# 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Bachelor of Professional studies with concentrationS in organizational leadership OR in social services****bPs 100 pRIOR LEARNING ASSESSMENT (PLA) PORTFOLIO DEVELOPMENT** | | | | |  |
| A. 1b. Academic unit | **Professional Studies and Continuing Education (PSCE)** | | | | |  |
| A.2. [Proposal type](#type) | **Program creation**  **Course creation** | | | | |  |
| A.3. [Originator](#Originator) | **Holly Shadoian, Vice Provost**  **Jayashree Nimmagadda, Interim Dean**  **Alema Karim, Interim Dean** | | Department | | **Academic Affairs**  **School of Social Work**  **School of Business** | |
| A.4. [Context and Rationale](#Rationale)  Note: Must include this additional information for all [new programs](#type) | Nearly 150,000 Rhode Islanders have some college and no bachelor’s degree. Rhode Island College does not currently offer a degree program tailored to attract and meet the needs of adult students. An ideal program will require academic coursework relevant to their field of employment offered via flexible evening/weekends scheduling (for synchronous sessions) and fully online learning opportunities. An important component for adult learners is the recognition of workplace learning via prior learning assessment.  With a declining population of traditional age RI high school graduates, it is critical that the college tap into the adult learner population and provide an efficient and meaningful path to the completion of a bachelor’s degree that will enhance career advancement opportunities.  The Bachelor of Professional Studies (BGS) degree would be the college’s first online degree program. This adult degree completion program will be delivered primarily as a cohort-based model using a split semester plan (two seven-week sessions per semester). The program is limited to adults 25 years and older with a minimum of 24 earned college credits from a regionally accredited institution, and a minimum of five years of documented comprehensive work experience and/or military training. In addition to the requirements listed above, a minimum cumulative GPA of 2.00 is required for admission to the program. The program will require alternate dates for add/drop and course withdrawal. Ideally, using the traditional semester of 14 weeks with a week for final exams, we can build in several days in between the two 7-week sessions and shorten the exam period. This will allow students a short break.  In addition to approval from UCC and the Postsecondary Council, the BPS program will also require approval of NECHE via a substantive change proposal. This is required for any degree program in which 50% or more of a degree will be delivered online. We are hoping to get these approvals in time to start the program in Spring 2022.  There is a need for an adult degree completion program, or bachelor degree completers who want to finish fast as seen in the National Student Clearing House graph below. While business/management is the most popular, social services is also a viable concentration.    66% of the degree completion graduates attended in-state institutions. Statewide recruitment was shown to be the most viable method for online degree completion programs at public institutions.  The BPS, initially, will be offered through two concentrations designed for a broad reach into the employment needs of the State: organizational leadership and social services. Each concentration is designed to provide knowledge and skills required for career advancement, delivered in an efficient way to support working adults with considerable workplace experience. There is an emphasis on diversity and ethics in both concentrations and a foundation in the arts and sciences through the BGS general education program.  The BPS will have an alternate General Education program explained below that will have COGE approval and meet NECHE standards (40 credits from three broad domains).  The Organizational Leadership concentration includes courses across two schools: Business and Arts & Sciences. The RI Department of Labor and Training (DLT) workforce statistics below show the top 10 occupations in RI requiring a bachelor’s degree (2018 and projected for 2028), half of which are a fit for the Organizational Leadership concentration:    While marketing will be necessary to promote this new degree and concentration, the college has a number of departments on campus with existing connections to RI businesses including Professional Studies & Continuing Education, the School of Business, the Alumni Association and the RIC Foundation. Omar Reyes, Director of Adult Programs and Policies in the Office of the Postsecondary Commissioner (RIC alumnus and former admissions staff), has expressed an interest as an advocate for the BPS (both concentrations) and will assist with connections to RIDLT.  