chairs is paramount about availability and to plan a workable schedule
 - Summer may be a possibility for some sections
- Who will validate knowledge via PLA? What will be qualifications for reviewer?
 - Decisions for awarding credits will be at the department level and signed off by their Dean
 - Examples of forms are available from University of Louisville to help us assess credits
 - Possible outside expert
 - PLA credits will not replace a RIC course – but can replace elective credits
 - PLA comes into play after students are in the program
- Why not create an on-line BSW program?
 - BPS offers an alternative Gen. Ed. to cover these students and this is a very different program (no reason why an on-line SWRK could not also be developed if there was a perceived need/interest).
 - No licensing in this program

- Serves other people who are not in social services
- This is an adult completion program rather than a full bachelors program
- There are possibilities for the future to expand the concentrations being offered
- What school will this fall under?
 - The BPS will fall under the PSCE
- Who selects instructors for the program
 - Departments will select their instructors
- Who is developing courses and curriculum
 - Faculty has experience with six week on-line summer course development so the seven week units should not be too much of a difference
 - Interested faculty members will likely teach the 4 new courses.
 - The other program courses already exist
- Who will be the Program Coordinator?
 - The two deans will have oversight of the programs
 - A coordinator may come from outside – someone who has expertise with Adult Education programs
 - Possible that a faculty member could become the coordinator – duties would be to promote the program and administer daily workflow
- How will admin, support this program if the cohort is less than 25? What will happen if we only get 4 – 5 students registered?
 - The program at the earliest will begin in January, so there is time to market and recruit
 - Initially, courses might have to be open to all RIC students if the cohorts fall short
 - Might be able to place BPS students in shared courses to keep numbers
- What has been done to market this program?
 - The program needs approval before marketing can begin
 - AVPAA is seeking resources to market and fund the program

Action: 13 Approved - 2 Nays – 4 Absent – 1 Abstention

Psychology

Motion to Approve: 20-21-036 (Burke/Sawyer)

- 20-21-036 Approve the collapsing of the three different PYSC lab courses [PSYC 473W Research Methods III: Developmental Lab; PSYC 475W Research Methods III Social/Personality Lab; PSYC 477W Research Methods III: Cognitive/Brain Science Lab] into a single culminating lab course [PSYC 474W Research Methods III: General Psychology Lab] that can accommodate all PSYC students, and will use the same prerequisites (rather than three totally different sets), which will fix the current bottle-neck and be a more flexible system for both students and faculty. This course will continue to function as one of the program's Writing in the Discipline course and that plan will be updated and confirmed by COGE. The prereq. for PSYC 392 will also need to be fixed to read "Completion of or concurrent enrollment in PSYC 474 or PSYC 476 or consent of department chair."

Discussion: #036 requests approval for combining the 3 individual PYSC lab courses [PSYC 473W Research Methods III: Developmental Lab; PSYC 475W Research Methods III Social/Personality Lab; PSYC 477W Research Methods III: Cognitive/Brain Science Lab] into one lab course [PSYC 474W Research Methods III: General Psychology Lab] so all PSYC students are accommodated. The new lab will use the same prerequisites (rather than three totally different sets), which will fix the current bottleneck and be a more flexible system for both students and faculty. This course will continue to function as one of the program's WID courses and that plan will be updated and confirmed by COGE.

The prereq. for PSYC 392 will now read, "Completion of or concurrent enrollment in PSYC 474 or PSYC 476 or consent of department chair."

Action: Approved Unanimously

Communication

Motion to Bundle and Approve: 20-21-037 – 20-21-038 (Aydogdu/Zoll)

- 20-21-037 Approve the revision of the prerequisites for COMM 322 Gender and Communication to become college credit rather than a specific course.
- 20-21-038 Approval for COMM to suspend their program's concentration in Journalism due to a shortage of available faculty to teach the required courses.

Discussion: #037 requests approval for the prerequisites of COMM 322 Gender and Communication, to become 45 credits completed instead of the use of a specific COMM course to make it more accessible for students in Liberal Studies and Gender and Women's Studies.

N.B. 20-21-038 Tabled for reconsideration.

Action: Approved Unanimously

Modern Language

Motion to Bundle and Approve: 20-21-039 – 20-21-040 (Hewins/Burke)

- 20-21-039 Approve the Creation of PORT 303 Insular Literatures and Cultures to make permanent a PORT topics course that has previously run, to allow for better coverage of Portuguese speakers outside of Portugal. This will replace the former PORT 301 Portuguese Literature and Culture I in the PORT concentration in Modern Languages, and be available as an elective for those in WLED.
- 20-21-040 Approve the revision of PORT 302 to include coverage of previous PORT 301 materials and to give it a new title and description: PORT 302 Portuguese Literature and Culture. PORT 301 Portuguese Literature and Culture I will be deleted from the catalog.

Discussion: #039 seeks approval for the creation of PORT 303 Insular Literatures and Cultures to make permanent a PORT topics course that has previously run, to allow for better coverage of Portuguese speakers outside of Portugal. PORT 301 Portuguese Literature and Culture I will be deleted from the PORT concentration in Modern Languages. PORT 303 will available as an elective for those in WLED. **#040** requests approval for the revision to PORT 302 to include coverage of previous PORT 301 materials and to give it a new title and description: PORT 302 Portuguese Literature and Culture.

Action: Approved Unanimously

Anthropology

Motion to Bundle and Approve: 20-21-041 – 20-21-042 (Diem/Auger)

- 20-21-041 Approve the revision of the title and description of ANTH 460W Capstone Seminar in Anthropology.
- 20-21-042 Approve the deletion of several ANTH course due to loss of faculty who teach them: ANTH 206 Oral Traditions, ANTH 214 Indigenous Cultures in the Amazonian Environment, ANTH 325 Cultures and Environments in South American (sic), and ANTH 424 North American. Indians. This will also affect ENST, GLOB, INGOS and MLAN programs, and they have been notified.

