

Rhode Island College Undergraduate Curriculum Committee

Minutes for the Meeting of 13 May 2022

2.00pm-2.15pm (2022-2023 UCC)

Online Zoom

Present: Abbotson, S. (Chair); Becker, W.; Borgerding, T.; Burke, J.; Dixon, S.; Feinberg, N.; Galvez, A.; Griffin, A.; Liu, Q.; McDermott-Fasy, C.; McLaughlin, C. (Secretary); Mukherjee, S.; Rawson, G.; Simson, E. (Dean); Shadoian, H. (for Tate—Provost/VPAA); Weinstein, T.; Zornado, J. (COGE)

Student Representatives: Cordeiro, M; Santoro, I.

Excused: Basu, S.; Masters, C. (Dean)

1. Call to Order: 2:05
2. Introduce new members, explain duties: Wendy Becker, Qian Liu, Cara McDermott-Fasy, and our student members Melissa Cordeiro and Isabella Santoro.
 - Earl and Carolynn remain as the Deans.
3. Nominations to the 2022-2023 Executive Undergraduate Curriculum Committee in the categories of Chair, Secretary, and two additional members.
 - Nominations for Chair:
 - i. Susan Abbotson
 - Nominations for Secretary:
 - i. Glenn Rawson
 - Nominations for **two members** of the Executive Committee:
 - i. John Burke
 - ii. Todd Borgerding
 - iii. Joe Zornado

An anonymous ballot was run via Zoom using the ballot feature: John Burke and Joe Zornado got the most votes.

4. Motion to approve the slate of officers for 2022-2023 Officers of the UCC:

Results:

- Chairperson – Sue Abbotson
- Secretary – Glenn Rawson
- Executive Committee - John Burke
- Executive Committee -Joe Zornado

Meeting Adjourned: 2:13 PM

Respectfully submitted by : Charles McLaughlin

Rhode Island College Undergraduate Curriculum Committee
Minutes for the meeting of 13 May 2022
2:15pm - 4pm
(2021-2022 UCC)
Online Zoom

Present: Abbotson, S. (Chair); Borgerding, T.; Burke, J.; Dixon, S.; Feinberg, N.; Galvez, A.; Griffin, A.; McLaughlin, C. (Secretary); Mukherjee, S.; Rawson, G.; Simson, E. (Dean); Shadoian, H. (for Tate Provost/VPAA); Weinstein, T.; Zornado, J. (COGE)

Student Representatives: **Absent:** Card, J.;

Excused: Basu, S.; Diem, J.; Hewins, D.; Masters, C. (Dean);

Guests: T. Hardmon (Records); B. Knoth (COMM); M. Medwid (MATH); D. Ciambrone (SOC); M. Michaud (ENG); M. Arthur (SOC); Wendy Becker (SWRK); Qian Liu (CSIS); Cara McDermott-Fasy (SPED)

1. Call to order: 2:18 PM EST

2. Motion to approve minutes for the meeting of 15 April 2022 (Galvez/Rawson)

Action: Unanimously Approved

3. Report of the Chair

- Thanks to Josh and Dan for their lengthy service; both have done more than one term on the committee, but Charlie takes the crown for serving as Secretary since 2010 and leaving behind incredibly large shoes to fill! His kindness and good humor will be missed, but we wish him a good deserved rest from the committee.
- For those just arriving—I shall announce the Executive UCC for next year.
 - Chairperson – Sue Abbotson
 - Secretary – Glenn Rawson
 - John Burke
 - Joe Zonardo

Findings on the use of a minimum number of credits as a prerequisite and the rule about having to have a prerequisite for 300-level courses; on hold for now but will revisit next semester as part of program review.

On checking in with chairs who use these types of prerequisites, they like them as they allow them to be more flexible in their offerings, while preventing beginning students with little experience from getting into upper-level courses in which they would struggle without any foundational study skills—the student may not need specific discipline knowledge but more maturity and general skills to allow them to succeed. For transfers, especially, this system allows them to take classes a more fixed course prerequisite would disallow—so a good thing for that group. Will leave this for now but can revisit after more study:

- Need to look at how programs are being structured and sequenced, hopefully not so tightly as to delay student paths to graduation.
- All departments should look at how their prerequisites are being managed in their programs and consider if there might be better ways of using these so as to not disadvantage any students, could there be more flexible alternatives? Education courses might benefit from being more flexible if Juniors and Seniors had access to the same classes. Maybe some of the minimum number of credits could be lowered in some places?
- I've been working with COGE and Writing Board to better indicate how Writing in the Discipline (WID) is managed at RIC and update the UCC Manual accordingly. Get back to that in Any Other Business.

