Rhode Island College Undergraduate Curriculum Committee
Minutes for the Meeting of
15 February 2017
12:30-2:00 P.M.
CL 255

Members Present: S. Abbotson, C. Cummings, S. Dixon, D. Espinosa, D. Halquist, C. Leung, J. Magyar, C. Marco, C. McLaughlin (Secretary), R. Pitt, S. Ross, E. Simson, G. Stillwell, B. Ullah
Student Members:
Members Excused: J. Boutin, S. Breen, P. Cordeiro, P. Hurd, B. MacDonald, S. Mueller,
Guests: Murat Aydogdu (Economics and Finance)

1. Call to Order 2:33

2. Motion to Approve the Minutes of 16 Dec. 2016. (Halquist/Leung)
    Action: Approved Unanimously

3. Report of the Chair
   - Progress report on Experiential Learning initiative
     i. Updated description, draft outcomes, and EUCC recommendation to Council (see this below)
     ii. Report to Council 2/9/2017
     o Departments were polled to get input for definition
     o Council approved of the definition of Experiential Learning
     o Q: Can we make Experiential learning a requirement like WID or reading in the content area?
     o Q: Would the Gen Ed Committee approve Experiential learning?
     o Q: Where is the location of this information in the catalogue?
   - STILL waiting on final Academic RhodeMaps for TECH ED., ARTE, and SWRK—more reminder e-mails were sent out.
     i. Hope to have these completed by the next meeting; until then will keep requesting their completion
     ii. Due to changes in programs, many RhodeMaps will need revision; this will be done over the summer ready for the Fall.

4. Monthly Reports:
   - COGE - Full report can be found at:
     https://www.ric.edu/curriculum_committee/monthlyreports.php
   - Writing Board (Michaud on sabbatical; Brennan and Griggs covering) No report this month

5. Old Business

6. New Business
Biology
Motion to Approve: **16-17-039** (Magyar/Marco)
- 16-17-039 Approve the revision of the way BIOL 241 is graded to make it S/U rather than CR/NCR, which is not meant to be used for a required course.
Discussion: #039 Requests a revision to the grading of BIOL 241 Biology Research Colloquium in order to make it clearer to the Records Office that this half credit course can (and should be counted toward the major). It was improperly assigned a CR/NCR and needs to be graded as Satisfactory (S)/ Unsatisfactory(U). This course offering is being made more robust, to ensure student engagement.

Action: Approved Unanimously

Social Work
Motion to Bundle and Approve: 16-17-040 and 16-17-041 (Espinosa/McLaughlin)
- 16-17-040 Approve a new course SWRK 112 Basic Writing Skills for Human Services (2 credits)
- 16-17-041 Approve the revision of the CUS in Social and Human Service Assistance to include SWRK 112, and delete the need for FYW 010; the certificate total will rise by two credits to 19.

Discussion: These two proposals request the approval of new 2 credit course SWRK 112 Basic Writing Skills for Human Services (#040), for use in the CUS: Certificate in Social and Human Service Assistance (#041). This will replace the current FYW 010 requirement and will offer the students a better focus on the kinds of writing they will need to master. It will raise the credit total for the certificate from 17 to 19.
Action: Approved Unanimously

Military Science
Motion to Bundle and Approve: 16-17-042 and 16-17-049 (Marco/Leung)
- 16-17-042 Approve a new course MSCI 101 Leadership and Personal Development
- 16-17-043 Approve a new course MSCI 102 Introduction to Tactical Leadership
- 16-17-044 Approve a new course MSCI 201 Foundations of Leadership I
- 16-17-045 Approve a new course MSCI 202 Foundations of Leadership II
- 16-17-046 Approve a new course MSCI 301 Applied Leadership
- 16-17-047 Approve a new course MSCI 302 Team Leadership
- 16-17-048 Approve a new course MSCI 401 Adaptive Leadership
- 16-17-049 Approve a new course MSCI 402 Leadership in a Complex World

Discussion: Rhode Island College students are able to enroll in ROTC courses through Providence College's Military Science and Leadership Department and Army ROTC program. RIC students sign up for these courses at RIC, through PeopleSoft, and they get credit for these courses on their RIC transcripts. Somehow these courses were never included in our catalog, and these proposals seek to fix this oversight. To ensure the courses meet college standards and have proper outcomes, we are presenting them each as a new course. Frank Farinella from the Dept. of Management will provide oversight to certify the validity of the credits and the instructors used. The new courses on offer will be: MSCI 101 Leadership and Personal Development; MSCI 102 Introduction to Tactical Leadership; MSCI 201 Foundations of Leadership I; MSCI 202 Foundations of Leadership II; MSCI 301 Applied Leadership; MSCI 302 Team Leadership; MSCI 401 Adaptive Leadership; and MSCI 402 Leadership in a Complex World. All will be three credits, and electives. The 300 level and up each have a prerequisite of the previous course in the numerical sequence.
Action: Approved Unanimously

