# 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) | **GEND 205 Introduction to Queer studies** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation**  **Program: revision** | | | |
| A.3. [Originator](#Originator) | **Leslie Schuster** | [Home department](#home_dept) | | **Gender & Women’s Studies** | |
| A.4. [Context and Rationale](#Rationale) | Introduction to Queer Studies was offered as a special topics class in Fall 2019 in response to articulated student interest. As the semester progressed, students were galvanized by the material and independently organized to express their concerns and desires to make this course a permanent curricular offering.  This course offers an introductory survey of the interdisciplinary field of queer studies. While other courses have been offered across campus that focus on LGBTQ+ identities or perspectives, none focus explicitly on or serve as an introduction to the discipline of queer studies as a whole. Students have responded with hunger and enthusiasm about what they perceive as having been “kept from them” in their lifelong academic journeys. The “new” perspective offered in the course does not only include topical content, but methodologies, habits of mind, and ways of thinking about “queerness” as that which deviates from normative, mainstream thinking and knowing. Perhaps most importantly, students reported that the course serves as a safer space, where their various identities and experiences are reflected in their studies, not excluded from them.  In Winter 2012, the Association of American Colleges and Universities offered a special collection of essays that includes language that dovetails with the five pillars of excellence articulated by Dr. Frank Sanchez. The collection was entitled, “Making Excellence Inclusive: Higher Education's LGBTQ Contexts.” In that special issue, Nick Davis (2012) states, “Genders and sexualities of all stripes deserve to be valued as centerpieces, not sidebars, within histories of human thought. To address these subjects as complex ideas in perpetual flux—as theories, not facts—challenges students to think critically and to engage across differences.”  This proposal intends to enunciate student voices about formalizing Introduction to Queer Studies as part of our inclusive curriculum. In addition, the course offers an area of scholarship to our students that dozens of colleges and universities have been providing for decades. As Rhode Island College attempts to broaden our vision and perspective for 21st century goals, this course supports that mission of addressing diverse student needs. The course does not require additional funds, faculty or resources.  The course will become one of the electives for the Gender and Women’s Studies major and minor. | | | | |
| A.5. [Student impact](#student_impact) | **In addition to students interested in the topic area, this course is also intended to serve the LGBTQ+Allyship Living Learning Community (LLC), located in Thorp Hall. This new and successful LLC will be aligned with a curricular component, namely in the form of this course, aligning with the mission and goals of LLCs on campus.**  **This course is also intended to support the interests and needs of students involved in the Unity Center, especially those seeking community around issues of gender and sexuality.** | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **NA** | | | |
| [*Library*:](#library) | **NA** | | | |
| [*Technology*](#technology) | **NA** | | | |
| [*Facilities*](#facilities): | **NA** | | | |
| A.8. [Semester effective](#Semester_effective) | **Spring 2020** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | **Students graduating in the spring, would like their transcript to reflect completion of the Queer Studies Minor for which they will need this course. Many of these students will pursue careers working within the LGBTQ+ community. Recognition of this minor would be advantageous in their pursuit of employment.** | | |
| 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) |  | **GEND 205** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Introduction to Queer Studies** |
| B.4. [Course description](#description) |  | Students are introduced to the field of queer studies through the lens of intersectionality, examining interdisciplinary perspectives in topics including: the history of sexuality, representations, identities, and social movements. |
| B.5. [Prerequisite(s)](#prereqs) |  | **none** |
| B.6. [Offered](#Offered) | **Fall | Spring | Summer |**  **Even years | Odd years |** **[Annually](#Annual" \o "Choose this if you plan to offer the course at least once a year but may need to vary the semseter it is offered)**  [**Alternate Years**](file:///C:/Users/jfuentes_4972/Downloads/Alternate%20Years)  **|** [**As needed**](#As_needed) | **Fall** |
| 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 | Pass/Fail | CR/NCR** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio | Distance Learning | Hybrid** | **Lecture / Small Group** |
| B.12.[Categories](#required) | **Required for major/minor |Restricted elective for major/minor | Free elective | Required for Certification** | **Required for minor/**  **Required elective for major** |