- This is a work in progress, but we have been able to make clearer how Writing in the Discipline is actually college requirement (because it is program specific) as opposed to a General Ed. requirement. These changes will be included in the UCC annual report to Council.
 - Also, we were able to get the information to update Appendix VII—get back to that in Any Other Business.
 - Nursing 150 and Nursing 260 courses, that have been repeated on the same topic should consider converting to more permanent numbers and being submitted to UCC to be included in the catalog for next year. An inquiry on off-catalog courses (X50, X60, or X80) that get repeated on the same topic is done every September.
4. Annual Reports: Unless noted, these reports can be found at:
<https://www.ric.edu/department-directory/undergraduate-curriculum-committee/curriculum-committee-reports>
- COGE
 - **Student Designed Majors – This report will be sent to the Committee at a later date, but so far just two SDM were granted both for “Social Services” (students not having courses they needed for Social Work), and maybe one more in Childhood Studies. This did raise the question regarding the rule— if five identical programs get repeated within a three-consecutive-year period this program will need to be formalized as one offered by the college through a proposal to the UCC that will place it in the catalog—however, the same name has been used at times for programs that are NOT identical as several courses within differ, so we need to be careful moving forward to keep track of this and perhaps ensure the clarity of the differentiation through slightly different titles. It was noted that the title “Social Services” now has an overlap with one of the new BPS programs, and so a different title for those would be a good move so as to not cause any confusion going forward.
 - Honors College
 - Writing Board—questions were asked about the status of the writing board; has it been suspended? And if so, why are we getting a WB report and planning to make changes in the Manual to its structure. The issue appears to be more that it has been defunded rather than suspended, so it has continued to meet as it feels that writing is an important concern at the college, and the chair (Michaud) has continued to work with departments to ensure they develop and advertise their Writing in the Discipline requirements. The hope is that at some point some funding will be returned at least for the Chair’s position (which is a lot of work) to ensure this important body can continue to operate.
 - **Transfer Minors (2020-2022)—verbal report no written document submitted. Query has returned 345 names of transfers coming in from CCRI with 60 or more credits in the past three years that need to manually reviewed by admissions to identify possible transfer minors that can be noted from the credits being brought in (as a stackable credential—not something we award). Looking for a way to identify if a student was granted an Associates degree and if so, what? Doing this allows us to move some of the elective XXXfer lines into actual courses that fulfil the transfer minor which simply looks cleaner and is a good recruiting tool. None of these transfer minors have the same titles as any minors RIC offers. So is still a work in progress, trying to find a way to do it more smoothly. Hopefully have some numbers for next year. 7 titles so far for CCRI and 5 for BristolCC (in MA). Faculty should be thinking about 2+2 plans for Bristol, too.

5. New Business

COMM

Motion to Approve 21-22-036 (Zornado/ Mukherjee)

- 21-22-036 Approve a proposal to allow COMM 220/MUS 220 Digital Audio Production I to become a new Arts distribution course in the Gen Ed. program. The description will also be revised to reflect this, and it will be offered more frequently. This will be the first creative option for music in this category as the others are all music appreciation.

Discussion: #036 requests approval for the conversion of the cross listed COMM 220/MUS 220 Digital Audio production I course to become a new Arts distribution option in the Gen Ed. program. COGE has approved. The course description will be revised to reflect this and will be offered more frequently. This will be the first creative option for music in this category as the others are all music appreciation.

Action: Unanimously Approved

MATH

Motion to Bundle and Approve: 21-22-37 through 21-22-40 (Feinberg/Burke)

- 21-22-037 Approve a proposal to change the prerequisite of MATH 144 Mathematics for Elementary School Teachers II, to add completion of college mathematics competency or appropriate score on the mathematics placement exam.
- 21-22-038 Approve a proposal to change the prerequisite of MATH 300W Bridge to Advanced Mathematics to become MATH 212 rather than MATH 213 (also add “or MATH 300W” to the MATH 300 prerequisite of MATH 315).
- 21-22-039 Approve a proposal to change the prerequisite of MATH 432 Introduction to Abstract Algebra to add MATH 300 or MATH 300W.
- 21-22-040 Approve a proposal to revise the Data Science program to allow students to count MATH 248 Business Statistics I as an alternative to MATH 240 Statistical Methods I in the program’s requirements.