Health Care Administration
Motion to Bundle and Approve: 16-17-050 – 16-17-052 (Cummings/Dixon)
- 16-17-050 Approve a new course HCA 490 Directed Study and revise HCA program to accommodate this into the program as a restricted elective.
- 16-17-051 Approve a new course HCA 491 Independent Study I and add information to the program description to indicate the possibility of taking departmental honors.
- 16-17-052 Approve a new course HCA 492 Independent Study II

Discussion: These proposals request the approval of three new courses for use in the Health Care Administration program: HCA 490 Directed Study, HCA 491 Independent Study I and HCA 492 Independent Study II. Following guidelines for such courses, the 490 will be able to be used as substitutes when necessary for required 300/400 level HCA courses in the major or minor, and the 491/492 sequence will be used outside the programs, but for those pursuing departmental honors.
Action: Approved Unanimously

Feinstein School
Motion to Approve 16-17-053 (Magyar/McLaughlin)
- 16-17-053 Approve a new course FNED 100 Education in a Democratic Society to be an on campus version of the EEP FNED 150 Foundations in Education course.

Discussion: Request to approve a new course for the college catalog to satisfy the Office of Postsecondary Ed.'s directive that EEP courses need to have on-campus college versions. The 3 credit course FNED 100 Education in a Democratic Society, will replace the EEP course FNED 150 Foundations of Education. Note the request for an early implementation to facilitate schools currently offering the EEP course.
Action: Approved Unanimously

Computer Information Systems
Motion to Bundle and Approve: 16-17-054 through 16-17-056 (Dixon/Espinosa)
- 16-17-054 Approve a new course CIS 470 Introduction to Data Science
- 16-17-055 Approve a new course CIS 472 Data Visualization
- 16-17-056 Approve a new Data Science minor program in the ACCT/CIS department, for which the above two courses are being created.

Discussion: Requests for approval of two new CIS courses: #054 CIS 470 Introduction to Data Science and #055 CIS 472 Data Visualization. Both of these courses will be used in a new Data Science Minor that is being requested in #056, alongside existing college courses from Math and CIS to create a 19 credit minor in the field.
Action: Approved Unanimously

Finance
Motion to Bundle and Approve: 16-17-057 through 16-17-061 (Cummimgs/Ullah)
- 16-17-057 Approve a bunch of revisions to the FIN major and minor, including moving all undergraduate FIN courses (except FIN 230 and 467) to four credits, requiring one upper level ECON course, moving ECON 214 and 215 to the cognates, removing MGT 249 from the major. The courses for the minor are also being changed. The Major will go from 67-68 to 77 but 8 of those credits double for Gen Ed. The Minor will be reduced from 22-28 to 20-25 credits.
- 16-17-058 Approve revisions to the prerequisites of FIN 301, FIN 423, FIN 431, FIN 434, and FIN 463.
- 16-17-059 Approve revisions to update the following FIN course titles: FIN 431 to Advanced Corporate Finance, FIN 432 to Investments, and FIN 461 to Seminar in Finance, as well as update their course descriptions, and update the title of FIN 301 to Financial Management, and the course description of FIN 423.
- 16-17-060 Approve the raising of the prefix number of FIN 335 to FIN 435 to better reflect the nature of the course.

Discussion: #057 is a request to approve revisions to the FIN major and minor, to make the programs more effective. Given the success with moving FIN 230 and 467 to four credits (Students report greater satisfaction with learning in these courses), they ask to move all remaining FIN courses to four credits. The revised major will also now require one upper level ECON course, move ECON 214 and 215 to the cognates, and remove MGT 249 as a requirement. In the case of FIN 432, this will also raise the credit count on some ACCT programs (it is a restricted elective in the Major, and required in the Financial Planning CGS and the personal Finance concentration in the Professional Accountancy M.P.A.C.). The total credit count for the major will be raised to 77, but eight of those may be offset against 2 specific Gen Ed. courses, so a student can complete Finance, Gen Ed, and have room for 3-11 electives depending on their secondary language needs. The courses for the minor are also being changed to become more focused on Finance, and a note will be added to warn about any hidden prerequisites for none SOM students considering the Minor. The Major will go from 67- 68 to 77 but 8 of those credits double for Gen Ed. The Minor will be reduced from 22-28 to 20-25 credits (the "hidden" prerequisites are likely to have been completed by those undertaking the minor for their major program). #058 asks to approve revisions to the prerequisites of FIN 301, FIN 423, FIN 431, FIN 434, and FIN 463 to improve the focus of the major, while #059 asks to update the

