

Rhode Island College Undergraduate Curriculum Committee
21 December 2018
2:00-4:00 P.M.
MINUTES

Present: S. Abbotson (chair), G. Auger (secretary), M. Aydogdu, J. Burke, C. Cummings (Exec. UCC), A. Diebold (student), D. Espinosa, S. Hackworth (student), Y. Hui-Michael, J. Magyar, C. Marco (Exec. UCC), S. Mueller, L. Owen, S. Pearlmutter (non-voting), A. Shabalin, E. Simson (Dean), S. Zoll.

Guests: D. Del Guidice (PSCE), M. Reddy (RIC 100/FYS), Wendy Becker (SSW), Jennifer Meade (SSW), Cara McDermott-Fasy (SPED), Holly Shadoian (V-Provost Undergraduate Affairs)

Excused: S. Dixon, S. Ross, G. Stilwell

- Call to Order -- 2:08

- Approve Minutes: 16 Nov. 2018. (C. Marco motion & S. Hackworth second) – unanimous
Date on minutes was incorrect. Change from October 18 to November 16 meeting date before approval.

- Report of the Chair
 - Website update – full archives (from 2009) are now online. They are searchable using the “find” feature.
 - Student for COGE – C. Marco suggested Roxanne Newman, chair will contact. J. Zornado has been placed on COGE in the Literature distribution seat, vacated by M. Reddy who is now the FYS coordinator.

- Monthly Reports:
 - COGE – no report this month
 - Writing Board report sent in by M. Michaud:
 - Work continuing on Writing in the Discipline, included is a sample response from Sociology and a chart of departments/programs contacted and their responses.
 - Working on Faculty Development Workshop scheduled for January, already 68 have signed up and the speaker will be Dr. Barbara D’Angelo on the topic of Research/Writing process.
 - Continued work on the SSTW, with one-on-one conferences with participants.
 - Presentation at the FCTL on Peer Review process, and will be working on another on-line tutorial in creating good writing assignments.

- M. Michaud will attend 2019 Writing Across the Curriculum Summer Institute at the University of Denver, and is hoping for college funding
 - Report available at:
http://www.ric.edu/curriculum_committee/Pages/default.aspx
- Annual Report
 - Continuing Ed. and Summer Sessions
 - D. Del Guidice (PSCE) reported numbers are a little down from the past peaks, but still healthy, and the reduction is partly due to some robust programs such as Career Development moving from their purview.
 - Suggests room for potential growth in the area of Certificates
 - PSCE needs better business and administration software and processes to their programming to better thrive
 - Nine programs reporting on this year. Full report can be found at:
http://www.ric.edu/curriculum_committee/documents/PSCE_FY2017.pdf
 - Del Guidice also announced his upcoming retirement next Feb. and S. Zoll and the full UCC thanked him for his sterling work for the college, he will be missed.
- Old Business – None
- New Business

Motion to approve E. Simson and second D. Espinosa. [1 abstention; 15 approved]

- 18-19-005 Creating the possibility for students who have taken a number of connected courses at their previous college to create a transfer minor that can be noted on their RIC transcript (in cases, only, where RIC does not offer an equivalent minor).

H. Shadoian discussed the need for ‘stackable credentials’ and frustration of students who find lots of courses on transcripts that don’t transfer as anything but ‘other’ unused courses. Politically advantageous to have this transfer minor program so that we are not dictated to by the state in what we should accept.

18-24 credits for a minor that RIC does not offer; most will be developed beforehand, for example, fire science, deaf studies, based on known programs at CCRI and BCC (all students from those programs would need the same courses to count as the minor), but others may be created at the discretion of the relevant Dean and the Vice-Provost of Academic Affairs. For example, there may be some who did 2 years or so at URI in engineering and they may be allowed to have a minor transfer, if certain quality and quantity of courses were achieved prior to transfer.

These will be posted under transfer credits and relabeled as TMIN rather than XFER. RIC transcript will not show as them earning the minor at RIC but would appear under academic progress section of transcript as a named “transfer minor.”

