

Rhode Island College Undergraduate Curriculum Committee

Minutes

October 19, 2018

Present: S. Abbotson (chair), G. Auger (secretary), D. Espinosa, S. Hackworth (student), J. Magyar, C. Marco (Exec. Comm.), L. Owen, S. Pearlmutter (non-voting); G. Stilwell, S. Zoll, Y. Hui-Michael, E. Simson (Dean).

Guests: M. Michaud (Writing Board), J. Horwitz (Interim Dean FSEHD), G. August (Interim Dean FSEHD), S. Costa (MATH); V. LaFerla (MATH)

Excused: M. Aydogdu, J. Burke, A. Diebold (student), S. Dixon, C. Cummings, S. Ross, C. McLaughlin (sabbatical)

Absent: S. Mueller, A. Shabolin.

- **Call to Order 2:07 p.m.**
- **Approval of Minutes** May 9, 2018 (Magyar/Zoll) 9 yes; 2 abstention
- **Report of the Chair**
 - Archives are still not there but closer. Most of the past docs have been uploaded into Sharepoint with dates of approval. Stuck with figuring out how to make the Sharepoint docs public, so they can be accessed on/off campus, but the old ones are still for the time being available from an on-campus (only) link. The new archives, once public, are unlikely to be searchable.
 - Have not had a student member on COGE for a long time. S. Abbotson asked that those present think about students who may want that role. She asked for names and she's willing to reach out to them.
 - Courses not offered in 3 years; Deans of each school have been notified: only one nursing identified; 3 social work courses, possibly 4 business (waiting to hear), 9 in school of ed. (waiting to hear); 57 in F & A, (Earl will send decisions by end of the month); 3 Eng courses will be included that had to be kept last year after the departments reshuffling of courses, because they had enrolled for the Fall, but these will be removed for next year.
- **COGE – J. Magyar** monthly report

Summary sheet handed out dated October 19, 2018. Available on UCC website.
http://www.ric.edu/curriculum_committee/documents/COGEUCC10-18-18.pdf
- **Writing Board – M. Michaud** monthly report.

Report can be found at:

http://www.ric.edu/curriculum_committee/documents/WritingBoardUCCOct2018.pdf

Speaker found for January workshop. Talking about research and writing. Upcoming event next Monday at 4 in the library. Ten faculty members will share their writing.

Writing in the Discipline Visibility project because many faculty members don't know they are teaching a WID course and many students don't know they are in a WID course.

Asking for a syllabus statement on all WID courses and also a website link and updated Rhode Maps that have a symbol to indicate if it is a WID course (as well as in the catalog).

- **Report from Interim V. P./Provost – S. Pearlmutter**

Significant decrease in enrollment in past 2 years (9%). Prior to that the worst was about 1% in past 16 years. We have lost more than 400 expected new students in last 2 years. Gen Ed feeling the brunt of that. Concerned about the inefficiencies as we move forward.

- **Presentation from FSHED**

The full presentation can be found here:

<https://docs.google.com/presentation/d/156GIY3YiaYDqDFbI7UGCvOrgC2Bi51VzCcR1LUANBeM/edit?usp=sharing>

Co-deans of Education discussed Rhode to Success proposed changes to the teacher preparation programs at RIC

HIGHLIGHTS:

- Opportunity – RI K-12's demographics and instructional needs are rapidly changing. To meet these needs, Rhode Island teacher preparation must innovate.
- RIDE reintroducing 'endorsement' which is NOT certification but will indicate that the graduate has some knowledge of ELL and Special education learning needs.
- Looking at the workforce needs of RI – exponential need for Math and Science, ELL and SPED, and World Language (at least 25% of Providence students are ELL)
- RIDE coming back Spring 2020 – not able to do lengthy best practices; had urgency to change quickly as RIDE will expect to see changes in place.
- Collaborating with Hunter, City Uni of NY, Rowan, Butler, U Ariz (National Teacher Prep Partners)
- **4 key areas:**
 1. Focus on social justice and equity
 2. Deep content knowledge
 3. Extensive clinical practice
 4. Endorsement in wither SPED or ELL
- FSHED arguing against a second semester teacher training requirement. Suggest quality over quantity and value of field work. Discussion ongoing over definition of 'equivalent.' There is another board meeting on this 23rd Oct., and a possible vote in Dec.

- Special problem with science because they need two subject areas, which makes it difficult to complete in 4 years.
 - Changes to program include getting students immersed from 1st semester, doubling # of practical courses from 3 to 6, and one depository for all student artifacts throughout the 4 years; students must be able to graduate with one cert in 4 years.
 - 17 programs are all different. The changes each need will not be the same. The revision is very complex, and rather than try and coordinate all 17 programs submitting proposals at the same time, the plan is to do it incrementally so as to not wear anyone out. A note was made that the potential 2 foreign language courses some students need to satisfy Ged. second language requirement will not be included in any total credits as they are not currently included in any major at the school.
 - **Impact for UCC**
 - Group of stand alone courses that every program will have to have: TESL, CEP, SPED, and FNED. All the “rocks in the river” (a mix of new courses and revisions) should be going through now to ensure they are acceptable before placing them into the various program revisions.
 - There will be the addition of credits to some existing courses, and then rearrangements/merges of other education courses, with some new education courses coming in and others being deleted from the various programs. Every program will keep the 40 Gen Ed credits in mind, and content major will be reserved 39 credits, to which they need to try and conform their requirements (a challenge for those departments that only offer three or four credit classes, and for those who currently require over 50 credits). A possible maximum of 49 credits in the FSEHD courses (though some of these will double-count and so not add to the total credit). Programs should be constrained to 120 credits, and they are aiming at no more than 128 credits at the top end, accomplishable within four years.
 - Have to be careful of the signatures. Pay attention to the difference between acknowledgement and approval—need approvals for additions, but generally only an acknowledgement for deletions.
 - Content departments are concerned about content but hard to determine long term effect when there is no overall picture and classes are dropped or changed without the big picture. S. Costa and V. LaFerla addressed concerns regarding the ECED plan to drop MATH 143 and MATH 144 from their programs. V. LaFerla cited a Norwegian study regarding the need for early math instruction. S. Zoll pointed out the ECED students would be getting Math instruction from within the School of Ed., and students would also be taking General Ed. Math.
 - G. Auger asked for a link to the presentation, which was subsequently sent and shared with the committee (included above).
- Motion to adjourn (Magyar/Abbotson) 3:15

Respectfully submitted: Giselle Auger