following FIN course titles: FIN 431 to Advanced Corporate Finance, FIN 432 to Investments, and FIN 461 to Seminar in Finance, as well as update their course descriptions, and update the title of FIN 301 to Financial Management, and the description of FIN 423 to reflect current practice.Finally, #060 requests the raising of the prefix number of FIN 335 to FIN 435 to better reflect the nature of the course.
Action: Approved Unanimously

Please Note:
- 16-17-061 through 072 are being revised for the March agenda.

Health Sciences
Motion to Approve: 16-17-073 (Simson/Stillwell)
- 16-17-073 Approve a new 2 credit elective course HSCI 105 Medical Terminology.

Discussion: Request to approve a new Health Science course HSCI 105 Medical Terminology. A growing necessity in the field, the hope is to make this a requirement in the Health Science programs at some future date, as well as suggest its inclusion in other college programs.
Action: Approved Unanimously

7. Motion to adjourn. 1:04 Whole Committee!

   Experiential Learning Description and Outcomes:

Experiential Learning

Experiential learning is a process through which students develop and apply knowledge, skills, conceptual understanding and values to real-world problems or situations. The classroom, laboratory, studio or authentic real-world experiences--on campus and in the community--can serve as experiential learning settings. Students learn by doing and are able to bridge the gap between theory and practice.

At Rhode Island College, our programs are designed to facilitate effective, vigorous, and flexible learning that will prepare our students for a life of fulfillment and accomplishment in a swiftly changing world. Through an emphasis on experiential learning throughout the curriculum, we engage our students to learn through doing, and become more effective in whatever discipline they pursue.

Students at RIC encounter experiential learning in three main areas:

1.) **Senior capstone courses**: These are required Senior experiences that range from creative projects, in-service experience, practicum, internships, or seminars (or other culminating courses). Seminars (and culminating courses) demand research, presentations, and/or projects that allow students to show they understand the demands of the major by utilizing the skills they have developed in their course of study.

2.) **Other required courses in programs that emphasize experiential learning**: Not a culminating experience, but these courses highlight experiential learning, with an emphasis on hands-on learning activities, laboratory work (often doing original research), service-learning, volunteer experience, clinical skills, practicum, case studies, data collection and analysis, field work, creative production and performance, presentations, reflective discussion, and active research.

3.) **Not required but available**: Optional research (discipline based), internships, project work, field based courses, evidence-based practices, replication studies, simulation exercises, experimental techniques, self-exploration exercises, and creative/performance projects.

Chart

Initially there will be a chart that shows how each major at the college engages in experiential learning, with a LINK to that chart. The hope is to add experiential learning to the sidebar on each department's webpage, that links to a full explanation of how their programs incorporate experiential learning. Note: The same should be done for writing in the discipline.

Executive UCC recommendation:

In the same way that we have made Writing in the Discipline a requirement at the college, we recommend that we do the same for Experiential Learning, which is already being undergone in all of the college's undergraduate programs. Suggested wording:

EXPERIENTIAL LEARNING

Many General Education courses offer experiential learning (including most of the required interdisciplinary FYS 100 and Connections courses). Additionally, each discipline has identified a required course or courses within the major in which students will engage in experiential learning within that discipline. Completion of the major/program fulfills the Experiential Learning requirement.

Draft Outcomes for Experiential Learning*

RIC aims to graduate students who are:

Flexible: Be resilient but adaptable to change, able to work under pressure, openly self-evaluate, and display thoughtful, thorough, and informed judgment in diverse situations and a changing environment.

Effective: Able to fully integrate theory and practice within their discipline by utilizing those portable skills they have developed through their coursework. Such skills include critical thinking, oral communication, collaboration, research proficiency, and professional behavior.

Aware: Demonstrate self-awareness and social-awareness, and be able to work empathetically and effectively with people from diverse cultures and backgrounds.

Self-directed: Be able to integrate knowledge and skills learned in the classroom to identify and solve problems beyond the classroom, but also be able to assess, critique and improve their work through an understanding of how to develop new knowledge and skills where necessary.

*A final version of learning outcomes will be determined if this recommendation is approved.