



## UNDERGRADUATE CURRICULUM COMMITTEE (UCC) ACTION FORM

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NOVEMBER 2018

Report of Undergraduate Curriculum Committee Action  
Document(s): #18-19-001 to #18-19-002

Recommendation: Approve.

Date of Action: 11/16/2018

Originated by: Anthony Galvez

Dept. Chair Communication

Recommended by Undergraduate Curriculum Committee  
(Department, Person, or Group)

Effective date: Fall 2019.

Catalog citations: See pages on Curriculum website.

Comments: #001 asks to approve a revision to the numbering of COMM 330 Interpersonal Communication that will make it COMM 230, as it is more suited to be a sophomore offering. #002 asks to approve a revision to the prerequisite of COMM 359 Argumentation and Debate to become 60 credits or permission of department chair (dropping the COMM 208 which is not really necessary), to make it more accessible.

### APPROVALS

Chair, Undergraduate Curriculum Committee: Susan Abbotson

Date: 11/16/2018

Report of Undergraduate Curriculum Committee Action  
Document(s): #18-19-003

Recommendation: Approve.

Date of Action: 11/16/2018

Originated by: Eric Hall

Dept. Biology/Director HSCI

Recommended by Undergraduate Curriculum Committee  
(Department, Person, or Group)

Effective date: Fall 2019.

Catalog citations: See pages on Curriculum website.

Comments: #003 asks to approve revisions to the Health Sciences concentration in Human Services program to move several required courses into a required electives list from which they can choose four rather than one, and replace them with other options

that also fit the program, the new total credits will be 82-90 (rather than a fixed 89) depending on which courses the student selects.

#### APPROVALS

Chair, Undergraduate Curriculum Committee: Susan Abbotson

Date: 11/16/2018

Report of Undergraduate Curriculum Committee Action  
Document(s): #18-19-004

Recommendation: Approve.

Date of Action: 11/16/2018

Originated by: Holly Shadoian

Dept. VP Undergraduate Affairs

Recommended by Undergraduate Curriculum Committee  
(Department, Person, or Group)

Effective date: Fall 2019.

Catalog citations: See pages on Curriculum website.

Comments: #004 asks to approve a residency requirement for minors, insisting that at least two of the courses must be taken at RIC, and these minors should also meet the GPA 2.0 minimum required for majors. This mirrors the major residency requirement of 45 credits to be taken at RIC. Given that students often do not consider the option of transferring courses to create a minor, this proposal is aimed at encouraging students to make the most of their credits, and to make RIC more welcoming to prospective transfer students, while maintaining RIC standards.

#### APPROVALS

Chair, Undergraduate Curriculum Committee: Susan Abbotson

Date: 11/16/2018

Report of Undergraduate Curriculum Committee Action  
Document(s): #18-19-006 to #18-19-008

Recommendation: Approve.

Date of Action: 11/16/2018

Originated by: Julie Horwitz

Dept. Co-Interim Dean FSEHD

Recommended by Undergraduate Curriculum Committee  
(Department, Person, or Group)

Effective date: Fall 2019.

Catalog citations: See pages on Curriculum website.

Comments: As part of the FSEHD revisions, they would like to convert the previous four 3-credit courses to get Middle School Endorsement into three 4-credit courses, that will be easier for students to schedule. The new courses will be #006 MLED 230 Young Adolescent Development Social Contexts. #007 MLED 331 Disciplinary Literacies with Young Adolescents, and #008 MLED 332 Curriculum and Assessment for the Young Adolescent. The old MLED courses will continue to run until all students who have begun their sequence have completed, and so will remain in the catalog until then.

#### APPROVALS

Chair, Undergraduate Curriculum Committee: Susan Abbotson

Date of Action: 11/16/2018

Report of Undergraduate Curriculum Committee Action  
Document(s): #18-19-009 to #18-19-014

Recommendation: Approve.

Date of Action: 11/16/2018

Originated by: Beth Pinheiro, Marie Lynch and Ying Hui-Michael

Dept. Special Education

Recommended by Undergraduate Curriculum Committee  
(Department, Person, or Group)

Effective date: Fall 2019.

Catalog citations: See pages on Curriculum website.

Comments: These proposals cover the creation of several new courses to increase students' awareness of special needs education, and the revision of SPED 433 to better fit alongside a new companion course, SPED 333. #009 outlines a new course, SPED 301 Inclusive Early Childhood Special Education, for use in the ECED program concentrations in Teaching and Community Programs (to replace SPED 300 and 310—though these will still be used in other programs). #010 describes SPED 333 Introduction to Special Education: Policies/Practices, for use in most education programs, while #011 revises SPED 433, including a title change to become SPED 433 Special Education: Best Practices/Practical Applications, along with a new description and changing when it's offered. #012-#014 describe three new courses, SPED 451 Teaching Culturally/Linguistically Diverse Students with Exceptionality, SPED 453 Content-based ESL Instruction for Exceptional Students, and SPED 454: Practicum in Teaching Content-based ESL, all for use in the Elementary/Special Education B.S program (both Mild/Moderate Disabilities and Severe Intellectual Disabilities).

#### APPROVALS

Chair, Undergraduate Curriculum Committee: Susan Abbotson

Date: 11/16/2018

Report of Undergraduate Curriculum Committee Action  
Document(s): #18-19-0015 to #18-19-016

Recommendation: Approve.

Date of Action: 11/16/2018

Originated by: Lisa Owen, Lesley Bogad, and Gerri August

Dept. Assistant Dean FSEHD  
and Education Studies

Recommended by Undergraduate Curriculum Committee  
(Department, Person, or Group)  
Effective date: Fall 2019.  
Catalog citations: See pages on Curriculum website.