The Social Services concentration includes courses across three schools: Social Work, Arts & Sciences and Education. Students in the Social Services concentration will also earn a Certificate in Nonprofit Studies as part of their BPS program. Earning a certificate during the degree program provides a first level of recognition of progress towards degree completion. Michael Andrade, adjunct faculty member in the School of Social Work and Director of the Certificate of Nonprofit Studies, works closely with 22 community provider agencies in Rhode Island. Most of the staff in these agencies have some college but no bachelor’s degree, which prevents career advancement. This will be the initial target recruitment group for this concentration. In addition, those who have completed the Certificate of Nonprofit Studies but do not have a bachelor’s degree may be interested in the BPS.  Going forward, we hope to be able to build in a certificate for the Organizational Leadership concentration which could be supported by work force development by the Department of Labor and Training (DLT).  The Bachelor of Professional Studies will include an optional prior learning assessment (PLA) component, with the development of a PLA portfolio in a new 1 credit course, included in section B. of this form: BPS 100 Prior Learning Assessment (PLA) Portfolio Development. It will be the first course in the program, program and also includes an introduction to Rhode Island College. The Dean of the School of Social Work and Dean of the School of Business will collaborate to select instructors for BPS 100 (until such time as the program grows to have its own director). The BPS 100 PLA portfolio process results in elective credit only which will be posted on the RIC transcript with the number of credits and a heading of "BPS portfolio credit." Any specific course credit the student might seek must be handled by the appropriate academic department.  Under the guidance of a fulltime or adjunct faculty member, students will document and validate knowledge, skills and competencies earned outside the traditional classroom via workplace learning, employer or armed service-sponsored training, experiential learning, organization and industry certifications, on-the-job-training, professional development, microcredentials, digital badging, continuing education units, self-education, etc. Students will submit a completed portfolio at the end of the course. The portfolio will be evaluated by the instructor for number of prior learning credits (PLA) to be awarded. Students may earn up to 32 credits for prior learning documented in their portfolio.  Some students may not need a portfolio to complete their degree depending on the number of prior college credits they have earned. However, a student could create a portfolio for a specific required course(s) in the program depending on their background and experience. A portfolio for specific RIC course credit is evaluated by the chair of the department of the course. College policy allows the transfer of up to 75 credits from other institutions. Students whose former credits are from Rhode Island College (such as Finish Strong students) do not have the 75-credit restriction. Depending on the number of prior college credits earned, some students will not need to create a portfolio. As with current transfer students, the best selection of credits will be used if the student is over the maximum number of credits allowed for transfer.  Students with a lower number of college credits or eligible prior learning portfolio credits may need to take some elective credits (which could include CLEP) to reach the 120-credit minimum needed for graduation. GEND 200 can be offered in the 7-week format and will be among the recommended choices for additional elective credit if needed. Additional courses may be added as options.  