| 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:** | **NO** |
| 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 | Exams | Presentations | Papers |**  **Class Work | Projects |** |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **30** |
| B.17. [Redundancy statement](#competing) |  |  |
| B. 18. Other changes, if any |  | |

| B.19**.** [**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. Describe and define major theories, theorists, principles, and concepts in the field of queer studies. 2. Ask questions of the assumptions, expectations and implications of theories about sexuality. 3. Evaluate multiple perspectives about queer experiences and identities in an interdisciplinary context. 4. Appreciate the diversity of sexual experiences in different cultures and historical periods. 5. Understand the wide range of political strategies used by queer people in their struggle against oppression. |  | Each outcome will be measured in both exams and papers. Exams assess knowledge and understanding. Papers extend knowledge so that students may demonstrate a nuanced synthesis and application of each of the components of the learning outcomes. There are multiple writing assignments on a variety of topics for multiple assessments of these outcomes.  Engagement of this material is also assessed in course participation in pairs, small groups, presentations, and large group discussions. |
|  |  |  |

| B.20. [**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. What is queer studies?   Basic terms  Major theorists  Development of the field   1. Histories   Ancient Greece and Rome  Christianity  Industrial Revolution   1. Sexology   Basic terms  Important figures: Kraft-Ebin, Ellis, Freud  John D’Emilio   1. Social movements   Privilege  Berlin to Stonewall  Women’s movement   1. Assimilation?   AIDS  Don’t ask, don’t tell  DOMA  marriage   1. Born this way?   Kinsey & science  Other scales: Klein, Cass   1. Measurement & medicine   How and why does medicine measure sexuality   1. Queer diversities   Social class  Bisexuality  Intersexuality  Tensions inside the queer community   1. Intersectionalities   The “down low”  Butch-femme  asexuailty  Global contexts   1. Representations   The celluloid closet  Further off the straight and narrow  Queer readings   1. Queer cultures   Home  Gentrification   1. Motions of attachment |

### 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) | **12** | **12** |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
|  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| C.4. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | Gender and Women’s Studies B.A.  Course Requirements  Courses   |  |  |  |  | | --- | --- | --- | --- | | GEND 200 | Gender and Society | 4 | F, Sp | | GEND 201 | Introduction to Feminist Inquiry | 4 | F | | GEND 352 | Feminist Theory | 4 | F | | GEND 400 | Internship in Gender and Women’s Studies | 4 | As needed | | GEND 461 | Seminar in Race, Gender, and Class | 4 | As needed |   FIVE COURSES: Two of these courses must be on the topics  of labor and class, race/ethnicity or sexuality studies.   |  |  |  |  | | --- | --- | --- | --- | | GEND 350 | Topics | 4 | As needed | | GEND 351 | Men and Masculinities | 4 | As needed | | GEND 353 | The Holocaust: Women and Resistance | 4 | As needed | | GEND 354 | Teenagers in/and the Media | 4 | As needed | | GEND 355 | Women and Madness | 4 | Alternate years | | GEND 356 | Class Matters | 4 | F | | GEND 357 | Gender and Sexuality | 4 | F | | GEND 358 | Gender-Based Violence | 4 | Alternate years | | GEND 458 | Gender and Education | 4 | As needed | | ART 461 | Seminar in Art History | 3 | F, Sp | | COMM 332 | Gender and Communication | 4 | F | | ENGL 324 | Literature by Women | 4 | As needed | | ENGL 326 | Studies in African American Literature | 4 | As needed | | FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su | | HIST 217 | American Gender and Women’s History | 3 | Annually | | HIST 234 | Challenges and Confrontations: Women in Europe | 3 | As needed | | POL 309 | Gender and Politics in the U.S. | 4 | As needed | | POL 333 | Law and Politics of Civil Rights | 4 | Annually | | PSYC 356 | Psychology of Gender | 4 | F, Sp | | SOC 342 | Women, Crime, and Justice | 4 | F, Sp | | XXX 350\* | Topics Course | 3-4 |  |   Note: ENGL 326, FNED 346, GEND 353, GEND 356, GEND 357 and GEND 458: Labor and class, race/ethnicity or sexual studies are topics in these courses.  