Rhode Island College Undergraduate Curriculum Committee

Minutes for the meeting of 17 February 2022

2.00pm-4.00pm, by Zoom

**Present**: Sue Abbotson (Chair), Suchandra Basu, John Burke, Seth Dixon, Anthony Galvez, Annette Griffin, Qian Liu, Soumyadeep Mukherjee, Marianne Raimondo (SOB Dean), Glenn Rawson (Secretary), Earl Simson (FAS Dean), Holly Shadoian (for Provost/VPAA, non-voting), Traci Weinstein, Joe Zornado (COGE Chair)

**Absent**: Wendy Becker, Melissa Cordeiro (student), Cara McDermott-Fasy, Isabella Santoro (student)

**Excused**: Todd Borgerding, Natasha Feinberg, Carolynn Masters (Provost/VPAA)

**Guests**: Karen Almeida, Peter Brown, Andrea DelVecchio, Tamecka Hardmon, Elisa Miller, Leslie Schuster.

1. Call to order 2:07

1. ***Motion to Approve minutes from December 2022*** *(G. Rawson/J. Burke)*

*Friendly amendment made before the vote to correct H. Shadoian’s title to Vice Provost for Undergraduate Affairs.*

***Action:*** *Approved: 12 in favor, 1 abstained.*

1. Report of the Chair

* Course deletions—for courses not offered in the past three years are complete and we’ll be 74 deleting courses, including several that came up independent of the enquiry.
* CoOL have asked that I hold off on asking for chairs to identify their current online offerings for students in the catalog, so that project is on hold until they have rewritten the guidelines on “modes of instruction.”
* We are also holding off on the revised proposal form as the Executive UCC felt it was becoming too dense and we need to break things out a little more; hope to have a new iteration soon.
* I attended the Transfer Articulation Meeting on 3 Feb. Lots of “green flags” and it seemed like some progress was made—hoping to see this followed up by some updated JAA and 2+2 plans, but with our own Gen. Ed. in potential flux that may need to wait….

***Discussion:*** *UCC Chair Sue Abbotson and Holly Shadoian, Vice Provost for Undergraduate*

*Affairs, observed that there seemed to be quite a few new agreements on transfers, as well as at least one new JAA and 2+2 agreement at the recent annual transfer articulation meeting here at RIC. Hoping for more of the latter to come.*

*J. Burke asked for confirmation about UCC voting and what number of approvals would be needed to pass a proposal. Was it a percentage of the whole committee (19 voting members) or of those committee members actually present at the meeting? Some discussion of Roberts Rules followed, which has alternatives. UCC practice is that no vote can be taken unless the meeting is quorate (which happens at ten members present), and the percentage counted is of those members actually present (and there can be no proxy votes).*

1. Monthly Reports

* COGE report

*COGE Chair Joe Zornado reported (a) COGE has had their first Spring meeting and is currently working with SRWK and COMM on course proposals. (b) COGE is making progress towards the launch of a Qualtrics assessment tool for the Critical or Creative Thinking general education learning outcome. This exercise is meant both to gather recent data about the CCT outcome and to test a new sustainable way of assessing gen ed learning outcomes. (c) COGE will soon be discussing the formation of an Executive Committee for COGE, which should improve and standardize the process for general education proposals.*

***Discussion****: none*

1. New Business

**Motion to approve #027** (S. Basu/J. Zornado)

* 22-23-027 Would like to make several related changes to the Gender and Women’s

Studies programs and the GEND 200W Gender and Society course (also a popular Gen. Ed.). Firstly, change GEND 200W to the more suitable entrance level GEND 100W and add a summer offering. The BA and the minor, along with the Queer Studies minor would also like to add more diverse electives and some new restrictions to ensure students take sufficient upper-level options. Credit totals will remain the same.

***Discussion****: Leslie Schuster, Director of GEND, explained that the relatively large number of electives (five) serves the quality of the program and is supported by the large proportion of GEND majors and minors who are also majoring in other programs (which would allow for some of these electives to double-count). Representatives of various programs noted that there is not a standard RIC convention for numbering “Introduction to” courses. Earl Simson, Dean of FAS, reported that 200 used to be the common number for that, but decades ago there was some attempt to be more aligned with URI’s numbering, but it wasn’t really systematic, so now we have 100s, 110s, and others in addition to some remaining 200s. He also observed that some students register for courses based on the number, assuming that lower numbers go with easier courses. UCC members were asked to look at what was happening in the departments they represent in terms of course numbering, with this information in mind.*

***Action****: Unanimously approved*

**Motion to bundle and approve #028 & #029** (J. Burke/S. Dixon)

* 22-23-028 Approve the creation of a new HIST Gen. Ed. course HIST 110 Global History to 1000, that will help broaden students’ knowledge of the outside world.
* 22-23-029 Approve the creation of a new HIST Gen. Ed. course HIST 111 Global History since 1000, that will help broaden students’ knowledge of the outside world.