The alternate general education program will satisfy 35-36 of the 40 credits required for general education. A new science course, Science as a Way of Knowing, will be included, using PSCI 250 as a placeholder for this proposal, but will be created in time for the BPS students’ need to take it. The additional 4-5 credits which meet the college’s general education learning outcomes may come from prior earned college credit or if necessary, from additional credits taken prior to graduation at RIC.  For clarification, this table outlines how the BPS Gen Ed program articulates to the current  RIC Gen Ed program.   |  |  |  | | --- | --- | --- | | RIC 100 | BPS 100 Prior Learning Assessment (PLA) Portfolio Development\* | 1 | | 2nd Language | Waived, courses can count below |  | | Writing | FYW 100 First Year Writing, and ENGL 230W Workplace Writing\*, 231W Multimodal Writing\* or 232W Public and Community Writing\* | 8 | | FYS | Waived as done for transfers or a readmit. |  | | Connections | Waived |  | | MATH | MATH 139 Contemporary Topics in Mathematics or any mathematics course numbered 177 or higher | 4 | | Natural Science | PSCI 250 Science as a Way of Knowing or any other science course | 4 | | AQSR | | Art, History, Modern Languages | PHIL 206 Ethics\* plus one 100-level or higher course in art, dance, film, English (literature), history, modern languages, music or theatre | 6-7 | | Social & Behavioral Sciences | SOC 208 The Sociology of Race and Ethnicity\* and SOC 306 Work and Organizations\* | 8 | | **Total Credit Hours:  31-32 of the 40 required General Education credits** | | | | General Courses | OL: may count ECON 200, SS may count SWRK 325 | 4 | | Other Gen Ed | Prior earned college credit will be evaluated to determine which (if any) of the above or those additional credits 4-5 credits may be counted. If not, the student will have to take one to two additional Gen Eds prior to graduation (GEND 200 being one possible 7 week option). | 7-8 | | **Total Gen Ed 40** | | |   Bachelor of General Professional General Education learning outcomes:   1. Communicate effectively orally and in writing 2. Demonstrate the ability to think critically and work collaboratively 3. Develop an understanding of diverse populations 4. Develop awareness and appreciation of ethical issues in their field 5. Understand and engage in qualitative and quantitative data collection 6. Ability to analyze date for decision making 7. Learn how to integrate knowledge across disciplines   This is a starting model and we will get feedback from the students and faculty involved in the first cohort groups. The program needs to begin as a cohort model to get it up and running. That may change over time and while there will be no cross-over in terms of programs, there might be in terms of individual courses where adult students may take some regular RIC courses and if seats were available, a regular student could register for one of the BPS courses. The program can be adapted and changed in ways along the line to meet needs of both students and faculty once it is up and running.  Some students may need to and are able to take regular RIC courses on occasion even within the cohort model for a variety of reasons (had to drop or withdraw from a course; failed a course; synchronous time did not work; need to slow the pace; a preference to take an in-person or hybrid course, etc.). Options will exist for students (especially any current RIC students wishing to change to the BPS program) to work on the degree requirements outside of a cohort model.  This is a first bachelor’s degree program and may not be pursued as a second bachelor’s degree. In addition, students cannot double major using the BPS. Should a BPS student opt to change majors to one of RIC’s regular degree programs, the student must complete any additional degree requirements including the college’s regular General Education program.  For this program, the pandemic has had one positive outcome. Because of COVID, our faculty have gained far more experience with teaching online courses, including in our 6-week summer sessions. This is good preparation for taking on a 7-week online course in a regular semester.  In this online program, no course may ask for more than 50% of its class time to be taught synchronously, and that synchronous time needs to be scheduled for the evening or weekend. We plan to gather feedback on the first cohort after the two 7-week sessions in the fall semester (from both faculty and students) to ensure we are meeting student and program needs. It may be possible at some point to offer more courses asynchronously. Initially we want to be sure students do have some classes with their instructors present. Where there is a synchronous component, we must offer weekday sections later than 4pm, which is not “evening.” Ideally, this might be 5:30 or 6pm for courses offered Monday through Friday. Utilizing the weekend can expand the opportunities for scheduling.  