

Rhode Island College Undergraduate Curriculum Committee

Agenda

15 April 2022

Online Zoom due to Coronavirus

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

Meeting ID: 868 808 9557

Passcode: 1UzmdiSA

Present: Abbotson, S. (Chair); Basu, S.; Borgerding, T.; Burke, J.; Diem, J.; Dixon, S.; Feinberg, N.; Hewins, D.; McLaughlin, C. (Secretary); Masters, C. (Dean); Mukherjee, S.; Rawson, G.; Simson, E. (Dean); Weinstein, T.; Zornado, J. (COGE)

Student Representatives:

Absent: Card, J.; Griffin, A.; Tate, H

Excused: Galvez, A.

Guests: K. Almeida (PSCI); S. Costa (MATH); George Ladd (PSYC); S. Oliveira (MLAN)

Meeting Start: 2:03 PM

1. Motion to Approve the Minutes for the Meeting of 18 March 2022 (Rawson/Basu)

Action: Approved with two abstaining

2. Report of the Chair

- Updated UCC Manual has been placed on the website—sections in need of overhaul have been marked “under review” to remind us to do so.
 - The UCC Manual has been updated by Karen Rubino
 - Web version has been reformatted to look cleaner – easier to navigate
 - Updated Math Comp updated and the new Gen Ed Research Outcome title included
 - Other outdated terminologies have been fixed
- I contacted the chair of the Elections Committee (Leo Pinheiro) who has been in the process of requesting nominations for the expiring seats and is holding elections next week in time to invite any new members to the May 2022 UCC meeting where the Executive UCC will be elected. SCG has been contacted to ask for suggestions for student members and they passed along four possible names with whom I am following up—fingers crossed.
 - Nominations closed on April 14th
 - Todd Borgerding, Seth Dixon, and Nan Griffin are unopposed
 - *Humanities election* - Sue Abbotson and Gregory Golden (History) are candidates for the Humanities seat
 - *Science election* - Dan Hewins and Qian Liu are candidates for the Physical Science seat (Dan subsequently withdrew)
 - Wendy Becker will replace Josh Diem (Social Work)
 - Cara McDermott-Fasy will take over Charlie McLaughlin’s FSEHD seat

Student Representatives

- Charlie contacted Student Government for names of students to fill student representatives for UCC and COGE
 - Four names were forwarded for these committees
 - Two have agreed to be on UCC
 - Isabella Santoro and Melissa Cordeiro may attend the early May meeting
 - Angelina Coppola may be the student representative for COGE

COGE Seats

- Need Education seat – Possibility Rudy Kraus will take the seat
 - Not sure who will replace FYS seat on COGE – Maureen is retiring at the end of Fall Semester.
 - Nursing may need to be filled while Sylvia Ross is on sabbatical (temporary); C. Masters will look into this.
- Still working on getting all those affected together to discuss a college policy on Intended Majors; FSEHD are discussing the matter first in their DLC, so may not get to this until next year; but will definitely keep in on the radar.
 - Will be forming a group to discuss and make recommendations (Lynn Blanchette, Nursing and Eric Hall, Biology, have asked to be on the committee)
 - DLC for FSHED is discussing soon and through the fall
 - Working with Chris Hourigan at Institutional Research we have more updates to the Proposal for you to approve in Any Other Business.
 - Working on the program section of the proposal form for additions that Institutional Research needs to know

3. Monthly Reports (No Writing Board this year)

- COGE
 - Full Report can be read at: <https://www.ric.edu/department-directory/undergraduate-curriculum-committee/curriculum-committee-reports>
 - Ad Hoc Committee looking into the General Education program will include an interim report.
 - Two town hall meetings will be offered by the Ad Hoc Subcommittee to Study General Education to review Gen Ed and gather information regarding revisions to the program.
- Karen Almeida (Chair) Ad Hoc Subcommittee to Study General Education made a presentation regarding the state of Gen Ed at RIC.
 - Presentation Slides are here: [Slide Link](#)

Discussion:

- Data needs to be reviewed cautiously – comparison between first year and last year doesn't seem to be telling the whole story about RIC;