***Discussion****: Elisa Miller, Chair of History, explains that these were motivated to give more options to students and faculty in global history options.*

***Action****: Unanimously approved*

**Motion to approve #030** (J. Zornado/S. Basu)

* 22-33-030 Approve the deletion of 74 courses that are no longer taught as they are no longer needed, or they are not requirements and we do not have any professors interested in teaching them. Some are included a restricted electives which have been included on the proposal and catalog copy, but in most cases this will not affect program totals (exceptions are HCA and CPHP who are losing a 3-credit option, and since CPHP is revising its major this will not matter as that concentration will no longer exist). The courses being deleted are: AFRI 162 Non-Western Worlds andANTH 162 Non-Western Worlds; ANTH 310 Language and Culture; BIOL 103 Human Biology; COMM 359 Argumentation and Debate and COMM 459 Debate Practicum; GEND 356 Class Matters; HPE 451 Recreation and Aging; HIST 315 Western Legal Systems (currently cross-listed with POL 315, so that is being revised as it will be kept); MLED 330 Interdisciplinary Reading and Writing in Middle Schools; THTR 430 Creative Drama with Children and Youth. Modern Languages are deleting FREN 114 Readings in Intermediate French II, GRK 101 Introduction to Attic Greek, ITAL 114 Readings in Intermediate Italian, ITAL 321 Italian Literature and Civilization through Renaissance, LATN 101 Elementary Latin I, LATN 102 Elementary Latin II, SPAN 114 Readings in Intermediate Spanish, SPAN 401 Studies in Hispanic Prose, SPAN 403 Studies in Hispanic Theatre/Film. Some other language courses (FREN 201W, ITAL 201W and 202W, ITAL 403 and 404) will need to revise prerequisites because of this, and in one case (FREN 113) the title will change. A number of Medical Imaging courses used for older versions of the programs are going: DMS 300 Introduction to Diagnostic Medical Sonography, DMS 301 Abdominal Sonography I, DMS 302 Scan Lab I, DMS 303 Abdominal Sonography II, DMS 307 Sonographic Principles and Instrumentation, DMS 310 Clinical Practice I, DMS 330 Clinical Practice II, DMS 333 Abdominal Sonography III, DMS 335 Obstetrical and Gynecological Sonography III, DMS 403 Abdominal Sonography IV, DMS 406 Obstetrical and Gynecological Sonography IV, DMS 410 Clinical Practice III, DMS 412 Scan Lab III, DMS 422 Scan Lab IV, DMS 430 Clinical Practice IV; MRI 301 Introduction to Magnetic Resonance Imaging, MRI 309 Clinical Observation, MRI 310 Clinical Practice I, MRI 311 Cross Sectional Anatomy and Imaging Procedures I, MRI 321 Physical Principles I, MRI 410 Clinical Practice II, MRI 411 Cross Sectional Anatomy and Imaging Procedures II, MRI 420 Clinical Practice III, MRI 421 Physical Principles II, MRI 430 Registry Review, MRI 455 MRI Pathology; NMT 231 Clinical Observation, NMT 301 Introduction to Nuclear Medicine Technology, NMT 311 Radiation Safety, NMT 321 Diagnostic Nuclear Medicine Procedures I, NMT 325 Radiation Physics, NMT 332 Clinical Diagnostic Procedures I, NMT 402 Instrumentation and Radiobiology, NMT 405 Radiopharmacy, NMT 421 Diagnostic Nuclear Medicine Procedures II, NMT 425 Diagnostic Nuclear Medicine Procedures III, NMT 430 Registry Review, NMT 431 Clinical Diagnostic Procedures II, NMT 432 Clinical Diagnostic Procedures III; and RADT 301 Introduction to Radiographic Procedures , RADT 305 Skeletal Anatomy, RADT 306 Radiographic Procedures I, RADT 307 Radiographic Procedures II, RADT 309 - Clinical Education I, RADT 310 Clinical Education II, RADT 320 Principles of Radiography I, RADT 321 Principles of Radiography II, RADT 330 Radiation Physics I, RADT 411 Clinical Education III, RADT 412 Clinical Education IV, RADT 425 Ethics/Critical Thinking and Problem Solving, RADT 431 Radiation Physics II, RADT 455 Comprehensive Radiographic Pathology, and RADT 461 Registry Review. References to RADT 201 as a prereq. will need to be deleted, too, from COMM 338 and MEDI 202.

