

Rhode Island College Undergraduate Curriculum Committee  
Minutes for the Meeting of  
17 February 2021

12:30 PM Online Zoom due to Coronavirus

<https://ri-college.zoom.us/j/8688089557?pwd=V3lZY3djbHJlDWJlVGRWdRQjNpS1BwUT09>

Meeting ID: 868 808 9557

Passcode: 1UzmdiSA

**Present:** Abbotson, S. (Chair); Aydogdu, M.; Burke, J.; Diem, J.; Espinosa, D.; Hewins, D.; Masters, C. (Dean); McLaughlin, C. (Secretary); Weinstein, T.; Zonardo, J. (COGE)

**Student Representatives:** Diebold, A.

**Absent:** Pearlmutter, S., Stevenson, B. (student).

**Excused:** Auger, G.; Borgerding, T.; Dixon, S.; Griffin, A.; Sawyer, J.; Simson, E. (Dean); Zoll, S.;

**Guests:** Eric Hall

Meeting Called to Order: 12:34

1. Motion to Approve minutes: 18 Dec 2020 (Zonardo, J./Aydogdu, M.)

**Action:** Unanimously Approved

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

There is some movement here. Provost/VPAA Tate has contacted the Records Office and the (W designated) courses were sent to the Records Office by our esteemed UCC chair. There is a chance that the designation will be assigned before registration begins.

- 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 FSLED 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.

Doing clean-up of the catalog. This timeline is a concern to Chris Hourighan because it comes at a time when the College is preparing for the NECHE accreditation visit. We are behind on the deletion schedule they would like to see: We use a three year cycle for classes not taught, they prefer a two year cycle for classes not taught. Looking for a more regular catalog revision—will work with Executive UCC to see what can be done.

3. Monthly Reports (No Writing Board this year)

- COGE The full report can be viewed at:

[http://www.ric.edu/curriculum\\_committee/documents/COGE-report-Feb-2021.pdf](http://www.ric.edu/curriculum_committee/documents/COGE-report-Feb-2021.pdf)

- Faculty survey completed in January – Data being processed
- New student survey in progress
- Pilot assessment of ENG 120 is complete
- COGE continues its information gathering of Gen Ed.

- CCRI and URI counterparts meeting for seamless process of transferring students to RIC
- Website is being updated continuously – send ideas to Prof. Zanardo
- Proposal for participation in AAC&U summer institute in the works
- Second Language discussions continue

#### 4. New Business

##### ***UCC – Catalog Revision***

###### ***Motion to Approve:*** 20-21-018 (Hewins/Masters)

- 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 effect on the total count. PHIL 201 and 300 will need to be deleted as electives from the Philosophy Minor in the History of Philosophical Thought, again, this will not affect total counts.

***Discussion:*** Annual Catalog revision – all classes not taught in the last three years are being removed at the request of their department.

***Action:*** Unanimously Approved

##### ***Early Childhood Education***

###### ***Motion to Approve:*** 20-21-019 (Aydogdu/Hewins)

- 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.

***Discussion:*** #19 requests a revision to the prerequisites of EDEC 479 to enable students of both the Community Programs and Birth to 3 ECED concentrations to register for the this class. Fixing a problem that was missed last December when this course was added to the program.

***Action:*** Unanimously Approved

- 20-21-020 ***Tabled.***

***Discussion:*** Revisions on the way.

### ***English Department***

***Motion to Approve:*** 20-21-021 (Diem/Zarnardo)

- 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).

***Discussion:*** #021 requests approval for a new course that will be used in HCSI and English Professional Writing concentrations (major and minor). The addition of this class provides another writing elective option for students from several other programs.

***Action:*** Unanimously Approved

### ***Biology/Health Sciences***

***Motion to Approve:*** 20-21-022 (Weinstein /Diebold)

- 20-21-022 Approve revisions to Health Science BS, to add ENGL 233 to its list of required electives (so no effect on the total, but can be advised to select); Health Science concentration in Medical Laboratory Sciences—needs to switch the 4 credit CSCI 102 for the recently deleted 3 credit CSCI 101 and add ENGL 233 [to give this program a needed WID course]. They will delete MATH 209, PSCY 110, and SOC 200 requirements to offset credits and reduce this large program to a more manageable 88 credits (from 95—and 12 of the 88 still double count as GenEd). Also revising the Human Sciences concentration—to switch the 4 credit CSCI 102 for the recently deleted CSCI 101, and add the ENGL 233 to its required electives list. They will reduce the number of electives from four to three, which will reduce that total from 83-91 to 81-88 (16 Gen Ed. credits double count)

***Discussion:*** #22 requests approval for revisions to the Health Science BS by including ENGL 233 to its list of required electives; the Health Science concentration in Medical Laboratory Sciences would like to include the 4 credit CSCI 102 in the program due to the deletion of CSCI 101; the addition of ENGL 233 gives the program a WID course; and they also request approval for the deletion of the MATH 209, PSCY 110, and SOC 200 requirements to offset credits and reduce the program to 88 credits. Great effort was made here to reduce total credits in these large programs to make them more manageable for the students without losing any necessary coverage for their discipline.

***Action:*** Approved with 1 abstention

#### 5. 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>. **Firstly**, we need to check to see if these are still workable at both ends (CCRI and RIC) as they were created 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 counterpart 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](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 additions 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 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).

## Discussion:

- ◆ Transferring to RIC from CCRI is problematic
  - i. Universal advising required to create a seamless pathway to RIC
  - ii. Gen Ed is an immediate problem
- ◆ Differentiate between 2 +2 and JAA; check that current 2+2 are correct given curricular changes since formed.
- ◆ Assignments for committee members to look at 2+2 in their own programs, and those they represent on the UCC
- ◆ Encourage the development of 2+2 in RIC programs
- ◆ Monthly updates by committee members

Q: Should instructions for this be added to the UCC Manual?

**Adjourned:** 1:39 (Espinosa/Burke)

\*\*\*\* Note: Next meeting will attend to committee membership, so names can be forwarded to the Committee on Committees

Respectfully submitted by Charles McLaughlin (Secretary)