- Trend is in a downward direction since 2016; 2021 (Incoming freshmen – 609 in a Covid year – makes trend look catastrophic;
- Karen will look at fact book to see what other stats look like; peak was in 2016 based on credit hours taken;
- Sister institutions are feeling the same pain – not just a RIC problem 25% decrease across the nation;
- Factors influencing enrollment numbers in our charts – changing demographics; fewer regional HS graduates; RI Promise; Covid.
- Are CCRI students coming to RIC with 60 credits for an Associate’s Degree? What’s the designation for “transfer student”? (24 credit seems to be the rule)
- What is transfer student graduation window? (2 years at RIC, 4 years at URI)
- Raw data from Aspen Institute could be released to the faculty
- The presentation provides an argument for reviewing Gen Ed and make this a reasonable opportunity to make it better for our students
- How are outcomes achieved in Gen Ed without a strong distribution component? Can the outcomes be achieved in one major?
- RIC’s accreditation agencies determine that GEN Ed covers certain areas – this cannot be done in one major.
- Modern Language could be part of distribution component.
- Distribution Model vs. Outcomes Model -- What do we want or students to achieve?
- Transfers are only 10%, yet it seems to be a focus of administration’s attempt to increase admissions to RIC

4. New Business

Psychology/CDAS

Motion to Approve 21-22-028 (Weinstein/Hewins)

- 21-22-028 Approve a proposal to change the name of Chemical Dependency and Addiction Studies to the more current and accurate Behavioral Health Studies. The proposal includes the deletion of two long disused courses that used to be cross-listed: NURS 471 Practicum in Chemical Dependency and Addiction Studies and NURS 474 Internship in Chemical Dependency and Addiction Studies, and the update of the PSYC version of these to incorporate the new program title and become: PSYC 471 Practicum in Behavioral Health Studies and PSYC 472 Internship in Behavioral Health Studies. The descriptions of these last two also need updating to take out the cross-listing reference.

Discussion: #028 requests a name change that will bring the program into a more contemporary focus. Creates a program that began in 2001 in a different era to one that looks at mental health challenges. Behavioral Health is found in the industry. Expectations are that students are employed in Behavioral Health. Good way of marketing program. Deletion of crossover classes was necessary because no one took advantage of the courses.

Action: Unanimously Approved

English

Motion to Approve 21-22-029 (Burke/Dixon)

- 21-22-029 Approve a proposal to revise the capstone course for the basic ENGL major, and the concentration in Creative Writing—merging the current ENGL 460W and ENGL 461W into a single ENGL 460W Seminar in English that follows a portfolio approach

and better prepares students for post-graduation. To this end the description will be revised to reflect the change in emphasis. The prerequisite will still work, and the ENGL 461W course will remain as an option alongside the ENGL 37X creative writing courses that can be done to satisfy that major. The Professional Writing concentration will retain ENGL 477 Internship in Professional Writing as its capstone.

Discussion: #029 requests the approval to revise the capstone course for the basic ENGL major, and the concentration in Creative Writing—merging the current ENGL 460W and ENGL 461W into a single ENGL 460W Seminar in English. These changes are a response to low enrollments and will give more choice to our student. It will assist the portfolio approach the program is using to prepare students for post-graduation adventures.

Action: Unanimously Approved

- 21-22-030 Returned for revision.

Action: *Tabled*

Philosophy

Motion to Approve 21-22-031 (Burke/Feinberg)

- 21-22-031 Approve a proposal to revise of the old PHIL 261 Core course (Ethical Issues in Health) to become a Connections course in the Gen. Ed. program: PHIL 261 Philosophy of Health and Well-Being. This has been approved by COGE.

Discussion: #031 seeks approval for revision of PHIL 261 in order to become a Connections course – PHIL 261 revision has been approved by COGE.

Action: Unanimously Approved

Modern Language

Motion to Approve 21-22-032 (Weinstein/Burke)

- 21-22-032 Approve a proposal to revise the Modern Language BA concentrations in French, Portuguese and Spanish—since revising its various minors to include the relevant 115 Literature of the --- Speaking World in that language course (which are Gen Ed. Literature courses), they would like to do something similar with these Majors, and have them, also require the relevant 115, but also eliminate some other courses to allow the majors to be reduced from 46-48 credits to an even 40 each, which should allow students to be able to more easily complete within four years, and will also allow the department to produce effective 2+2 plans with CCRI for these majors. All three will eliminate 2 course cognates in another language and one additional 300-level language course.

Discussion: #032 seeks approval for revisions to MLAN BA French, Portuguese, and Spanish concentrations. This revision will include the addition of MLAN 115 Literature of the xxx Speaking World to these concentrations. Elimination of some courses will reduce these concentrations to 40 credits from 46 – 48 credits. The requested revision will also make 2+2 plans with CCRI easier to navigate.