***Discussion****: Proposer and UCC Chair Sue Abbotson explains that this is done once each academic year, usually in December. It starts with a list of courses that haven’t been offered in three years or more. Chairs and Deans then decide which ones should be deleted from the Catalog. This year’s list is particularly long because of past program changes involving many DMS, MRI, NMT and RADT courses that have now been taught out and are finally being officially deleted. S. Basu noticed the catalog copy needed to properly delete the RADT courses so we made that an editorial amendment.*

***Action****: Unanimously approved*

**Motion to approve #031** (A. Griffin/T. Weinstein)

* 22-23-031 Approve the revision of CHEM 422 Biochemistry Laboratory to offer BIOL 320 as an alternative prerequisite to CHEM 310, as it covers acceptable material to be able to take this course and will allow more students entrance.

***Discussion****: Proposer Karen Almeida explains that this proposal makes official a past practice that will also facilitate a course inclusion in the prospective Biotechnology program.*

***Action****: Unanimously approved*

**Motion to bundle and approve #032 & #033** (S. Basu/J. Zornado)

* 22-23-032 Approve the deletion of Chemistry BA Concentration in Environmental Chemistry. Enrollment is low and the two current students can complete a CHEM BA with the environmental concentration as relevant courses still will be on offer.
* 22-23-033 Approve the deletion of Chemistry BS Concentration in Environmental Chemistry. Enrollment is low and the one current student can complete a CHEM BS with the environmental concentration as relevant courses still will be on offer.

***Discussion****: Andrea DelVecchio, Chair of Physical Sciences, explains that these programs have had very low enrollment, such that it is difficult to run the courses, and students graduating in the Environmental Concentrations recently may have only taken one of the environmental courses. Attempts to form a supportive partnership with internships in the Department of Health have not worked out, and there are not enough students to keep the programs going.*

***Action****: Approved: 12 in favor, 1 abstained*

**Motion to approve #034** (J. Zornado/M. Raimondo)

* 22-23-034 Approve the combination of the former Community and Public Health BS concentrations into a single monolithic major—though with less credits that any of the previous concentration options. Core and Professional courses remain the same and the student can then select from any of the courses previously separated into concentrations to select ones that better follow their areas of interest, even adding two more electives from ENGL and ANTH. Total credits will drop from 82-86 depending on concentration to 79-80. 12 of those credits double-count as Gen Ed. and prior documented field experience can also waive off some of the credits needed for the HPE 426 Internship.

***Discussion****: Proposer Mukherjee explains that enrollments in some of these concentrations has been too low, and that the variety of concentrations has caused some confusion among students. In addition, this revision reduces total required credits and allows more transfer and field experience credits.Before voting he asked that the proposal be amended to reflect the changes approved in two of the above proposals so as to not confuse the catalog update: namely the revision of GEND 200W to become GEND 100W and the deletion of GEND 356.*

***Action****: Unanimously approved*

1. Any Other Business

* COGE has requested we create an Executive COGE to help vet and prepare proposals etc. and the Executive UCC agreed this made a lot of sense, especially with a potential new Gen Ed. on the near horizon. The format and mandate closely follow that used by the Executive UCC, with just two faculty to be voted in from the existing COGE alongside the Dean of FAS (or designee) and the Chair of COGE. This should be added to the UCC Manual for future reference.

***Discussion****: UCC Chair explains that by comparison the Executive Committee for UCC really makes the business of UCC manageable at the UCC meetings, and that it will likely be more important in the coming years for COGE to have an Executive as well. COGE Chair Joe Zornado explains that this will be discussed and voted on by COGE soon. This draft proposal is closely based on our own UCC Executive Committee.*

***Motion to adjourn at 2:58*** *(J. Zornado/S. Basu)*

***Action****: Unanimously approved*

*Respectfully submitted by Glenn Rawson.*