

**Rhode Island College Curriculum Committee**  
**Minutes for Meeting of**  
**April 15, 2011 2:00-4:00 P.M.**  
Board of Governors Room

Present: Faculty: S. Abbotson (presiding); K. Ainley; M. Aydogdu D. Blanchette; S. Conklin; B. MacDonald (recording); C. Marco; J. Meade; P. Meyer; J. Olson; T. Schmeling; E. Simson; A. Snyder; L. Cooley (GOGE)  
Absent: D. Huntley-Newby; S. McCarthy; J. Ogunba  
Excused: I. Greitzer; R. Pitt; C. McLaughlin  
Guests: L. Church; P. Gullapalli; E. Hall; D. Filipek, L. Schuster

1. Call to Order: 2:08 PM
2. Minutes: Meeting of March 25, 2011  
Curriculum Committee meeting minutes Moved to Approve (Olson/Ainley)  
Action: Passed Unanimously
3. Report from the Chair:
  - Deans' reports on X50, X60 and X80 courses revealed that there are some courses that have been offered 3 or more times and thus, should become permanent. There will, hopefully, be four 350 SWRK courses on the docket for the May meeting.
  - Simson explained that the numbering convention as it appears in the Curriculum Committee Manual is as follows: X50 for topics courses, X60 for seminars, X80 for workshop courses and X90 for directed study. (Note: the designation for X90 courses is not in the handbook.)
  - Still pending is establishing a clear guideline for course numbering. Draft of revision was referred to Executive Committee. Follow up at the May meeting.
  - Reminder to members of Committee to contact Jennifer Giroux, chair of Committee on Committees, if you are willing to serve another term on Curriculum Committee. Deadline is April 22.
4. Report of COGE: L. Cooley submitted a written report to the Committee (attached).
5. Report of the Writing Board: P. Gullapalli submitted an oral report to the Committee (written report attached).
6. Amendment to Board description in the Undergraduate Curriculum Committee Manual were proposed and discussed.
  - Rationale: Since the inception of the Writing Board there have been changes in how the January workshop is put together. In addition there are other writing related entities on campus that the Board feels should be included in its make-up and activities. Finally, the tenure of members of the Board in practice differs from what is described in the manual.
  - Discussion: Pitt suggested that the Board membership should not include a member of the Rhode Island Writing Project, as that position is subject to external funding. Simson asked why person from RI Writing Project is on this Board. Gullapalli explained that this person provides a bridge between RIC and the RI K-12 educators. Simson suggested this person could still attend Writing Board meetings as an invited guest.
  - Abbotson suggested removing member of RI Writing Project from the Writing Board charter. Thus, total membership of the Board would be 12 persons.
  - Moved to approve with changes (Conklin/Marco)
  - Action: Passed unanimously (amendment with all approved changes attached)

7. New Business

***Medical Imaging***

Motion to approve (Ainley/Conklin)

Motion to bundle (Ainley/Conklin)

10-11-074 Program name change in Medical Imaging to include Computed Tomography.

10-11-075 New concentration in Computed Tomography

Hall explained reasons for proposals. The clinical program has requested these changes. Blanchette asked about plans for enrollment in Nuclear Medicine in light current high enrollment in Radiology Technology. Hall stated that they do not anticipate a big increase in the enrollment numbers and, in fact, Rhode Island Hospital vets the admission into the program. Conklin pointed out that the abbreviation for the course category is 5 characters (NMT/CT). Simson explained that major names are 4 characters long. It was suggested NMT/CT be changed on

the proposals, it was further realized that this new designation was unnecessary, and so Hall agreed to remove it.  
Action: Approved unanimously with revision

#### ***Management***

Motion to approve (Conklin/Ainley)

Motion to bundle (Conklin/Ainley)

10-11-076 Delete MGT 461 from Accounting major.

10-11-077 Delete MGT 461 from Computer Information Systems major.

Blanchette explained reason for changes: each major has its own capstone course now.