Students in the BPS program will be registered for their courses because this is a pre-determined model with all students taking the same courses while we use cohorts while the program is in its nascent stage. Just as we do for Early Spring and Spring, students will be billed for both BPS sessions as one semester.  The semester schedule will be planned by consulting with the chairs whose departments have courses in the concentrations. **A tentative first year** might look like this for each concentration:  **ORGANIZATIONAL LEADERSHIP**   |  |  |  |  | | --- | --- | --- | --- | | **FIRST SEMESTER** | | **SECOND SEMESTER** | | | **First Session** | **Second Session** | **First Session** | **Second Session** | | BPS 100 1 cr | MGT 201 4cr | MGT 306 4cr | MATH 139 4cr | | ENGL 230W 4cr | SOC 208 4cr | ECON 200 3cr | MGT 320 4cr | | # Cr. 5 | # Cr. 8 | # Cr. 7 | # Cr. 8 | | **TOTAL CREDITS: 13** | | **TOTAL CREDITS: 16** | |   **SOCIAL SERVICES**   |  |  |  |  | | --- | --- | --- | --- | | **FIRST SEMESTER** | | **SECOND SEMESTER** | | | **First Session** | **Second Session** | **First Session** | **Second Session** | | BPS 100 1 cr | NPST 300 4cr | MATH 139 4cr | ENGL 230W 4cr | | SOC 208 4cr | SWRK 325 4cr | SOC 306 4cr | NPST 301 3cr | | # Cr. 5 | # Cr. 8 | # Cr. 8 | # Cr. 7 | | **TOTAL CREDITS: 13** | | **TOTAL CREDITS: 15** | | | | | | | |
| A.5. [Student impact](#student_impact) | **Will provide a realistic and targeted opportunity for adults with extensive work experience to complete a Rhode Island College bachelor’s degree. Students completing this degree will be more competitive for career advancement opportunities.** | | | | | |
| A.6. [Impact on other programs](#impact) | **Minimal, though it is possible some adult students currently attending RIC may opt for this new program instead of their current major, especially some of our Finish Strong students. Anecdotally, many Finish Strong students upon considering a return to RIC after years away, only ask what degree they can finish the most efficiently. It is not about finding their passion as much as it is about degree completion.** | | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **Initially the program will need a part-time program coordinator (which may need to grow as enrollment increases). Additional sections of courses (not needed every semester in the cohort model) that can be taught online and in a split semester format will be needed.**  **To address budgetary concerns about additional courses sections to be offered and staffed, the program will not run if students do not apply to the program and no department will have to provide extra courses. If the program is enrolled, then there will be extra funds to pay for the needed sections.**  **There will be a financial impact on faculty load and/or availability of adjuncts. Note: Because this is an online program, the options for adjuncts may be broadened since they do not have to live within traveling distance of RIC. The FCTL will be able to offer some resources.**  **Outside training (workshop, seminar) on portfolio development will be needed to prepare instructors of BPS 100.**  **The goal for cohort sections is to restrict those to BPS students only (which is part of the rationale for some overlap in cognates and concentration courses). As the program begins, students will be registered for their courses. In order to restrict those sections to BPS students, Records will need to set the seat cap at zero.** | | | | |
| [*Library*:](#library) | **none** | | | | |
| [*Technology*](#technology) | **Later hours that coincide with when BPS sections are offered may be needed from the Help Center.** | | | | |
| [*Facilities*](#facilities): | **none** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2021** | A.9. [Rationale if sooner than next Fall](#bookmark=id.3rdcrjn) | | **Program will not run until Spring 2022 but needs to be in the catalog, with a note to explain the delay—as needs NECHE approval.** | | |
| 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 preferred. Send catalog copy as a separate single Word file along with this form. | | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context.**