Note: \*Topics Course: (when on gender and women’s studies topics)  Total Credit Hours: 37-40  Gender and Women’s Studies Minor  Course Requirements  The minor in gender and women’s studies consists of a minimum of 18 credit hours (five courses) as follows:  Courses   |  |  |  |  | | --- | --- | --- | --- | | GEND 200 | Gender and Society | 4 | F, Sp | | GEND 201 | Introduction to Feminist Inquiry | 4 | F |   THREE COURSES from     |  |  |  |  | | --- | --- | --- | --- | | GEND 353 | The Holocaust: Women and Resistance | 4 | As needed | | GEND 354 | Teenagers in/and the Media | 4 | As needed | | GEND 355 | Women and Madness | 4 | Alternate years | | GEND 356 | Class Matters | 4 | F | | GEND 357 | Gender and Sexuality | 4 | F | | GEND 358 | Gender-Based Violence | 4 | Alternate years | | GEND 458 | Gender and Education | 4 | As needed | | ART 461 | Seminar in Art History | 3 | F, Sp | | COMM 332 | Gender and Communication | 4 | F | | ENGL 324 | Literature by Women | 4 | As needed | | ENGL 326 | Studies in African American Literature | 4 | As needed | | FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su | | HIST 217 | American Gender and Women’s History | 3 | Annually | | HIST 234 | Challenges and Confrontations: Women in Europe | 3 | As needed | | POL 309 | Gender and Politics in the U.S. | 4 | As needed | | POL 333 | Law and Politics of Civil Rights | 4 | Annually | | PSYC 356 | Psychology of Gender | 4 | F, Sp | | SOC 342 | Women, Crime, and Justice | 4 | F, Sp | | XXX 350\* | Topics Course | 3-4 |  |   Note: \*Topics Course: (when on gender and women’s studies topics)  Total Credit Hours: 18-20 | | Gender and Women’s Studies B.A.  Course Requirements  Courses   |  |  |  |  | | --- | --- | --- | --- | | GEND 200 | Gender and Society | 4 | F, Sp | | GEND 201 | Introduction to Feminist Inquiry | 4 | F | | GEND 352 | Feminist Theory | 4 | F | | GEND 400 | Internship in Gender and Women’s Studies | 4 | As needed | | GEND 461 | Seminar in Race, Gender, and Class | 4 | As needed |   FIVE COURSES: Two of these courses must be on the topics  of labor and class, race/ethnicity or sexuality studies.    GEND 205 Introduction to Queer  Studies 4 F   |  |  |  |  | | --- | --- | --- | --- | | GEND 350 | Topics | 4 | As needed | | GEND 351 | Men and Masculinities | 4 | As needed | | GEND 353 | The Holocaust: Women and Resistance | 4 | As needed | | GEND 354 | Teenagers in/and the Media | 4 | As needed | | GEND 355 | Women and Madness | 4 | Alternate years | | GEND 356 | Class Matters | 4 | F | | GEND 357 | Gender and Sexuality | 4 | F | | GEND 358 | Gender-Based Violence | 4 | Alternate years | | GEND 458 | Gender and Education | 4 | As needed | | ART 461 | Seminar in Art History | 3 | F, Sp | | COMM 332 | Gender and Communication | 4 | F | | ENGL 324 | Literature by Women | 4 | As needed | | ENGL 326 | Studies in African American Literature | 4 | As needed | | FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su | | HIST 217 | American Gender and Women’s History | 3 | Annually | | HIST 234 | Challenges and Confrontations: Women in Europe | 3 | As needed | | POL 309 | Gender and Politics in the U.S. | 4 | As needed | | POL 333 | Law and Politics of Civil Rights | 4 | Annually | | PSYC 356 | Psychology of Gender | 4 | F, Sp | | SOC 342 | Women, Crime, and Justice | 4 | F, Sp | | XXX 350\* | Topics Course | 3-4 |  |   Note: ENGL 326, FNED 346, GEND 353, GEND 356, GEND 357 and GEND 458: Labor and class, race/ethnicity or sexual studies are topics in these courses.  Note: \*Topics Course: (when on gender and women’s studies topics)  Gender and Women’s Studies Minor  Course Requirements  The minor in gender and women’s studies consists of a minimum of 18 credit hours (five courses) as follows:  Courses   |  |  |  |  | | --- | --- | --- | --- | | GEND 200 | Gender and Society | 4 | F, Sp | | GEND 201 | Introduction to Feminist Inquiry | 4 | F |   THREE COURSES from  GEND 205. Introduction to Queer Studies. 4 F   |  |  |  |  | | --- | --- | --- | --- | | GEND 353 | The Holocaust: Women and Resistance | 4 | As needed | | GEND 354 | Teenagers in/and the Media | 4 | As needed | | GEND 355 | Women and Madness | 4 | Alternate years | | GEND 356 | Class Matters | 4 | F | | GEND 357 | Gender and Sexuality | 4 | F | | GEND 358 | Gender-Based Violence | 4 | Alternate years | | GEND 458 | Gender and Education | 4 | As needed | | ART 461 | Seminar in Art History | 3 | F, Sp | | COMM 332 | Gender and Communication | 4 | F | | ENGL 324 | Literature by Women | 4 | As needed | | ENGL 326 | Studies in African American Literature | 4 | As needed | | FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su | | HIST 217 | American Gender and Women’s History | 3 | Annually | | HIST 234 | Challenges and Confrontations: Women in Europe | 3 | As needed | | POL 309 | Gender and Politics in the U.S. | 4 | As needed | | POL 333 | Law and Politics of Civil Rights | 4 | Annually | | PSYC 356 | Psychology of Gender | 4 | F, Sp | | SOC 342 | Women, Crime, and Justice | 4 | F, Sp | | XXX 350\* | Topics Course | 3-4 |  |   Note: \*Topics Course: (when on gender and women’s studies topics)  Total Credit Hours: 18-20 |
| C.5. [Credit count](#credit_count) for each program option | | **unchanged** | **unchanged** |
| C.6. Other changes if any | |  |  |
| C.7 [Program goals](file:///C:/Users/sabbotson/Documents/Curriculum/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 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 |
| --- | --- | --- | --- |
| Leslie Schuster | Director, Gender and Women’s Studies |  |  |
| Earl Simson | Dean of Faculty of Arts and Sciences |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are 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; all faculty are welcome to attend.

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