Discussion: #037-#039 seek approval for the revision of prerequisites to three MATH courses. Note that URI and RIC use the same Math Competency placement test whereas CCRI uses Accuplacer (which is not as accurate). #037 is MATH 144 Mathematics for Elementary School Teachers II, needs to add completion of college mathematics competency or appropriate score on the mathematics placement exam to ensure student success. #038 MATH 300W Bridge to Advanced Mathematics will have the lower MATH 212 as prerequisite rather than MATH 213 (also add “or MATH 300W” to the MATH 300 prerequisite of MATH 315 to fix a catalog error). This is to allow students earlier access as this course. #039 MATH 432 Introduction to Abstract Algebra will add MATH 300 or MATH 300W as necessary to succeed (and to eliminate a potential hidden prerequisite). There is a possible caveat here as it is possible this could set back a transfer student who does not have this course and was expecting to be able to take MATH 432 right away (though they should have the MATH 300 if they have been properly advised, as it is necessary material for students to be able to complete the program). All RIC MATH students have to take MATH 300 for the program, it is just a question of when, and this is making the better sequence clearer. #040 Requests approval for the Data Science program allowing students to count MATH 248 Business Statistics I as an alternative to MATH 240 Statistical Methods I in the program’s requirements to better facilitate students from the School of Business.

Action: Unanimously Approved

PHIL

Motion to Approve: 21-22-044 (Griffin/Feinberg) [we looked at out of numerical order as it is a new course included in the JSTD program revisions.]

- 21-22-044 Approve a proposal to create a new course PHIL 208 Introduction to Theories of Justice for use in the JTSD programs and also be available to those taking the general Philosophy minor.

Discussion: #044 requests approval for a new course that will be required in the Justice Studies major and an elective for the minor: PHIL 208 Introduction to Theories of Justice course (to replace PHIL 206 Ethics). There will still be students in need of PHIL 206 which is used by other programs (BPS, CSCI, HSCI) beyond PHIL, where it will continue to be a foundational course. The new PHIL 208 can also be used by students taking the basic PHIL minor, but not the major or more specialized minors.

Action: Unanimously Approved

JSTD/SOC

Motion to Bundle and Approve: 21-22-041 through 21-22-043 (Dixon/Weinstein)

- 21-22-041 Approve a proposal to revise the Justice Studies major and minor. The core courses for the major are being updated with a new PHIL 208 Introduction to Theories of Justice course (to replace PHIL 206 Ethics) and to allow for more choice, and several additional courses are being added to the restricted electives of both the major and minor, including another new course SOC 324 Immigration and Justice. The overall total credits will be slightly different, with the major going from 52-55 to 50-56 and the minor from 26-28 to 25-28. [though the POL proposal below will alter those again to become 51-56 and 26-28]
- 21-22-042 Approve a proposal to create a new course SOC 324 Immigration and Justice which will be a restricted elective in the JSTD programs and another option for SOC majors.
- 21-22-043 Approve a proposal to add a credit to SOC 320 Aging and the Law, and (it is also being added to the restricted electives in the JTSD Major and minor per above and included on their catalog copy as a 4-credit course). This course is also an elective for the Gerontology minor (so will increase their credits from 22-26 to 23-27) and Healthcare Administration BS (does not change totals), as well as the Health and Aging concentration within the Community and Public Health Promotion BS, which will raise their credits from 82-84 to 83-85 total credits (8 credits in this program double count with Gen Ed.).

Discussion: #041 requests approval for revisions to the Justice Studies major and minor programs to add more diversity without raising the overall credits. The core courses for the major are being updated with a new PHIL 208 Introduction to Theories of Justice course (to replace PHIL 206 Ethics), and adding some additional choices from existing PSYC, POL or SOC courses. This revision allows more choice among restricted electives, with several additional courses from a variety of disciplines; ANTH, CSCI, PHIL, POL, SOC courses are being added to the major and ANTH, CSCI, PHIL, POL, SOC courses to the minor, including another new course SOC 324 Immigration and Justice. Some discussion here of how having students take courses in disciplines outside the department offering the program might affect the numbers in the program review—it was determined that there would be no deleterious effect.

