

Rhode Island College Curriculum Committee
Minutes for Meeting of
December 17, 2010 2:00-4:00 P.M.
Board of Governors Room

Present: Faculty: S. Abbotson (presiding); M. Aydogdu D. Blanchette; S. Conklin; I. Greitzer; B. MacDonald; J. Magyar; C. Marco; C. McLaughlin (Secretary); J. Meade; P. Meyer; D. Huntley-Newby; J. Olson; R. Pitt; T. Schmeling; E. Simson; A Snyder.

Students: S. McCarthy; J. Ogunba

Absent: K. Ainley;

Excused:

Guests: Patricia Brennan; Eric Hall; Ken Kinsey;

1. Call to Order: 2:03
2. Minutes: Meeting of November 19, 2010
Curriculum Committee meeting minutes Moved to Approve (MacDonald/Aydogdu)
Action: Passed Unanimously
3. Report from the Chair:
 - Catalog will be printed in-house or by most economical source;
 - The new manual will be on-line shortly – revised by-laws were approved;
 - Curriculum Committee’s name has been officially changed to Undergraduate Curriculum Committee (UCC);
 - All forms will be revised to reflect name change;
 - Council will have final approval on all decisions made regarding General Education recommendations forwarded from the UCC;
 - A meeting has been scheduled with representatives of the Writing Board;
 - The UCC’s March meeting has been changed to March 25
4. Report from COGE:
 - Committee reviewed GE goals as they appear in the Curriculum Committee manual;
 - Goal and outcomes for GE appear in appendix that follows;
 - Task force will create new goals and objectives as general Education evolves;
 - Spring meetings are scheduled: the faculty is encouraged to participate and assist in development of a new and improved General Education Program.
 - COGE reports can be downloaded at: <http://www.ric.edu/faculty/organic/coge/>
5. New Business:
BIOL/CHEM
Motion to Approve: (Conklin/Magyar)
Request to bundle 10-11-033 through 10-11-036: Approved
 - 10-11-033 Revise BIOL 410 into BIOL 420
 - 10-11-034 Revise BIOL 411 into BIOL 421
 - 10-11-035 Revise CHEM 420
 - 10-11-036 Revise CHEM 421Action: Unanimously Approved

Medical Imaging
Motion to Approve: (Magyar/Conklin)
Request to bundle:10-11-037 through 10-11-053 : Approved

- 10-11-037 Approve new program BS in Medical Imaging with Concentrations in Radiologic Technology and Nuclear Medicine Technology
- 10-11-038 Revise NURS 155 into RADT 255
- 10-11-039 Approve new course NMT 301
- 10-11-040 Approve new course NMT 311
- 10-11-041 Approve new course NMT 321
- 10-11-042 Approve new course NMT 332
- 10-11-043 Approve new course NMT 402
- 10-11-044 Approve new course NMT 405
- 10-11-045 Approve new course NMT 421
- 10-11-046 Approve new course NMT 425
- 10-11-047 Approve new course NMT 430
- 10-11-048 Approve new course NMT 431
- 10-11-049 Approve new course NMT 432
- 10-11-050 Approve new course CTSC 300
- 10-11-051 Approve new course CTSC 301
- 10-11-052 Approve new course CTSC 407
- 10-11-053 Approve new course CTSC 432

Discussion related to concern raised in a letter to the Executive Committee that RADT program would create over-enrolled classes in MGT 301. Chair of the Management program forwarded a message inferring that the additional students would be more than they could handle. The Dean of the School of Management related that the proposal would not have any impact on the program because there are few in number. Only six RADT students entered MGT 301 last year. Additional resources would not be required. The objection is not supported by the School of Management; and members of the Management program actually support the RADT program.

Eric Hall described the program. 134 intended majors; 5 students are in clinicals.

Friendly Edits:

- In Catalog Copy, Page 3 – AART needs to be defined (American Association of Radiological Technologists);
- Prerequisites for NMT 301, NMT 311, NMT 321, and 332 should read: *RADT 201 and acceptance to the NMT concentration of the BS In Medical Imaging.* ;
- NMT 311 needs sections 4 & 5 of course revision form completed.