Action: Approved with 1 abstention (Snyder)

#### ***Anthropology***

Motion to approve (Ainley/Marco)

Motion to bundle (Ainley/Marco)

10-11-078 Approve new course ANTH 215 The Archaeology of Ancient Civilizations

10-11-079 Approve new course ANTH 334 Cellphones and Cyborgs: Technology, Culture and Society.

10-11-080 Approve new course ANTH 345 Museums, Cultures and Others.

Gullapalli presented rationale for new courses: to provide more choices for majors. Conklin asked if Cellphones is one or two words. Much discussion ensued about the title of 345 because it is more than 6 words. Marco asked if title might be outdated. Conklin asked if field trips are part of the plan for 345. Answer was not likely because of time constraints. Decision made to get back to the Executive Committee with revised title and if it met with their approval it would be revised on the course proposal form before it moves on to the administration for approval.

Action: Approved unanimously with revision of 334 title.

#### ***Management***

Motion to approve (Marco/Snyder)

10-11-081 Change prerequisites for MGT 461

Blanchette explained reason for change. Discussion ensued about hidden pre-requisites and whether or not that is a problem.

Action: Approved unanimously

#### ***Women's Studies***

Motion to approve (Snyder/Ainley)

10-11-082 Approve new course WMST 353 The Holocaust: Women and a Culture of Resistance.

Schuster explained that this course has been offered 3 times as a 350 and been quite successful. It is interdisciplinary and 1/3 of the Women's Studies majors take the course. Marco asked why there are no pre-requisites for an upper-level course. Simson suggested prerequisite should read "45 credits completed or permission of program chair." Schuster agreed.

Action: Approved unanimously with revision.

#### ***Approve proposal to move to full implementation only***

Abbotson distributed a memo that was sent to department and program chairs. There was very little response, no disagreements, and only support for the idea. A brief discussion ensued to clarify the intent of the proposal and a vote was taken.

Action: Approved unanimously

A recommendation was made that all faculty, not just department chairs and program directors, should be informed of the committee's approval, told about the upcoming new timetable and guidelines on the UCC website, and reminded to use the current proposal forms rather than older editions they may have stored in their computers.

#### ***Report on feedback from course numbering survey***

Abbotson had sent a survey about course numbering system. There were only 6 responses, but the feeling seemed that what needed fixing was more the course numbering guidelines than the way departments were numbering their courses. It was decided that the Executive Committee will draft a proposal for changing the course numbering guidelines and present to the Committee at May meeting.

#### **7. Other New Business**

Schmeling suggested that a memo should be sent out to all chairs, reminding them to update information on website. That it is not automatic.

#### **8. Motion to adjourn, 3:40 PM (Olson/Conklin)**

Minutes respectfully submitted by Bonnie MacDonald

***Next meeting: May 20, 2011 2:00 – 4:00 Board of Governors Room Roberts Hall***

To: Undergraduate Curriculum Committee  
From: Committee on General Education  
Subject: Report of COGE  
Date: April 15, 2011

The Committee on General Education met twice this month, on April 8 and on April 15. The agendas for these meetings are given below. We are discussing the draft of the revision of the General Education program. Several handouts were distributed at these meetings and I have enclosed them in the report.

Items not on the agendas were also discussed. In particular, attention was focused on the need for assessment of general education and how this would be accomplished. Discussion of the process by which all elements of this change would come together occurred as well.

Respectfully submitted,

Laura Cooley

Chair of COGE

### **Agenda**

#### **April 8, 2011 – 10:00-11:00 AM**

1. Opening comments/welcome
2. Task Force draft of new general education program
  - a. Review of the process thus far
  - b. Brief review of what the current draft contains
  - c. Strengths of proposal (see “comments” handout)
  - d. Discussion of concerns submitted by members (see handout)
3. Scheduling of next COGE meetings
4. Adjourn

### **Agenda**

#### **April 15, 2011 – 10:00-11:00 AM**

1. Introductory comments
2. The case for science in general education
  - a. Prominent position of science in documentation from:
    - RI College – Vision statement
    - NEASC Guidelines
    - Essential Outcomes article – AACU/LEAP
  - b. Concerns of scientists on the RIC faculty

