# 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.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Writing in the Disciplines** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: |** [**revision**](#revision)**|** | | | |
| A.3. [Originator](#Originator) | **Mike Michaud** | [Home department](#home_dept) | **English/Writing Board** | | |
| A.4. [Context and Rationale](#Rationale) | **A 2017 assessment report submitted to COGE by then-Assessment Coordinator Dr. Maureen Reddy suggested that there was a lack of awareness at RIC about General Education at the college. According to Dr. Reddy, there was evidence to suggest “that we are now at the point at which students—and many faculty members—do not have a real understanding of the purposes of the program and see it as an assortment of boxes that each student needs to check off in order to graduate.”**  **Dr. Reddy’s report suggests that a similar problem exists with regard to the Writing in the Disciplines (WID) requirement, although in the case of WID, students (and faculty) are often not even aware that WID is a box that they need to check. This is because, unlike General Educational classes, WID courses are not additional classes students must elect to take on top of the ones required for their major. Rather, WID has been attached or appended to existing required courses in students’ majors and so, to a degree, these courses have remained invisible—to both students and faculty. Additional reasons for a lack of knowledge about the existence of WID courses are as follows:**  **a. some departments/programs never submitted a WID plan when originally instructed to do so by COGE**  **b. some links to WID plans on the General Education webpage are not functional**  **c. department/program chairs who submitted WID plans circa 2012 or so completed their terms and there was little or no administrative record to carry forward the existence of WID to new chairs and so WID was “forgotten” (there is currently no mechanism to regularly review WID plans)**  **d. faculty who taught WID courses when they were originally designated as such moved on and/or retired and new faculty who have been assigned to teach WID courses are not always made aware that they were doing so**  **e. course titles of WID classes have changed and thus originally designated WID courses no longer exist in the catalogue**  **Of the above reasons, items and a and b can be remedied with a bit of work and have been so remedied (or are in the process of being remedied) via the work of Interim Writing in the Disciplines Coordinator, Dr. Michael Michaud. Items c and d are institutional or structural challenges that this proposal seeks to address.**  **To improve the visibility of WID among students and faculty at the college we are proposing that UCC add a “W” to all courses in the college catalogue designated as WID by departments and programs. In doing so we would essentially follow the example of the Honors program, which attaches an “H” to courses that satisfy Honors requirments. To ensure that Records will be able to identify the course with a “W” at the end that works as prerequisite for other courses, those courses will need to have their prerequisites amended to say (for example), ENGL 200 or ENGL 200W. This will be done on the catalog copy to avoid confusion as it revises so many additional courses. Given the amount of work this will entail as all these courses will need to be recreated in Records, while we will be indicating in the Fall in both catalog and Academic Rhode Maps which courses are writing in the discipline, with a note idenifying them as such, the “W” will not be added in these until next year. We are asking that Records begin if possible to add the “W” for the Spring 2021 semester, and ideally have them all in place for Fall 2021. The catalog file contains copy for both Fall 2020 (without the “W” but with a note) and for Fall 2021(that indicates the “W”s).**  **This proposal, if approved, will allow the college to take an important step towards ensuring that our students are, minimally, aware of their department’s/program’s WID requirements and thus able to benefit from the opportunity to improve their writing. Further, with this proposal we take an important step towards ensuring that faculty charged with teaching WID courses are, minimally, aware that they are doing so.**  **Final Note: The overarching initiative of which this proposal is a part has been ongoing for two years now. There are a few departments that have not yet completed the work on identifying (or re-identifying) their WID courses, so their classes are not included on this proposal (these will need to wait until next year and be added in). Since the majority of departments/programs have identified their WID courses at this point, however, we feel the need, now, to identify these courses as such in the catalogue, so as to positively impact the campus community with this important initiative.**  **Faculty of Arts and Sciences**   |  | | --- | | AFRI 461: Senior Seminar in Africana Studies | | ANTH 233: Methods in Anthropology | | ANTH 460: Seminar in Anthropology | | ART 231: Prehistoric to Renaissance Art | | ART 232: Renaissance to Modern Art | | BIOL 213: Plant and Animal Form and Function | | BIOL 460: Biology Senior Seminar | | HSCI 494 Independent Study in Health Sciences | | MEDI 463: Senior Seminar in Medical Imaging | | COMM 251: Research Methods in Communication | | COMM 243: Preproduction for Digital Media | | COMM 340: Media Ethics | | COMM 351: Persuasion | | COMM 201: Writing for News | | COMM 311: Public Relations Strategy | | COMM 312: Advanced Writing for Public Relations & Advertising | | COMM 339: Creativity for Public Relations & Advertising | | COMM 255: Introduction to Language | | COMM 320: Speech and Language Development | | ENGL 200: Reading Literature and Culture | | ENGL 300: Introduction to Theory and Criticism | | ENGL 460: Seminar in English | | ENGL 220: Introduction to Creative Writing | | ENGL 371: Intermediate Creative Writing, Fiction | | ENGL 372: Intermediate Creative Writing, Poetry | | ENGL 373: Intermediate Creative Writing, Nonfiction Prose | | ENGL 461: Advanced Workshop in Creative Writing | | ENGL 222: Introduction to Professional Writing | | ENGL 378: Advanced Workshop in Professional Writing | | ENGL 379: Rhetoric for Professional Writing | | ENGL 477: Internship in Professional Writing | | ENST 200: Introduction to Environmental Studies | | ENGL 231: Writing for Digital Media & Multimedia Settings | | ENGL 232: Writing for the Public Sphere | | FILM 219: Methods of Film Analysis | | FILM 454: Film Theory | | GEND 200: Gender in Society | | GEND 201: Feminist Inquiry | | GEND 352: Feminist Theory | | GEND 461: Seminar in Race, Gender and Class | | GLOB 200: Global Studies: Methods | | GLOB 461 Seminar in Global Studies | | HIST 281: History Matters I: Methods and Skills | | HIST 282: History Matters II: Historical Research | | HIST 389: History Matters III: Senior Research Project | | SOC 362: Theories of Crime Seminar | | JSTD 466: Senior Seminar in Justice Studies | | LIBS 461 Liberal Studies Seminar | | MATH 300: Bridge to Advanced Mathematics | | MATH 461: Seminar in Mathematics | | CSCI 212 - Data Structures | | CSCI 401 - Software Engineering | | DANC 215: Contemporary Dance and Culture | | DANC 309: Dance History | | THTR 440: History of Theatre: Origins to 1800 | | THTR 441: History of Theatre: 1800 to Present | | THTR 460: Senior Seminar | | PHIL 205: Introduction to Logic | | PHIL 305: Intermediate Logic | | PHIL 351: Plato, Aristotle and Greek Philosophy | | PHIL 356: Descartes, Hume, Kant and Modern Philosophy | | PHIL 460: Seminar in Philosophy | | GEOG 200: World Regional Geography | | GEOG 460: Senior Seminar; Theory and Research | | POL 308: Current Political Controversy | | POL 301: Foundations of Public Administration | | PBAD 325: Politics of Public Management | | PBAD 326: Public Sector Information Systems | | PSYC 221: Research Methods I | | PSYC 473-77: Research Methods III | | SOC 302: Social Research Methods I | | SOC 460: Senior Seminar in Sociology |   **School of Business**   |  | | --- | | ACCT 311: External Reporting I | | ACCT 312: External Reporting II | | ACCT 461: Seminar in Accounting Theory and Practice | | CIS 455: Database Programming | | CIS 462: Applied Software Development Project | | ECON 449: Introduction to Econometrics | | ECON 462: Seminar in Economic Research | | FIN 423: Financial Markets and Institutions | | FIN 461: Seminar in Finance | | FIN 463: Seminar in Portfolio Management | | HCA 201: Introduction to Health Care Systems | | HCA 303: Health Policy and Contemporary Issues | | HCA 401: Ethical and Legal Issues in Health Care Management | | HCA 461: Seminar in Strategic Health Care Management | | MGT 201: Foundations of Management | | MGT 322: Organizational Behavior | | MGT 341: Business, Government and Society | | MGT 348: Operations Management | | MKT 201: Introduction to Marketing | | MKT 215: Marketing Creativity | | MKT 334: Consumer Behavior | | MKT 462: Strategic Marketing Management |   **School of Nursing**  NURS 225: Writing and Research in Nursing  **School of Social Work**  None provided as yet.  **Feinstein School of Education and Human Development**   |  | | --- | | TECH 305 Teaching and Learning in Technology Education | | TECH 406 Methods for Teaching Technical Subjects | | TECH 202 Design Processes | | TECH 431 Capstone Design Project | | |  | | --- | | ECED 469 Best Practices: Early Childhood Settings | | ELED 469 Best Practices: Instruction, Assessment, Classroom Management | | HPE 200: Promoting Health and Well-Being in Schools | | HPE 418: Practicum in Secondary Health Education | | HPE 422: Seminar in Health Education | | HPE 424: Student Teaching in Health Education | | HPE 301 Methods in Teaching Physical Activity | | HPE 414 Practicum in Secondary Physical Education | | HPE 423 Seminar in Physical Education | | HPE 425 Student Teaching in Physical Education | | HPE 309: Exercise Prescription | | HPE 427: WES Internship | | HPE 202 Community/Public Health and Health Promotion | | HPE 303 Research in Community and Public Health | | HPE 426 Internship in Community and Public Health | | SPED 412: Intensive Intervention in Literacy | | SPED 435: Assessment/Instruction: Young Students with SID | | SPED 436: Assessment/Instruction: Older Students with SID | | | | | | |
| A.5. [Student impact](#student_impact) | **It is hoped that this initiative will raise awareness among students about when they are enrolled in a course that has been designated by their department/program as a Writing in the Disciplines (WID) course.** | | | | |
| A.6. [Impact on other programs](#impact) | **Because WID is a requirement of all undergraduate departments and programs on campus, this proposal impacts every unit that houses an undergraduate major. As part of the General Education program, this will also need approval from COGE.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **No impact. Only effects existing faculty.** | | | |
| [*Library*:](#library) | **None.** | | | |
| [*Technology*](#technology) | **None.** | | | |
| [*Facilities*](#facilities): | **None.** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020 as a note in catalog and Rhode Maps; Records begin to implement for Spring 2021, and complete for Fall 2021.** | 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. | | | | | |

## 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 |
| --- | --- | --- | --- |
| Mike Michaud | Writing in the Disciplines Coordinator (Interim) | Michael J. Michaud | 4/27/20 |
| Earl Simson | Dean, Faculty of Arts and Sciences | Earl Simson | 05/8/2020 |
| Jeffrey Mello | Dean of School of Business |  | 8 May ‘ 20 |
| Jeannine Dingus-Eason | Dean of Feinstein School of Education and Human Development | page5image3803552 | 4/29/2020 |
| Debra Servello | Dean of School of Nursing (interim) | Debra Servello | 4/29/2020 |
| Jayashree Nimmagadda | Dean of School of Social Work (interim) |  | 5/6/2020 |
| James Magyar | Chair of COGE | James Magyar | 5/8/2020 |

##### 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 |
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