# 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 305 Professional Development: International NGOs and Nonprofits** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |
| A.3. [Originator](#Originator) | **Robyn Linde** | [Home department](#home_dept) | **Political Science** |
| A.4. [Context and Rationale](#Rationale)  | We would like to offer an additional 1-credit option for the certificate program (allowing students to choose between two options: INGO 303 or INGO 305). The reason is that a number of students register for INGO 303 even though they are not seeking an internship, but rather because they want the kind of career planning that is an important part of the course. Previously, the resulting mix of students with varying course goals and objectives has been far from ideal, and detracted from the INGO 303’s clarity and focus. As such, INGO 305 will be an externally focused course in which students examine career and graduate school opportunities, prepare post-graduate materials (application essays, cover letters) and seek to articulate the transferable skills needed for success in the professional NGO field as well as discuss resiliency and challenges in nonprofit and NGO work. |
| A.5. [Student impact](#student_impact) | **The course provides an opportunity for students to reflect on their accomplishments as well as their future plans in the NGO and nonprofit field.**  |
| A.6. [Impact on other programs](#impact)  | **None, 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) |  |

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.  | NewExamples 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 305** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Professional Development: International NGOs and Nonprofits** |
| B.4. [Course description](#description)  |  | Students will examine career and graduate school opportunities, prepare post-graduate materials, and seek to articulate the transferable skills needed for success in the professional NGO field. |
| B.5. [Prerequisite(s)](#prereqs) |  | INGO 300 or consent of program director |
| B.6. [Offered](#Offered) |  | **As needed.** |
| 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** |
| B.11. [Instructional methods](#instr_methods) |  | **Small group**  |
| B.12.[Categories](#required) |  | **Required Elective for Certification (one of two options); 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**  |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers |** **Class Work |** **Performance Protocols | Projects |**  |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **15** |
| 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)**?** |
| --- | --- | --- |
| 1. Students will successfully explore opportunities in graduate studies and/or post-graduate employment.
 |  | They will research graduate studies or employment options, create a resume, write a cover letter, garner letters of recommendation, and conduct further research as necessary. |
| 1. Students will learn the expectations of a professional work environment, including basic workplace etiquette and office norms.
 |  | Reading and discussion |
| 1. Students will assess their transferable skills and develop career strategies to improve these. They will learn to speak about their skillsets in an articulate and confident manner.
 |  | One-on-one meetings and class discussions |
| 1. Students will reflect on their INGOS course work vis-à-vis their career objectives.
 |  | Written reflections, discussions, one-on-one meetings.  |

| 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. Transferable Skills
	1. Assignment #1: Transferable skills
2. Individual Development Plan (IDP): Introduction
	1. Assignment #2: Resume
3. Assignment #3: Cover letter
4. Assignment #4: Writing sample/Personal Essay
5. *Individual Meetings*
6. Options; Internship/graduate school/job/AmeriCorps
	1. Assignment #5: Recommendations/Networking
	2. Assignment #6: Career Research
	3. Assignment #7: Rankings
7. Interviews: how to transfer your transferable skills
8. IDP Models
	1. Assignment #8 IDP Due
9. *Individual Meetings*
10. IDP presentations
11. Portfolios and E-portfolios
	1. Assignment #9: Portfolio + Revised IDPs
	2. Assignment #10: E-portfolios + Revised IDPs
12. Resiliency in the NGO field
13. Synthesis
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## 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 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 |  |  |