- Letter from chair of physical sciences (Glenisson deOliveira, former STEM director and co-PI for NSF (RITES) grant) to COGE, CCI Council)
  - Letter from chair of biology and biology faculty to COGE (Eric Hall)
  - Letter from physical sciences department to Task Force
- c. Comparison to other institutions (handout)
  - d. Scientific preparedness for modern world (jobs, quote on bottom of LEAP article handout)
3. Adjourn

Writing Board Report to Curriculum Committee  
Fall 2010 and Spring 2011

I. Fall Brown Bag – “How do you build on Writing 100?” an informal discussion led by Becky Caouette (Director of Writing)

II. Adjuncts and the Academic Conversation on Jan 18, 2011

- Poorly attended because of inclement weather; this event has been very well attended in the past

III. 15<sup>th</sup> Annual Faculty Development Workshop “A Writer’s Work is Never Done” on Jan 19, 2011

- Keynote speaker – Andrea Lunsford
- Attendance – approximately 80 (low because of inclement weather)
- Very positive feedback - most respondents ‘very satisfied’ with the day; many thought she was the best speaker they had heard

IV. ‘Spring Forward’ brown bag event in the spring semester

- Held in conjunction with the Faculty Center for Teaching and Learning
- Held on two days to accommodate varied schedules

V. In addition to planning next year’s January workshop, the Writing Board is continuing to develop its relationship with the FCTL and is looking forward to engaging in the conversations (with COGE and others on campus) about writing as a part of the revised General Education framework.

### Excerpt from 2.5 The Undergraduate Curriculum Committee's Relationship to Other Bodies:

The Writing Board is charged with the responsibility "to coordinate writing across the curriculum (in an advisory capacity and as a forum for discussion of writing issues)." Each January, the Board, in conjunction with the Vice President of Academic Affairs, sponsors a faculty workshop that explores issues of teaching and writing.

#### **2.5.3 The Writing Board**

The Writing Board consists of 12 persons. The *ex officio* members are

- The Director of Writing
- The Director of the Writing Center
- The Dean of the Faculty of Arts and Sciences (or designee) who will also serve as the liaison to campus wide bodies that are concerned with pedagogy, curriculum or assessment

Rotating members of the Writing Board are:

- One faculty member from the Faculty of Arts and Sciences
- One faculty member from the Feinstein School of Education and Human Development
- One faculty member from the School of Social Work
- One faculty member from the School of Management
- One faculty member from the School of Nursing
- One faculty member from Adams Library
- One staff member from the Office of Academic Support and Information Services
- One faculty member from the Committee on General Education
- One faculty member from the Composition and Rhetoric faculty

The rotating members of the Writing Board serve for two year staggered, renewable terms.

The Chair is selected by the Board members from among the faculty members for a two-year renewable term. It is possible to make this a joint position.

A Chair of the Writing Board shall serve *ex officio* on the Faculty Center for Teaching and Learning Advisory Board.

### **Appendix III-C**

#### The Writing Board

##### I. Purpose

To act as an advisory body, helping to provide materials, suggestions, and support to individual departments and faculty members. The Writing Board helps to share information among programs and to sponsor faculty development relevant to writing. The Writing Board host formal and informal events to facilitate the discussion of writing related issues across campus, and provide for a for faculty discussion of same. The structure of this Board is described in section 2.5.3 of this manual.

##### II. Responsibilities

1. Report to the Undergraduate Curriculum Committee annually in May.
2. Make such curricula recommendations as deemed appropriate and connected with its purpose to the Undergraduate Curriculum Committee.
3. Create a forum for cooperation between the Writing Center, and all other academic units on campus, ESL programs and OASIS.
4. Advise Undergraduate Curriculum Committee, departments, programs (COGE), and others about writing and writing-intensive courses.
5. Produce issue statements and working papers about writing and maintain a web presence.

[Revised and approved by Curriculum Committee: 4/15/2011]