# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page roll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, JUST DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **experiential learning at RIC** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |  |
| A.2. [Proposal type](#type) | **To make experiential learning a requirement for all RIC undergraduates** | | | |  |
| A.3. [Originator](#Originator) | **Sue Abbotson** | [Home department](#home_dept) | **Chair UCC** | | |
| A.4. [Rationale](#Rationale) | One way in which Rhode Island College differs from other higher education institutions is in the emphasis we place at the college on experiential learning through the variety of internships, clinical practices, student teaching, and community-based service-learning projects included in so many of our programs, as well as through the curriculum we require each of our students to follow. Our recently updated General Education program emphasizes this in its choice of outcomes and focus on vertical (as well as interdisciplinary) learning, and the ways our programs are constructed to offer a culminating senior experience that encourages students to show that they understand the demands of the major.  In order to integrate and enrich students’ scholarly activity, self-actualization, and professional development, experiential learning at Rhode Island College encompasses a variety of activities both within and outside the classroom. This includes guided undergraduate research, case and project-based studies, simulations, experiments, and creative projects (such as on stage or in a studio). Beyond the classroom, experiences often include internships, practicum, clinical experience, service learning, field courses, study abroad, and co-curricular activities. As experiential learning engages students intellectually, emotionally, and socially, it stimulates academic inquiry and promotes interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills. The best experiential learning encourages reflection, critical analysis and synthesis, thereby creating opportunities to take initiative, make decisions, learn from both mistakes and successes, and be accountable for the results.  Therefore, in order to better promote this aspect of a RIC education, we would like for experiential learning to be made a requirement for all RIC undergraduates. While some departments may wish to add to their current offerings, all RIC programs do already contain some required experiential learning through the courses that are part of each program, so much like the Writing in the Discipline requirement, each student will gain this experience by following their selected program. | | | | |
| A.5. [Date submitted](#date_submitted) | **2/16/2017** | A.6. [Semester effective](#Semester_effective) | | **Fall 2017** | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | **None** | | | |
|  | [*Library*:](#library) | **None** | | | |
|  | [*Technology*](#technology) | **None** | | | |
|  | [*Facilities*](#facilities): | **None** | | | |
| A.8. [Program impact](#prog_impact) | **While all RIC programs currently include experiential learning, this effort to quantify and advertise this fact may make faculty more aware of the experiential learning possibilities in their other course offerings and so increase this valuable learning mode across the curriculum.** | | | | |
| A.9. [Student impact](#student_impact) | **Make students more aware of the experiential learning possibilities at the college and will highlight the availability of additional experiential opportunities to help them further develop 21st century job skills.** | | | | |
| A.10. The following screen tips are for information on what to do about catalog copy until the new CMS is in place; check the “Forms and Information” page for updates. [Catalog page.](#catalog)  [Where are the catalog pages](#catalog)? [Several related proposals](#catalog)? Do **not** list catalog pages here. **All** catalog copy for a proposal must be contained within a **single** file; put page breaks between sections. Make sure affected program totals are correct if adding/deleting course credits. | | | | | |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal Delete this whole page if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Context](#summary) |  | **Creating catalog copy to advertise RIC’s experiential learning requirements.** |
| C.2. [Enrollments](#enrollments) |  | **n/a** |
| C.3. [Admission requirements](#admissions) |  | **n/a** |
| C.4. [Retention requirements](#retention) |  | **n/a** |
| C.5. [Course requirements](#course_reqs) for each program option |  | **By following their program requirements, all students will automatically satisfy their experiential learning requirement.** |
| C.6. [Credit count](#credit_count) |  |  |
| C.7. Other changes if any |  | **Place the following description (and outcomes) in the RIC catalog:**  **Experiential Learning**  **A requirement for all undergraduate students at Rhode Island College**  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. Through experiential learning, students are able to bridge the gap between theory and practice.  At Rhode Island College, our programs are designed to facilitate effective, rigorous, and flexible learning that will prepare our students for accomplishment, fulfillment, and self-realization in a swiftly changing world. Through an emphasis on experiential learning throughout the curriculum, we engage and require 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 on the RIC website that shows how each major at the college engages in experiential learning, and the catalog will contain 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]. Once that is accomplished, the chart can be removed, as it will be easier for individual department to maintain their own updates to their offerings in this area. |
| C.8 [Program goals](Program%20goals)  Needed for all new programs |  | 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**: Be 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, and also be able to assess, critique and improve their work through an understanding of how to develop new knowledge and skills where necessary.  **A survey of graduating seniors at a future date is suggested as a good way to assess these outcomes.** |

## D. Signatures

##### D.1. Approvals

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Susan C. W. Abbotson | Chair of UCC |  |  |
| Earl Simson | Dean of FAS |  |  |
| Jeff Mello | Dean of SOM |  |  |
| Jane Williams | Dean of SON |  |  |
| Sue Pearlmutter | Dean of SWRK |  |  |
| Don Halquist | Dean of FSEHD |  |  |

##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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