#042 Requests approval for the development of a new course SOC 324 Immigration and Justice as a restricted elective in the JSTD programs and another option for SOC majors, and students in Global Studies.

#043 Seeks approval for the addition of one credit to SOC 320 Aging and the Law. The overall total credits of the JSTD programs will be slightly different, with the major going from 52-55 to 50-56 and the minor from 26-28 to 25-28. The additional credit to SOC 320 will affect the Gerontology minor for which it is a restricted elective (so will increase their credits from 22-26 to 23-27) and Healthcare Administration BS (does not change totals), as well as the Health and Aging concentration within the Community

and Public Health Promotion BS, which will raise their credits from 82-84 to 83-85 total credits (8 credits in this program double count with Gen Ed. do it remains within acceptable limits, as does the Gerontology minor).

Action: Unanimously Approved

MGT

Motion to Approve: 21-22-045 (Dixon/ Mukherjee)

- 21-22-045 Approve a proposal to revise the title and prerequisites of MGT 306 to become Managing a Diverse workforce with 60 completed credits as the prereq. Also adding a Spring offering. This course is used in the BPS program (and the Workplace Diversity CUS) so they have been notified of the changes.

Discussion: #045 asks to approve a revision to the title and prerequisites of MGT 306 to become Managing a Diverse Workforce with 60 completed credits as the prerequisite. Also adding a Spring offering. This course is used in the BPS program (and the Workplace Diversity CUS) so they have been notified of the changes.

Action: Unanimously Approved

MGT

Motion to Approve: 21-22-046 (Mukherjee/Weinstein)

- 21-22-046 Approve the creation of new course, MGT 427 Principled Leadership for Management programs for use as a restricted elective in two of the Management concentrations.

Discussion: #046 requests approval for the creation of new course, MGT 427 Principled Leadership for Management programs for use as a restricted elective in two of the Management concentrations.

Action: Approve with 4 Abstentions

POL

Motion to Approve: 21-22-047 (Burke/Dixon)

- 21-22-047 Approve the revision of POL 335 to become POL 330 Jurisprudence and the American Judicial Process, so the prefix is being renumbered to make it clearer when it can be taken, and the description is being revised as well as adding one more credit (as most POL courses are 4-credit now). As noted above, this will affect JSTD major and minor total credits.

Discussion: #047 asks to approve the revision of POL 335 to become POL 330 Jurisprudence and the American Judicial Process, so the prefix is being renumbered to make it clearer when it can be taken, and the description is being revised as well as adding one more credit (as most POL courses are 4-credit now). The new number is not one that has appeared in the catalog in at least the last ten years. As noted in the JSTD proposal, this will affect JSTD major and minor total credits.

Action: Unanimously Approved

BIOL

Motion to Approve: 21-22-048 (Feinberg/ Weinstein)

- 21-22-048 Approve a proposal to revise the BIOL BS program to simplify the restricted electives to allow for more choice. This will also allow the program's total credits to go from 70-72 to 69-72.

Discussion: #048 seeks approval for the revision of the BIOL BS program to simplify the restricted electives to allow for more choice. This will also allow the program's total credits to go down from 70-72 to 69-72 as students will have the option of a 3 credit rather than a four-credit course to satisfy one elective.

Action: Unanimously Approved

ENG

Motion to Approve: 21-22-049 (Feinberg/ Weinstein)

- 21-22-049. Approve a proposal to revise the Professional Writing concentration in English to also use the ENGL 460 Senior Seminar in the program in place of an additional English literature course at the 200/300-level, this last being moved into a list of required electives to keep the program total the same.

Discussion: #049 requests approval for the the revision of the Professional Writing concentration in English. The revision would use the ENGL 460 Senior Seminar in the program in place of an additional English literature course at the 200/300-level, this last being moved into a list of required electives to keep the program total the same.

Action: Unanimously Approved

6. Any Other Business

UCC

Motion to Approve revisions to the UCC Manual (Zornado/Burke)

- Revisions to the Writing Board mandate and rules in the UCC Manual. We need to disengage WID from COGE and ensure the Writing Board maintains WID within its mandate, as WID was created after the original description of the Board's duties, and other things have changed, too, with the creation of FCTL, which now covers elements of the original WB mandate. COGE have approved.