Comments: #015 asks to approve the creation of a new course, FNED 101 Introduction to Teaching and Learning, that will be required by all education programs to better prepare students for the discipline. In addition, the current FNED 346 Schooling in A Democratic Society is being revised in #016 to become FNED 246 Schooling for Social Justice (new title and updated description), also adding the newly created "FNED 101 (or YDEV major)" to the prerequisite (YDEV will not be using the FNED 101). FNED 246 will retain the same credits but will be increasing the required clinical practice to increase the course's experiential component.

#### APPROVALS

Chair, Undergraduate Curriculum Committee: Susan Abbotson

Date: 11/16/2018  
Report of Undergraduate Curriculum Committee Action  
Document(s): #18-19-017

Recommendation: Approve.  
Date of Action: 11/16/2018  
Originated by: Jenlyn Furey Dept. CEP

Recommended by Undergraduate Curriculum Committee  
(Department, Person, or Group)  
Effective date: Fall 2019.  
Catalog citations: See pages on Curriculum website.

Comments: #017 asks to approve the revision of CEP 315 to become CEP 215 Introduction to Educational Psychology, add a credit hour and become an SB Gen Ed. This course is already required in most education programs and while some (mostly the secondary Ed.) will benefit as they can now double-count this, for others it will just add a credit to each program as they already have an SB they double-count. This is part of an overall revision of education programs in which the credit issue will be addressed in those program revision proposals

#### APPROVALS

Chair, Undergraduate Curriculum Committee: Susan Abbotson

Date: 11/16/2018

Report of Undergraduate Curriculum Committee Action  
Document(s): #18-19-018 to #18-19-020

Recommendation: Approve.

Date of Action: 11/16/2018

Originated by: John Burke

Dept. Math and CSCI

Recommended by Undergraduate Curriculum Committee  
(Department, Person, or Group)

Effective date: Fall 2019.

Catalog citations: See pages on Curriculum website.

Comments: These three proposals are updating the prerequisites of three introductory MATH courses to reflect the college's acquisition of a new math placement exam that can better ascertain for which math courses students are ready to take. The prerequisite for MATH 177 Quantitative Business Analysis I will become "MATH 120 or appropriate score on the placement exam," MATH 209 Precalculus Math will become "MATH 120 or appropriate score on the placement exam," and MATH 212 Calculus I will become "MATH 209 or appropriate score on the placement exam."

#### APPROVALS

Chair, Undergraduate Curriculum Committee: Susan Abbotson

Date: 11/16/2018

Report of Undergraduate Curriculum Committee Action  
Document(s): #18-19-021 to #18-19-035

Recommendation: Approve.

Date of Action: 11/16/2018

Originated by: Leslie Sevey

Dept. ELED; Director of ECED

Recommended by Undergraduate Curriculum Committee  
(Department, Person, or Group)

Effective date: Fall 2019.

Catalog citations: See pages on Curriculum website.

Comments: This collection of proposals outlines updates to be made to the three concentrations in Early childhood Education, with #021 explaining in detail all the intended revisions. There will be both new and revised courses, and new admission and retention requirements, and the program revision reflects the FNED requirement changes. #022 asks for the creation of a new course: ECED 201 Introduction to Early Childhood Education to be used in the ECED BS major, while #023 offers a revision of ECED 302 to become ECED 202 Early Childhood Development, Birth to Eight, and #024 revises ECED 332 to become ECED 232 Building Family, School, Community Partnerships—to better reflect when the student should take these. Both these courses

will also update their prerequisites (both are also used as prerequisites for other courses and these will be updated to reflect the number change). #025 revises the title of ECED 290 to become the more current: ECED 290 A Cross-Disciplinary Approach to ECED.

#026-#031 are all new courses designed to eventually replace similar ones in the old program (the older versions will be kept until they have been completed by the current cohort: ECED 301, 420, 423, 425, 303 and 429 ) The new courses are: #026 ECED 305 Intentional Teaching in the Early Years, #027 ECED 321 Mathematics: Methods and Assessment, #028 ECED 322 English Language Arts: Methods and Assessment I, #029 ECED 324 English Language Arts: Methods and Assessment II, #030 ECED 326 Social Studies and Social/Emotional Methods, and #031 ECED 328 Science and Technology: Methods.

There are also revisions to #032 ECED 439 Student Teaching: Early Childhood Settings I, to update title, description and when it is offered, # 033 and a new companion course ECED 441 Student Teaching: Early Childhood Settings II to increase time in the classroom. #034 revises ECED 469 Best Practices: Early Childhood Settings I, to update title, description and when it is offered, and #035 creates a similar companion course: ECED 470 Best Practices: Early Childhood Settings II.

## APPROVALS

Chair, Undergraduate Curriculum Committee: Susan Abbotson

Date: 11/16/2018

Report of Undergraduate Curriculum Committee Action  
Document(s): #18-19-036 to #18-19-037

Recommendation: Approve.

Date of Action: 11/16/2018

Originated by: Sarah Hesson and Jane Yedlin      Dept. TESL--Ed. Studies

Recommended by Undergraduate Curriculum Committee  
(Department, Person, or Group)

Effective date: Fall 2019.

Catalog citations: See pages on Curriculum website.

Comments: These two proposals are for new TESL courses for use in the Feinstein School of Education programs, to increase secondary education students' knowledge of teaching English as a second language. #036 TESL 401 Introduction to Emergent Bilinguals, will be required by all secondary education programs and #037 TESL 402 Applications of Second Language Acquisition Theory will be a required elective. Also, both these courses will count towards ESL certification (five additional).

APPROVALS

Chair, Undergraduate Curriculum Committee: Susan Abbotson

Date: 11/16/2018