Students must have it completed the relevant courses prior to coming to RIC. They can't go back and do a few courses to get it after; existing RIC transfer students may apply to have existing courses credited in this way.

A suggestion was made that current RIC students might be allowed to create their own student designed minors to allow for some equity with this transfer minor, but it did not receive much support.

Tabled pending revision

- 18-19-038—18-19-051 Tabled pending revision

Motion to approve J. Magyar.; second C. Marco. [unanimous]

- 18-19-052 Approve deletions of the following courses that have not been offered in three or more years: AFRI 310 Martin Luther King and the Civil Rights Era, ART 201 Introduction to Visual Arts, CSCI 201 Computer Programming and Design, CSCI 221 Computer programming II, CSCI 315 Data Structures, ENGL 266 Food Matters: The Rhetoric of Eating, ENGL348 Early British Renaissance, ENGL 355 Victorian Literature and Culture ENGL 433 Modern English Grammar, NURS 262 Dying, Loss, and Grief: Cross-Cultural Perspectives, SWRK 421 Social Work Practice and the Law, SWRK 441 Women's Issues in Social Work Practice, and SWRK 453 School Social Work, THTR 419 Performing Arts Management, THTR 435 Theatre for Children and Youth, and THTR 442 History of Theatre: 1875-Present. Relevant programs that use these courses have been adjusted accordingly, and departments notified.

Motion to approve E. Simson.; second C. Cummings. [unanimous]

- 18-19-053 Approve a new course POL 347 Political Activism and Social Justice that can be used as an elective in both INGOS and POL programs, and as a general elective.

Motion to approve D. Espinosa.; second J. Magyar. [unanimous]

- 18-19-054 Approve a new course RIC 100 Introduction to RIC, a one credit course that will be required (as part of the General Education program in the same way as the second language) of most incoming freshmen to better acclimate them to college life (transfers and those taking COLL 101 or HONR 150 will be exempt).

A suggestion was made to ensure a procedure would be in place as with FYS classes, to make sure students take this class at the appropriate time (they should have take it before 30 credits)

Motion to bundle and approve 055—069 A. Diebold.; second D. Espinosa. [unanimous]

- 18-19-055 Approve the deletion of two SPED programs: Approve revisions to Special Education B.S.—with Concentration in Mild/Moderate Disabilities, Elementary School Level that will raise it to 44 credits (from 34-36) and Special

Education B.S.—with Concentration in Severe Intellectual Disabilities (SID), Ages Three to Twenty-One that will raise it to 42 (from 34-36), and the creation of a combined option: Special Education Concentration in Mild/Moderate Disabilities and Severe Intellectual Disabilities that will be 59 credits.

- 18-19-056 Approve revisions to SPED/ELED 202 Teaching All Learners: Foundations and Strategies (changing the number, description and prerequisite).
- 18-19-057 Approve revisions to SPED 210 Supporting Social, Emotional, and Behavioral Learning (changing the number, title, description and prerequisite).
- 18-19-058 Approve revisions to SPED 211 Supporting Students with Communication Challenges (changing the number, title and prerequisite).
- 18-19-059 Approve revisions to SPED 312 Assessment Procedures for Children and Youth with Disabilities (changing the description and prerequisite).
- 18-19-060 Approve revisions to SPED 412 Intensive Intervention in Literacy: Assessment/Curriculum/Methodology (changing the title, description and prerequisite).
- 18-19-061 Approve revisions to SPED 435 Assessment/Instructional: Younger Students with Severe Intellectual Disabilities (SID) (changing prerequisites and when offered).
- 18-19-062 Approve revisions to SPED 436 Assessment/Instructional: Older Students with Severe Intellectual Disabilities (SID) (changing prerequisites and when offered).
- 18-19-063 Approve a revision to SPED 451 Teaching Culturally/Linguistically Students with Exceptionalities, to update the prerequisite.
- 18-19-064 Approve revisions to SPED 458 STEM for Diverse Learners: Intensive Intervention (changing the title, description and prerequisite).
- 18-19-065 Approve the creation of a new course SPED 460 Capstone: Specialized Language Programs for use in Special Education B.S.—with Concentration in Mild/Moderate Disabilities, Elementary School Level.
- 18-19-066 Approve revisions to SPED 470 Collaboration: Home, School, and Community (changing the number, description and prerequisite).
- 18-19-067 Approve revisions to SPED 471 Student Teaching Mild/Moderate Disabilities Elementary Level (changing the number, title, contact hours, and prerequisite).
- 18-19-068 Approve revisions to SPED 472 Student Teaching Seminar SID (changing number and prerequisite)
- 18-19-069 Approve revisions to SPED 473 Student Teaching in SID (changing number and prerequisite)

