

# Undergraduate Curriculum Committee Report: Recommended Syllabus Statements and Courses Put Forward Recommended for Approval

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Faculty Senate

December 2, 2025

# Report on revision work by UGCC on provost's recommended syllabus statements

- We appreciated the respect for shared governance communicated through the process of creating the statements
- The recommended two options for the optional statement on **Mutual Respect and Divergent Viewpoints (Avoiding Ideology)**, as it will be provided on provost's webpage, included our revisions, as seen on next slides (as per Angela Paprocki, Provost Office/Academic Affairs, email 11-18-2025).
- The recommended two options for the optional statement on **Electronic Recording of Classroom Activities** used less of our input, as seen on next slides (as per Janelle Schaller Interim Vice President for Legal Affairs and General Counsel, email 11-18-2025).

# Mutual Respect and Divergent Viewpoints (Avoiding Ideology)

- Option 1: In this class, we will foster a community of learners that respects the autonomy of each student and follows the rules of civil conversation. I encourage each of you to explore and form conclusions about the topics we discuss in this course, even those that are complex or controversial. All points of view are welcome; we learn and grow from each other's ideas, perspectives, and beliefs.
- Option 2: Students and instructors may express any ideology, political stance, or view as part of class discussion. All course content presented by the instructor represents vetted, peer-reviewed scholarship and professional standards of practice in the field based on the professional judgment of the instructor. Students are expected to demonstrate understanding of and proficiency with course content, which all assignments and assessments given assess/evaluate. No portion of any assignment or assessment should be interpreted as encouraging, discouraging, requiring, or forbidding students from expressing any ideology, political stance, or view.

# Electronic Recording of Classroom Activities

- Any recording of classroom activities (audio or video) may be done for personal use only and cannot be redistributed without the permission of the faculty member, except that the recording(s) may be disclosed as part of an internal or external complaint process. Unauthorized distribution of such materials is a violation of the student code of conduct and may be subject to disciplinary action.
- If you wish to record in this class, unless you have accommodations from the Office of Accessibility, please ask for consent from the instructor and classmates.

# UGCC recommends that FS approve the following 9 courses:

- RCBS 3120 Respiratory Care Practice II (Existing course, updating syllabus and SLOs. Increase in credit hours from 7 to 9. Decrease in Clinical from 15 to 4)
- RCBS 3220 Respiratory Care Practice III (Existing course, updating syllabus and SLOs. Decrease in credit hours from 9 to 7 by changing Clinical from 15 to 4)
- RCBS 3230 Cardiopulmonary Diagnostics (Existing course, updating syllabus and SLOs. Decrease in credit hours from 2 to 1. Changed from Field Experience to Lecture)
- RCBS 3300 Advanced Cardiac Life Support (Existing course, updating syllabus and SLOs. Change in credit hours from 1 to 2 for lab and lecture)

- RCBS 4150 Neonatal Pediatric Respiratory Care (Existing course, updating syllabus and SLOs. Decrease in credit hours from 4 to 3 by decreasing lecture and lab credit hours)
- RCBS 4240 Integrated Clinical Practice II (Existing course, updating syllabus and SLOs. Increase in credit hours from 3 to 4 for clinical experiences)
- RCBS 4510 Respiratory Care in Alternative Sites (Existing course, updating syllabus and SLOs. Decrease in credit hours from 3 to 2. Changed from lab to lecture)
- RCBS 4800 Issues in Professional Practice (Existing course, updating syllabus and SLOs. Decrease in credit hours from 3 to 2 and by decreasing lecture hours)
- 4810 Preparation for Professional Practice (Existing course, updating syllabus and SLOs. Increase in credit hours from 1 to 2. Changed from lab to lecture format)