Discussion: The UCC manual is being edited to make sections related to the Writing Board more current. A number of areas are outdated and the addition of the FCTL has taken over some of the WB's duties. Revisions also clarify the Writing in the Discipline requirements.

- Winter Workshop will be FCTL responsibility
- WB Chair will be taken off COGE membership and replaced by FAS Assoc. Dean who deals with most transfer issues regarding Gen Ed; this keeps the membership total at 18
- No Monthly report – now just an annual report to UCC
- Appendix 3C has new wording to revise the focus of the WB itself, its responsibilities, and the duties of the chair

Action: Unanimously Approved

Motion to Approve Amendments to Appendix section VII (Rawson/Feinberg)

- Revisions to Appendix VII on the Administration of Interdisciplinary Courses to be retitled Appendix VII on the Administration of Interdisciplinary Programs, to make clearer the distinction between Independent and Departmental Interdisciplinary Programs and to whom each should report.

Discussion

- Was able to get guidance from Assoc. Dean Dagle on Interdisciplinary Studies;
- This appendix was substantially outdated (by decades);
- Student Designed Majors Section 4 was edited and updated for clarity;
- Sections that were no longer relevant were edited out of the document;
- We clarified the meaning of Interdisciplinary Programs at RIC;
- We cleared up the difference between a course run independently (who report to the Dean's office) and those offered by a department;
- Independent courses may have budget, the edit includes who they report to and how they are assessed: ex. Justice Studies is a program that is not independent that resides within the Sociology Department, Africana Studies and Film Studies are stand-alone Independent programs.

Action: Unanimously Approved

Agenda Addition – Report on CCRI Gen ED Developments (Holly Shadoian)

- CCRI's new Gen Ed program will go live in Fall 2022 working closely with URI;
- Program there is 20 Credits and more open than in the past
- Only required course for CCRI students is ENG 110 – our equivalent of FYW;

- Courses are selected from 3 domains of learning (Math and Science, Humanities, and Social Sciences)—mostly 3 credit courses
- Students will take a minimum 6 credits from each of any two domains and three from the remaining domain (and cannot take more than two with same prefix letters)
- No “Gen Ed.” courses can have any prerequisites and they have to be open to all CCRI students (though there are a few exceptions that have been listed—usually with the addendum that the “prereq.” can be taken concurrently—such as MATH needed for a science course—or if the Accuplacer score allows them to waive the MATH requirement), and a few other possibilities.
- They changed their focus to Learning Outcomes from a distribution model and have 143 Gen Ed. courses that can transfer to RIC/URI—80 go to both, 47 only to URI and 11 only to RIC. [Those numbers seem off]. They seem not to have a plan for those students who are half way through.
- URI seems to accept more courses, and CCRI worked closer with them; URI has appeared to be more flexible in what they are willing to accept

Discussion:

- How is this actually outcomes based in the way they have set it up? Seems still disciplines with the Math and Science, Humanities, and Social Sciences categories.
- Concern for our updated JAA program with the CCRI changes – will be reviewed during the summer, but the hope is that many will remain valid.
- Most transfer students from CCRI can take everything at CCRI apart from Connections and AQSR (only have a few). If advised this need not change.
- Why URI? – More willing to accept CCRI courses – perception they are more willing partners – different posture toward RIC and not acknowledging what we have that does parallel.
- Flexibility and seamless transfer are perceived to not be available at RIC as they are at URI, even though that might not entirely be the case. Confusion between outcomes based and discipline based. How to better reestablish a good relationship with CCRI to fix this?;
- Need to treat this as an opportunity to reflect and improve what we do—possibly be a little more open to accepting course substitutions even beyond Gen Ed.
- Many more 100 & 200 level courses at URI seem to be available as GE;
- Maybe we should meet with URI to identify courses that lead to a 4 yr. degree—consider what should be “driving the cart”—should be the four year rather than the two year for a college that offers a four year degree.
- URI get more transfers from Long Island area than from CCRI
- Possible common course numbering system could be in our future;
- Need to work on RIC marketing—we need to promote what we do better;

Motion to Adjourn: Abbotson/McLaughlin
 Unanimously Approved – Whole UCC Committee
 Adjourned at: 3:52 PM EST

Respectfully submitted by: Charlie McLaughlin