Discussion: #041 seeks approval for the revision to the title and description of ANTH 460W Capstone Seminar in Anthropology, to make its status clearer. **#042** requests approval for the deletion of several ANTH course due to loss of the faculty who teach them: ANTH 206 Oral Traditions, ANTH 214 Indigenous Cultures in the Amazonian Environment, ANTH 325 Cultures and Environments in South American (sic), and ANTH 424 North American. Indians. The programs: ENST, GLOB, INGOS and MLAN, effected have been notified.

Action: Unanimously Approved

FSEHD

Motion to Approve: 20-21-043 – 20-21-044 (Aydogdu/ Borgerding)

- 20-21-043 Approve the creation of a new one credit course CURR 232 Foundational School Mathematics for Teachers, to assist would-be teachers to improve their skills and fulfil the math requirement to be accepted in the program. This will not count as college credit.
- 20-21-044 Approve the creation of a new one credit course CURR 242 Foundational English Language Arts for Teachers to assist would-be teachers to improve their skills and fulfil the literacy requirement to be accepted in the program. This will not count as college credit.

Discussion: #043 and **#044** request approval for the creation of two new one-credit courses: CURR 232 Foundational School Mathematics for Teachers and CURR 242 Foundational English Language Arts for Teachers. Like the current MATH 010, given their remedial nature, these courses will not count as college credit, but there also will be no cost to students. Only a select number of students will be invited to take these courses which are part of the conditional admissions pathway into FSEHD that the school has worked out with RIDE for students who fall a few points short of the required scores in these two areas. Students scoring a B or higher will be accepted without having to retake the exams.

Action: Unanimously Approved

Mathematics

Motion to Bundle and Approve: 20-21-045 – 20-21-046 (Zoll/Diem)

- 20-21-045 Approve a revision of the Minor in Mathematics to allow MATH 248 to fulfill the same requirement as MATH 240 in the program to make it more accessible for Business students.
- 20-21-046 Approve a revision of the Minor in Statistical Modeling to allow MATH 248 to fulfill the same requirement as MATH 240 in the program to make it more accessible for Business students.

Discussion: #045 and **#046** ask for approval of revisions to the Minor in Mathematics and the Minor in Statistical Modeling to allow MATH 248 Business Statistics I to fulfill the same requirement as MATH 240 in each program. This will better accommodate students from the School of Business who are usually take MATH 248 as part of their program and so cannot also take MATH 240 (since MATH 248 and 240 cannot both be taken for credit). This will eliminate the need for course substitutions.

Action: Unanimously Approved

English

Motion to Approve: 20-21-047 (Weinstein/Zoll)

- 20-21-047 Approve the revision of the English program and its Creative Writing concentration to include the recently created ENGL 222 Introduction to Professional Writing as one of their 200-level ENGL course required electives.

Discussion: #047 seeks approval for the addition of the recently created ENGL 222 Introduction to Professional Writing as a required elective in the 200-level options for the literature and creative writing concentrations in the English program.

Action: Approved Unanimously

5. Any Other Business

- UCC 2+2 assignment, see details below (initial reports):

Follow up on the proposal regarding 2+2 plans between RIC and CCRI:

Which departments have been contacted, and which responded? Any existing 2+2 plans confirmed? Any new developments? Etc.

Notes in RED from March reports. Anything further to report? Additional notes from April will be in GREEN.

Auger: Art (need to reach); Communication (P) (double-check still current); Film Studies (are working on one).

Borgerding: Music (discussed--needed guidance to assess CCRI courses and what kind of audition/minimum grades/proficiency can require); Theatre (email sent not heard back) Possible General Track; and Dance (email sent not heard back) Dance says NO

Abbotson: English (contacted and responded; looking into the possibility, especially of the Professional Writing Concentration); Modern Languages (contacted and responded, will work on something); Liberal Studies (contacted; does not work for this program); Africana Studies (contacted; have got in touch with Holly to work something out). No further progress—ENGL, MLAN and AFRI all working on plans.

Espinosa: History (contacted); Philosophy (need to reach); Global Studies (contacted); Gender and Women's Studies (contacted)

Weinstein: Psychology (P) (needed guidance, concerns regarding staffing); Anthropology (have made one while ago but waiting to hear back from Holly); Environmental Studies (P) (needed guidance); Chemical Dependency/Addiction (did create one but not submitted as concerns regarding staffing)

Dixon: Political Science (contacted); Geography(contacted); Public Admin (P) (contacted); Sociology (P) (contacted); Justice Studies (P) (contacted)

Hewins: Biology (P—BA&BS) (up to date); Health Sciences (P) (working on adding more, including some in MEDI); Physics and Chemistry (Started drafting, put on hold but will return). There are some concerns regarding the difference in lab experience between the schools.

Burke: Computer Science (looking into this); Computer Information Systems (P) (check to see if still current); Math and Data Science (looking into this). CSCI – Lisa says end of May ready; Math and Data Science – looking at Fall

McLaughlin (YDEV possibility; not TECH), Sawyer (Exercise Science and CPHP possibilities), Zoll (ECED possibilities).

Aydogdu: Accounting (P) (checked and okay); Finance (P) and Economics (P) (email sent not heard back); HCA (P) (checked and okay); Management (P) and Marketing (P) (email sent not heard back).

Diem: Social Work (P) (need to check but have been working closely with CCRI on transfers)

Motion to Adjourn: 3:53 EDT (Simson/Zornado)

Submitted by: Charlie McLaughlin - UCC Secretary