|  | Old ([for revisions only](#Revisions)) | 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) |  | **BPS 100** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Prior Learning Assessment (PLA) Portfolio Development** |
| B.4. [Course description](#description) |  | Students learn how to document learning and proficiencies mastered outside the classroom to develop a portfolio which will be evaluated for PLA credit, and will receive an orientation to RIC. |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  | **Fall Spring Summer**  **(to allow for the possibility of**  **additional cohort start dates or as a make-up or pre-program start)** |
| B.7. [Contact hours](#contacthours) |  | **1** |
| B.8. [Credit hours](#credits) |  | **1** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **S/U** |
| B.11. [Instructional methods](#instr_methods) |  | **Small group** |
| B.11.a [Delivery Method](#instr_methods) |  | [**Distance Learning**](#Hybrid) |
| B.12.[Categories](#required) |  | **Required for major** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **YES** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Portfolio submission |** |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **15-20** |
| B.17. [Redundancy statement](#competing) |  | **N/A** |
| 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)**?** |
| --- | --- | --- |
| For BPS 100  Development of a comprehensive and documented portfolio of prior learning experience |  | Portfolios will be assessed to determine the number of prior learning assessment (PLA) credits that can be awarded, to a maximum of 32. |

| B.20. [**Topical outline**](#outline)**:** |
| --- |
| 1. Portfolio creation and development    1. Understanding and identifying various forms of learning outside the classroom including workplace learning, employer or armed service-sponsored training, experiential learning, organization and industry certifications, on-the-job-training, professional development, microcredentials, digital badging, continuing education units, self-education.    2. Documenting and validating such learning    3. How to format a portfolio of prior learning    4. Creating a working draft(s)    5. Create and submit a final copy for credit award review |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal if this is a revision, but include the enrollment numbers for all proposals. Delete section C if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  | **In fall 2021, offer 1-2 cohort groups of 20 new adult students per cohort (to match the course cap for online instruction)** |
| C.2. [Admission requirements](#admissions) |  | **Adult students (25 and up); minimum of 5 years of documented comprehensive work experience; minimum of 24 earned college credits with a minimum cumulative GPA of 2.00.** |
| C.3. [Retention requirements](#retention) |  | **Minimum of 2.00 to remain in good academic standing** |
| C.4. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. |  | **CONCENTRATION IN ORGANIZATIONAL LEADERSHIP**  **BPS 460 Seminar in Organizational Leadership (4cr)**  **COMM 333 Intercultural Communication (4cr)**  **COMM 454 Organizational Communication (4cr)**  **ECON 200 Introduction to Economics (4cr)**  **MGT 201W Foundations of Management (4cr)**  **MGT 306 Management of a Diverse Workplace (4cr)**  **MGT 320 Human Resource Management (4cr)**  **MGT 322 Organizational Behavior (4cr)**  **MGT 341W Business, Government and Society (4cr)**  **CONCENTRATION IN SOCIAL SERVICES**  **BPS 461 Seminar in Social Services (4cr)**  **COMM 333 Intercultural Communication (4cr)**  **HPE 410 Managing Stress & Mental/Emotional Health (3cr)**  **NPST 300 Institute in Nonprofit Studies (4cr)**  **NPST 301 Financial Management in Nonprofit Studies (3cr)**  **NPST 402 Staff and Volunteer Management for Nonprofits (3cr)**  **NPST 404 Communications & Resource Dev. for Nonprofits (3cr)**  **SWRK 325 Diversity and Oppression II (4cr)**  **SWRK 326W Generalist Social Work Practice (4cr)**  **SPED 461 Understanding Autism Spectrum Disorders (3cr)**  **General Education Requirement**  This degree has a 40-credit General Education program which is a minimum requirement for all undergraduate programs. The Bachelor of Professional Studies is the only degree program at RIC with an approved alternate general education program. It includes several courses BPS students may have completed in prior college work and will not need to repeat. In addition, five specific courses will double count and apply to both concentrations (noted with an asterisk\*).   |  |  |  | | --- | --- | --- | | **General Education for BPS** | **Course(s)** | **#Cr.** | | Introduction to BPS | BPS 100 Prior Learning Assessment (PLA) Portfolio Development\* 1cr | 1 | | Professional Writing | FYW 100 First Year Writing and ENGL 230W Workplace Writing\*, 231W Multimodal Writing\* or 232W Public and Community Writing\* 8 cr | 8 | | Quantitative Skills | MATH 139 Contemporary Topic in Mathematics or any mathematics course numbered 177 or higher 4 cr | 4 | | Arts and Humanities | PHIL 206 Ethics\* 3cr plus one 100-level or higher course in art, dance, film, English (literature), history, modern languages, music or theatre 6-7 cr | 6-7 | | Science/AQSR | PSCI 250 Science as a Way of Knowing or any other science course 4cr | 4 | | Social & Behavioral Sciences | SOC 208 The Sociology of Race and Ethnicity\*, SOC 306 Work and Organizations\* 8 cr | 8 |   Total: 31-32 credits  Note: Students in Organizational Leadership may count ECON 200 and students in Social Sciences may count SWRK 325 towards four of the remaining general education credits. This leaves 4-5 additional credits to fulfill the college’s 40 credit general education requirement. Prior earned college credit will be evaluated to determine which (if any) of the above or those additional credits 4-5 credits may be counted. If not, the student will have to take one to two additional Gen Eds prior to graduation. GEND 200 can be offered in the 7-week format and will be among the recommended choices for additional Gen Ed credit if needed. |
| C.5. [Credit count](#credit_count) for each program option |  | **Organizational Leadership: 36cr**  **Social Services: 35 cr** |
| C.6. Program Accreditation (if relevant) |  |  |
| C.7. Other changes if any |  |  |
| C.8. [Program goals](file:///C:/Users/sabbotson/Documents/Curriculum/Program%20goals)  Needed for all new programs |  | **To tap the pool of 150,000 RI adults with some college and no degree.**  **To develop and grow a successful adult degree completion program**  **To create a new course delivery system using an online, cohort model with a split semester format.**  **Program goals for Organizational Leadership**  As business and industry grow more complex, employees seeking advancement to leadership positions will need more than foundational knowledge to succeed. In RI alone, nearly 150,000 adults have some college but no degree, providing lower opportunity for advancement.  The courses in the Organizational Leadership concentration are intended to prepare adult students with the critical skills and knowledge necessary for a broad range of middle management, supervisory, and leadership positions. Adding related courses in communication and sociology enhances critical thinking and students’ ability to synthesize and apply knowledge across disciplines.  The courses in the Bachelor of General Studies degree with a concentration in Organizational Leadership will teach:   * Knowledge of the foundational and organizational components of management. * Understanding and using basic economic principles to make decisions. * Critical analysis for understanding how and why behavioral processes occur. * Characteristics and skills needed for effective leadership. * Use and application of cross-discipline theory and practice in organizational communication. * Understanding how ethics shapes leadership. * Self-management skills, group management, and leadership styles. * Understanding and using knowledge about diverse groups through a cross-discipline lens.   **Program Goals for Social Services**  As the nonprofit sector continues to demonstrate significant growth, the industry has become more complex, requiring strong technical skills and knowledge for long-range sustainability and transparency.  To continue to fulfill their respective missions, nonprofit organizations require critical capacity in their employees.  As direct service workers comprise the larger part of staffing in organizations, the courses are intended to prepare students for direct service or initial supervisory positions in nonprofit organizations.  The addition of related courses in communication, health education and special education (from two additional Schools) enhances critical thinking and students’ ability to synthesize and apply knowledge across disciplines.  