Action: Unanimously Approved

6. Other New Business:

Discussion related to use of electronic signatures on documents will be taken up at next meeting.

7. Motion to adjourn. Conklin/McLaughlin 3:45 PM

Minutes respectfully submitted by Charles McLaughlin

Next meeting: February 18th 2:00 – 4:00 Board of Governors Room Roberts Hall

**Report of the Committee on General Education
to the Rhode Island College Curriculum Committee
December 17, 2010**

As part of its continuing mission of assessing General Education, COGE reviewed the Goals for General Education that are described in the appendices of the Curriculum Committee Manual and prepared learning objectives for some of the goals. Currently, these goals are assessed as appropriate in English 161, History 161, and Writing 100. Reports of these assessments from the last academic year are available at <http://www.ric.edu/faculty/organic/coge/> under the link Complete COGE 2009-2010 Documents. The document on the following pages comprises the current version of goals and learning objectives, which COGE formally approved in November and submits to the Curriculum Committee for information.

New goals, outcomes, and learning objectives will come from the work of the Task Force on General Education. As the exciting and energizing discussion of new proposals continues in the Spring term, this restatement of the present General Education goals will help us see more clearly those aspects that are important and worth preserving and those that should be replaced with a better formulation.

Attend the meetings this spring. Read and think deeply about the meaning and content of a general education program that is right for Rhode Island College's students today. Send your comments and suggestions to genedtaskforce@ric.edu. Marshal your most cogent arguments, your best data, your deepest understanding to guide this project that will shape the College's curriculum, our own teaching, and the lives of Rhode Island College graduates for many years. Respectfully submitted,

/s/ James G. Magyar

James G. Magyar
Chair

**General Education Goals and Outcomes
Rhode Island College
November 2010**

Goal	Learning Outcomes	Where Assessed
Persuasive speaking	1) Students will communicate orally in an effective manner using linguistic structures and vocabulary appropriate to an academic setting. 2) Students will possess the ability to formulate and answer questions, present topics and arguments with coherence, fluidity, and without repetition nor distracting gestures and movements. 3) Students will effectively incorporate visual and/or audio materials in oral presentations as appropriate.	Core
Critical analysis and synthesis	1) Identify, evaluate and analyze evidence and data in an impartial manner. 2) Differentiate between logically valid and invalid arguments and inferences. 3) Draw logical conclusions based on the evaluation of carefully weighed and critically analyzed evidence and data. 4) Independently formulate lines of inquiry and investigation. 5) Formulate logically valid analogies and define accurate similarities when examining different events or phenomena. 6) Possess the ability to self reflect, understand, and compensate for the reality that personal life experiences, upbringing, and education shape how individuals interpret facts and events.	
Receptive listening		
Clear and rhetorically informed writing	1) Writing that produces well organized, analytically constructed student papers that incorporate clearly worded thesis statements that are coherently defended by supporting evidence and by well reasoned, persuasive and logical arguments. 2) Analyze and synthesize primary and/or secondary source materials in formulating thesis statements and supporting arguments. 3) Develop effective strategies for creating, revising, and editing writing assignments. 4) Produce writing that demonstrates proficiency in standard American English, including grammar, diction, and sentence structure.	
Critical and engaged reading	1) Identify and analyze the authorial thesis and main ideas. 2) Identify and critically evaluate the supporting evidence for intellectual coherence and bias. 3) Identify and analyze basic assumptions and inferences made by the author or authors of the text. 4) Identify the strengths and weaknesses and the overall persuasiveness in the text's chain of argumentation.	

	5) Critically evaluate the organizational strengths and weaknesses of the text.	
Applications of technology	1) Locate information relevant to an assignment in print resources 2) Locate information available electronically using appropriate search tools 3) Identify and critically evaluate information from electronic resources	

Approved by the Rhode Island College Committee on General Education, November 2010