# 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): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. DO NOT USE HIGHLIGHT, where choices are given within categories, please DELETE those THAT DO NOT APPLY TO YOUR PROPOSAL. Do not delete numbered categories.**

**ALL numbers in section (A) to be completed, including the impact ones (#5-7), put “none” if that is the case.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **INGO 200: COmmunity Engagement** | | | |  |
| [Replacing](#Ifapplicable) | **INGO 302: International nongovernmental Organizations and SOcial Entrepreneurship** | | | |
| A.2. [Proposal type](#type) | **Course: creation and deletion** | | | |
| A.3. [Originator](#Originator) | **Robyn Linde** | [Home department](#home_dept) | **Director INGOS** | | |
| A.4. [Context and Rationale](#Rationale) | We would like to delete INGO 302: International Nongovernmental Organizations and Social Entrepreneurship, to replace it in the INGOS minor with  INGO 200 Community Engagement to better reflect the needs of the INGOS student at this level in the program. In this course we engage in service learning with a community partner. The service learning project is contextualized within local issues as well as national and international causes and impacts. Before students begin an internship, or for those who are unable to participate in an internship, INGO 200 is designed to provide students with local nonprofit experience through a community project. That project is contextualized within international efforts of social change, which include INGOS, through classroom readings and problem-based learning activities.  A long attention span is important in any community project and INGO 200 has committed to local food justice issues for the foreseeable future. That said, the course is not directly a food justice course and other local issues will be adopted when the food justice project has run its course and is no longer a lucrative area of scholarship and engagement for students. Other issues we have worked on in the past include local refugee issues, domestic violence in the Muslim community and a project with the Central Falls school district. | | | | |
| A.5. [Student impact](#student_impact) | **More clarity in program progression and content.** | | | | |
| A.6. [Impact on other programs](#impact) | **None, INGO 302 was not cross-listed.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **none** | | | |
| [*Library*:](#library) | **none** | | | |
| [*Technology*](#technology) | **none** | | | |
| [*Facilities*](#facilities): | **none** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and **delete any catalog pages not relevant for this proposal**. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate single file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Do not delete numbered categories, just leave blank if they do not apply. Delete this whole page if the proposal does not include a new or revised course. Always fill in b. 1 and B. 3 for context.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **INGO 200** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Community Engagement** |
| B.4. [Course description](#description) |  | **Students work in the community on a service learning project in partnership with a nongovernmental organization (NGO) or nonprofit.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **Completion of at least 30 college credits** |
| B.6. [Offered](#Offered) |  | **Spring** |
| B.7. [Contact hours](#contacthours) |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter Grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Fieldwork | Seminar | Small group** |
| B.12.[Categories](#required) |  | **Required for minor and CUS and an elective** |
| B.13. Is this an Honors course? |  | **| NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **| NO |**  **category:** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations |**  **Class Work | Projects |** |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **20** |
| B.17. [Redundancy statement](#competing) |  |  |
| B. 18. 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 gain an understanding of the basic concepts of community engagement and local-level social change as well as challenges and concerns pertaining to community involvement. |  | Group discussion, fieldwork, reflection. |
| Students will gain an understanding of the theory, models and methods of norm entrepreneurship |  | Exams, discussion, group work, reflection |
| Students will gain experience in the field though a community project and reflect on its value in their scholarship and professional goals. |  | Fieldwork, reflection, discussion, group work |
| Students will gain an ability to contextualize the role of leadership and agency in social change. |  | Exams, discussions, group work |
| Students will develop skill sets that will make them more attractive to prospective employers and help students achieve in their new careers, including project managing, project planning, collaborative projects, and public speaking. |  | Group work, presentations, fieldwork, reflection, discussion |

| B.19. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. Introduction to social entrepreneurship 2. Tour of South Providence 3. Social entrepreneurship 4. Ashoka 5. Field work 6. *Community speaker 1* 7. *Community speaker 2* 8. Field work 9. Food deserts 10. Bioengineering 11. Seeds 12. Workers 13. Environment travel 14. Transportation 15. Grocery Gaps 16. Food swamps 17. Food apartheid 18. Food stamps and governmental programs 19. Farmer markets, co-ops, and food banks (Oh my!) 20. Providences food deserts 21. Field work 22. *Community speaker 3* 23. *Community speaker 4* 24. Field work 25. International community engagement: BRAC |
|  |

## 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 their 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 signature copy of this whole 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 proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Robyn Linde | Program Director of INGOS |  |  |
| Michelle Brophy-Baermann | Chair of Political Science |  |  |
| Earl Simson | Dean of FAS |  |  |