Recognizing this need, the courses in the BGS Social Services concentration will offer a continuum of learning in the following areas:     * Basic organizational components of nonprofits. * Critical analysis for understanding the impact of the major societal institutions on human behavior using social science theory and a social work value base. * Understanding of the issues facing social service workers and consumers by understanding the role of organizations in people’s lives. * Identify and demonstrate the characteristics and skills needed for strengths-based, collaborative, professional helping relationships. * Understand how social work values and ethics shape social work intervention and apply the NASW Code of Ethics to practice situations. * Gain further knowledge of self-management skills and leadership style. * An understanding of structural inequality, oppression, and the ideologies that perpetuate and rationalize it. * Understand and utilize knowledge about diverse groups to begin assessing and intervening in a manner appropriate to their gender, sexual identity, race, ethnicity, culture, religious beliefs, age, and physical and cognitive factors. * Gain professional development skills and apply program supervisory approaches. * Read and analyze nonprofit financial reports. |

D. Signatures

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE 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 |
| --- | --- | --- | --- |
| Jenifer Giroux | Associate Vice President, Professional Studies & Continuing Education |  | 2/26/2021 |
| Jayashree Nimmagadda | Interim Dean of School of Social Work (interim) |  | 2/18/2021 |
| Alema Karim | Interim Dean, School of Business | \*Approved via email | 2/21/2021 |
| Earl Simson | Dean, Faculty of Arts & Sciences | **Earl Simson** | 4/2/2021 |
| Jeannine Dingus Eason | Dean, School of Education |  | 2/23/2021 |
| Carolynn Masters | Dean School of Nursing | Image preview | 2/26/2021 |
| Giselle Auger | Chair, Communication | Giselle A. Auger | 4/4/2021 |
| Kemal Saatcioglu | Chair, Economics | \*Approved via email | 2/26/2021 |
| Alison Shonkwiler | Chair, English | \*Approved via email | 4/8/2021 |
| Carol Cummings | Chair, Health/Physical Education | \*Approved via email | 2/25/2021 |
| Connie Milbourne | Chair, Management | \*Approved via email | 2/19/2021 |
| Rebecca Sparks | Chair, Mathematical Sciences | \*Approved via email | 4/5/2021 |
| Michael Andrade | Nonprofit Studies | \*Approved via email | 3/15/2021 |
| Aaron Smuts | Chair, Philosophy | \*Approved via email | 2/18/2021 |
| Wendy Becker | Chair, BSW | \*Approved via email | 3/16/2021 |
| Mikaila Arthur | Chair, Sociology | \*Approved via email | 4/2/2021 |
| Joe Zornado | Chair, COGE | Joseph Zornado | 4/2/2021 |
| Leo Pinheiro | Chair, Graduate Committee |  | 3/5/2021 |
| Paul LaCava | Chair SPED | \*Approved via email | 2/19/2021 |
| Sarah Knowlton | Chair Physical Sciences |  | 4/2/2021 |
| Becky Caouette | Director of Writing | \*Approved via email | 4/12/2021 |
| Leslie Schuster | Director of Gender and Women’s Studies | \*Approved via email | 4/6/2021 |

##### 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 |
| --- | --- | --- | --- |
| Ducha Hang | Interim Vice President, Student Success | https://attachments.office.net/owa/hshadoian%40ric.edu/service.svc/s/GetAttachmentThumbnail?id=AAMkADY1OWM0NGJhLTE3OTgtNDYzNS05YjJlLTY4ODM2NGUzYzIwMgBGAAAAAAAisy6yC%2FGHQYiJL2kyuF9SBwCnV8LklneSTqijnyTHhTQgAAAAAAEMAACnV8LklneSTqijnyTHhTQgAAR8enJMAAABEgAQAB1Z7IWp2WxOqaYuGQxWURo%3D&thumbnailType=2&token=eyJhbGciOiJSUzI1NiIsImtpZCI6IjMwODE3OUNFNUY0QjUyRTc4QjJEQjg5NjZCQUY0RUNDMzcyN0FFRUUiLCJ0eXAiOiJKV1QiLCJ4NXQiOiJNSUY1emw5TFV1ZUxMYmlXYTY5T3pEY25ydTQifQ..Okdryrv3Jbrkd5HEQMeIpMK4MJweKX-Qa69AlBwgNcqkbtT-U0EESn7DPQnFJBcB-wAZIWWDNKK4u1CfDlU33geIape8gl9wqQUMDZeSn6WvkDb8hDpZBuk6t-bTwAxpJI0kxNpTQCo4ZIWE-JyW_xNYK3WKHxUo-vqudrRNlxSGgMjpEHGq-gyI5yPi4M5lPAMkrnBUv1gM7-OC3nzF-fmmcEWfqApSrJkbY_Hxvq0us4zlXRgA1fR_PMAc2qN_BjlL4B2mimoa1s26adu8QGpojqLxdLWJ_Obqn81ou3btoax6e3cYqEQyvLwo_ABwIIwWm78L0g-OL38JQ62rrQ&X-OWA-CANARY=vG_nz7Ajh0-oNVntjJKypiAMExbc3NgYrDfXKY0Ek5tQen7PTV7qaYMPDrGXnzxxTPn7tDGS47w.&owa=outlook.office.com&scriptVer=20210222004.08&animation=true | 2/28/2021 |
| James Tweed | Dean of Enrollment Management | \*Acknowledged via email | 3/1/2021 |
| Chris Marco | Director FCTL | \*Acknowledged via email | 2/25/2021 |
| Jon Bartelson | Assistant VP Information Services | \*Acknowledged via email | 3/18/2021 |