Action: Unanimously Approved

Management and Marketing

Motion to Bundle and Approve 21-22-033 – 21-22-035 (Zornado/Hewins)

- 21-22-033 Approve a proposal to revise the prerequisite of MGT 201W Foundations of Management from 45 completed credits to 30, to allow students to take it earlier in their

studies. Several other programs use this course and all have been informed so they will be able to update their Academic Rhode maps accordingly.

- 21-22-034 Approve a proposal to revise the prerequisite of MKT 201W Introduction to Marketing from 45 completed credits to 30, to allow students to take it earlier in their studies. Several other programs use this course and all have been informed so they will be able to update their Academic Rhode maps accordingly.
- 21-22-035 Approve a proposal to revise the prerequisite of MGT 306 Management of a Diverse Workforce from MGT 201W (or its equivalent) to 60 completed credits (in place of MGT 201), and revise its title to become MGT 306 Managing a Diverse Workforce and add Spring to when it is offered, as this is also a course that is being used by the new BPS program and recent CUS in Workplace Diversity.

Discussion: #033 and #034 seek approval for the revision to the prerequisites of MGT 201W Foundations of Management and MKT 201 Introduction to Marketing from 45 completed credits to 30, thus allowing students to take them earlier in their studies. #035 requests approval for the revision of the prerequisite of MGT 306 Management of a Diverse Workforce from MGT 201W (or its equivalent) to 60 completed credits, revise its title to become MGT 306 Managing a Diverse Workforce, add Spring as a course offering, because it will be used by the new BPS program and recent CUS in Workplace Diversity

Action: Unanimously approved

N.B. These proposals made the EXCOM discuss the utility of prerequisites, such as number of completed credits or student standing (Fr, Soph, Jr, Sr). Are these useful for helping students get through their credits/programs. Do we need these prerequisites?

- PHIL has a prerequisite for all 300 level courses; they must have a 200-level course or 30 credit hours completed
- PHIL 400 courses have a prerequisite of a 300-level course and 60 hours completed.
- No problems reviewing this because it is taken care of by the Records Office. It is **not** a manual process that requires a Dept. Chair's attention
- The addition of 100 and 200 level classes as prerequisite is a recent innovation
- Many programs do not have 100 level courses
- Some programs never added specific prerequisites but have vague terms such as "consent of the chair/director" but all 300-level courses do currently have something as a prerequisite—but is this necessary to enforce?
- Can we eliminate the required prerequisite statement from the manual? It was placed there when there was a drive to have all sister institutions utilize the same numbering systems for courses to make the level of material/instruction clearer for the year which the student has attained (Fr, Soph, Jr, Sr).
- How does accreditation impact the prerequisites at RIC?
- Majors require more than 200 level courses – Minimum requirement is that 15cr are in a major, 12cr of which need to be 300 or higher.

- Can departments opt out of prerequisites for a 300 level course? Don't create a prerequisite if it's not deemed necessary.
- *Plan on revisiting this in the fall.*

5. Any Other Business

Undergraduate Curriculum Committee

Motion to approve revisions to the UCC proposal form. (Weinstein/Zornado)

Approve revisions to the UCC proposal form.

Discussion

- Section C on the proposal form is the focus of these changes. This will assist Institutional Research with their reporting to NECHE, particularly if a program is going more than 50% on-line. Need clarity for the percentage of F2F and on-line teaching in hybrid courses.
- Determine whether revisions are up to 25% of the program
- Fix the CIP program numbers (Update 2020 numbers)

Action: Unanimously Approved

- What is the curricular rationale to ask for a minimum number of credits as a prerequisite? Discussion to elicit more data (see above)

Report: We have checked for ARM, WID and Program/learning goals on new website for all Undergraduate programs and only the following were missing or needed updating and UCC will follow up at a future date to see if these have been completed:

English working on separate program/learning goals for each concentration.

Medical Imaging (missing WID), Health Sciences (missing WID).

Data Science (missing WID).

Early Childhood, Elementary Ed., Special Ed., Secondary Ed., K-12 Education—Tech, Art, Music, and World Languages. None have any Program Goals/Learning Outcomes.

Motion to Adjourn: 3:50 (Zornado/Burke)

Unanimously Approved

Submitted by: Charlie McLaughlin