Concerns were raised regarding how these revisions might affect the overall total credits of other Ed. programs, but since those have not yet been submitted it is hard to tell. The SPED would be a separate certification and their programs have been expanded to reflect this, so it will be as if students are taking a double major.

Motion to bundle and approve 070—072 D. Espinosa & second S. Zoll. [unanimous]

- 18-19-070 Approve revisions to SWRK BSW program to create a better pathway for students to move into the MSW.

- 18-19-071 Approve revisions to SWRK 532 to now be cross-listed as SWRK 432 Generalist Foundation and Skills: Direct Practice I, and have alternative prerequisites.
- 18-19-072 Approve revisions to SWRK 433 to now be cross-listed as SWRK 433 Generalist Foundation and Skills: Direct Practice II, and have alternative prerequisites.

Tabled pending revision

- 18-19-073—18-19-081 Tabled pending revision

Motion to approve A. Diebold. second C. Cummings. [unanimous]

- 18-19-082 Approve a revision of the prerequisites for MLAN 400, and to have it included as a requirement in FREN, SPAN and PORT major programs.

Motion to bundle and approve 083—085 C. Marco.; second A. Shabalin. [unanimous]

- 18-19-083 Approve a revision to the prerequisites of MATH 139 Contemporary Topics in Mathematics to become “Completed college mathematics competency or appropriate score on the mathematics placement exam.”
- 18-19-084 Approve a similar revision to the prerequisites of MATH 143 Mathematics for Elementary School Teachers I.
- 18-19-085 Approve a similar revision to the prerequisites of MATH 240 Statistical Methods I.

The current ‘accuplacer’ test has moved away from being content based to become more like an SAT test and does offer effective results, the new mathematics placement exam will be more content based rather than aptitude based, which will allow students to be placed in the correct math class.

D. Espinosa asked why was MATH 143 included given it looks likely that it will no longer be offered for ECED and ELED students, but that has not yet been approved, and students currently in these programs will still need to take this.

S. Mueller was concerned that if the scores to get into certain MATH classes were higher than the current Math competency alternative it might force more students into the MATH 010 remedial course and so prolong their time of study, but was assured the scores would be equivalent.

Motion to bundle and approve 086—089 J. Magyar.; second J. Burke. [unanimous]

- 18-19-086 Approve the deletion of PHYS 200 Mechanics and PHYS 201 Electricity and Magnetism that will have an effect on a number of programs where these are required or used as cognates, but for which PHYS 101 General Physics I and PHYS 102 General Physics II can be substituted, along with the same for various courses that previously used either one as a prerequisite.
- 18-19-087 Approve the creation of a new elective one-credit course, PHYS 103 Calculus Applications in Mechanics

- 18-19-088 Approve the creation of a new elective one-credit course, PHYS 104 Calculus Applications in Electricity and Magnetism

Concerns were raised as to whether this might suggest a dumbing down of the subject, but the move to more entrance level Physics courses as requirements is more a reflection of the needs and current education of the incoming students.

Motion C. Marco; second S. Hackworth. [unanimous]

- 18-19-089 Approve a revision to the title of PYSC 354 from Abnormal Psychology to PSYC 354 Psychopathology.

This will make for a cleaner articulation in terms of transfer agreements.

3:46 -- Motion to adjourn – J. Magyar. second G. Auger. [unanimous]

Respectfully submitted by G. Auger. 12/21/2018