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

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

**N.B. DO NOT USE HIGHLIGHT, please 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) | **General Education program: RIC 100 Introduction to RIC** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation**  **Program: revision** | | | |
| A.3. [Originator](#Originator) | **Maureen Reddy** | [Home department](#home_dept) | **FYS** | | |
| A.4. [Context and Rationale](#Rationale) | **RIC students need more instruction in the basics of the transition from high school to college and in RIC-specific information than a few days of orientation can possibly provide, but there is no clear place in the curriculum for such instruction. FYS and FYW instructors often include materials related to that college transition (how to study, time management, adapting to the rigor of college coursework, and the like) and adjusting to RIC (resources on campus, how to get help with a variety of problems, and so on) in their courses, but not all do and the ones that do cannot cover everything, with the result that some students get such information twice (FYS and FYW) and others not at all. The current retention rate for first-time, full-time students pursuing a bachelor’s degree to return to RIC for their second year is 75%. Only 26% of first time, part-time students return for their second year.** **RIC is rightly concerned with students' persistence and degree completion; research shows that the kind of basic information described above can significantly improve both. The First Year Experience Committee has been working hard for several years on multiple ways to improve students' first years at RIC, with laudable results, but none of their programs (first year convocation, freshman lecture, etc.) are required for all students, which again means that some benefit while others miss out entirely. Research done in preparation for the FYS assessment in the summer of 2018 showed that this kind of instruction is enormously helpful for students but is often not aligned with faculty expertise in a given academic discipline. Faculty members' academic training does not necessarily mean that they are expert in student success initiatives. This proposed course would fill that current gap, requiring all first year students to take a one-credit course focused on persistence and student success.**  **All sections of the course would share a common syllabus and all instructors would be provided the same training, with those efforts coordinated by the FYS coordinator (a faculty member). Sections would be large (capped at 60 or 80). In addition to the instructor of record (a full-time faculty member or a staff member eligible to serve as an adjunct faculty member), each section will be assigned several undergraduate peer mentors.**  **We recommend that the course meet once weekly, with the majority of sections scheduled for Wednesdays, noon-1, so as not to interfere with other courses. Although the "free period" does not begin until 12:30, in fact few courses meet between 12 and 12:30 (exactly none are on the fall 2018 schedule). This meeting time would enable instructors to use half of their class periods (12:30-1) to bring students to campus-wide events, such as the freshman lecture, and would also allow students to attend other events from 1-2 when there is not an event to which RIC 100 would commit its class time. There would be frequent guest lectures, using videoconferencing capabilities in the auditoria so that all sections get the same material.**  **There would need to be a section or two scheduled at a different time to accommodate students who cannot be on campus on Wednesdays.**  **Most sections would be scheduled for fall term, with a few in spring to accommodate January admits.** | | | | |
| A.5. [Student impact](#student_impact) | **By aligning First Year Experience programming, student support services, and proactive outreach to first year students with the launch of this course, the overall impact should be positive, especially in retaining first year students. There are, however, two possible negatives: (1) requiring one more credit to be taken in the first year would push some first year students above 18 credits in one term. There would need to be a mechanism by which the credit limit would be automatically overridden for this course without charging students for that additional credit and (2) students in high-credit programs might well end up with more than 120 credits. In addition to the positive impact on students taking the course, the impact on those working as peer mentors would be positive, enabling them to have a closer connection to other RIC students and to build their own resumes for future employment.** | | | | |
| A.6. [Impact on other programs](#impact) | **In a broad sense, all programs would be affected. In a more direct sense, only GenEd would be directly affected.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **The course would be taught by full-time faculty members and staff members eligible to serve as adjunct faculty members (both with expertise in student success), and would be coordinated by a faculty member as part of the FYS coordinator’s job.** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **Large auditoria would need to be reserved for shared meetings, and smaller rooms would need to be used for individual class meetings.** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **RIC 100** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Introduction to RIC** |
| B.4. [Course description](#description) |  | Students learn how to navigate college in general and RIC specifically, including such topics as time management, wellness, college expectations, note-taking, cultural competency, and campus resources. |
| B.5. [Prerequisite(s)](#prereqs) |  | **none** |
| B.6. [Offered](#Offered) | **Fall | Spring | Summer |**  **Even years | Odd years | Annually**  [**Alternate Years**](file:///C:/Users/jfuentes_4972/Downloads/Alternate%20Years)  **|** [**As needed**](#As_needed) | **Fall | Spring |** |
| B.7. [Contact hours](#contacthours) |  | **1** |
| B.8. [Credit hours](#credits) |  | **1** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) | **Letter grade | Pass/Fail | CR/NCR** | **CR/NCR** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio | Distance Learning** | **Lecture | | Small group | Individual |** |
| B.12.[Categories](#required) | **Required for major/minor |Restricted elective for major/minor | Free elective | Required for Certification** | **Required for most students (except transfers and those who are taking COLL 101, or HONR 150)** |
| B.13. Is this an Honors course? | **YES | NO** | **| NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **YES | NO |**  **category:** | **YES | category: new category, RIC introduction** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Interviews | Quizzes |**  **Performance Protocols | Projects |**  **| Reports of outside supervisor** | **Attendance | Class participation |**  **Online quizzes** |
| B.16. [Redundancy statement](#competing) |  | **COLL 101 is similar. Students who are required to take COLL 101 as athletes or as Nursing Learning Community members will be exempt from RIC 100. So too will students taking HONR 150, another similar class, and COLL 150 (which is taken by PEP students.** |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Students will learn how to succeed in college |  | Online quizzes |
| Students will learn how to navigate RIC |  | Online quizzes |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1) The transition to college  a. college culture and expectations  b. understanding institutional structure:  academic: what is a department chair? Dean? Provost?  Student success division  2) Navigating RIC  a. overview of campus resources  3) Taking care of yourself  a. wellness, including nutrition  b. mental health, including dealing with stress  c. financial wellness  d. understanding your own learning style  e. overcoming barriers  4) Skills  a. computer literacy  b. time management  c. listening and note-taking  d. study skills  6) Preparing for academic advising and registration for next term  7) Big picture issues  a. diversity and cultural competence  b. ethics  c. critical thinking  8) Getting involved beyond the classroom  a. student clubs and activities  9) Looking toward the future  a. exploring careers  b. building a resume and portfolio  c. internships |
|  |

### 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. [Enrollments](#enrollments) |  | **1200 per year** |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option |  | **This course is being added to the Gen Ed. Requirements in a similar fashion to second language requirement, thus this will not add to the Gen Ed. Credit count as not all students will need to take it.** |
| C.5. [Credit count](#credit_count) for each program option | **40** | **40** |
| C.6. Other changes if any |  |  |
| C.7 [Program goals](http://www-prod.ric.edu/curriculum_committee/documents/Program%20goals)  Needed for all new programs |  |  |

## D. Signatures

* 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.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Maureen Reddy | FYS Coordinator |  |  |
| James Magyar | Chair of COGE |  |  |
| Earl Simson | Dean of FAS |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Gerri August | Co-dean, FSEHD |  |  |
| Julie Horwitz | Co-dean, FSEHD |  |  |
| Jeffrey Mello | Dean, School of Business |  | Tab to add rows |
| Debra Servello | Interim Dean, School of Nursing |  |  |
| Jayashree Nimmagadda | Interim Dean, SSW |  |  |