# 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. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not ever delete any of the numbered categories—if they do not apply leave them blank. ALL numbered categories in section (A) must be completed. If there are no resources impacted it is okay to put “none” in A. 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ENGL 203: Career readiness for humanities majors** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A. 1b. Academic unit | **Faculty of Arts and Sciences** | | | |  |
| A.2. [Proposal type](#type) | **Course: creation |** | | | |  |
| A.3. [Originator](#Originator) | **Maureen Reddy** | [Home department](#home_dept) | **English** | | |
| A.4. [Context and Rationale](#Rationale)  Note: Must include additional information in smart tip for all [new programs](#type) | **Across the US, the number of students majoring in English and other Humanities disciplines has been declining for almost a decade, with students often citing concerns about employment as their primary reason for choosing a major. At the same time, employers consistently list the skills and attributes acquired in the Humanities as what they want from their employees (notably critical thinking, ability to work collaboratively, and writing skills). There is obviously a disconnect between what employers say they want and what students think will lead to employment. This course aims to address that disconnect by helping students to use their studies in General Education courses and in the early stages of their Humanities majors to work on career readiness. This course will introduce students to the range of careers available to Humanities majors, while also giving them concrete guidance in creating professional materials of their own (resumes, LinkedIn profiles, portfolios, and the like). It is open to any student in any major who has completed the FYW course (or equivalent. elsewhere) and a total of 15 credit hours.**  **This one-credit elective course supplements other career readiness efforts across the English curriculum, including a unit in all 12x courses and dedicated elements of ENGL 200 and ENGL 460.** | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | **This course will help students to understand their Humanities major, get the most from that major based on their own interests, and prepare for employment post-graduation.** | | | | |
| A.6. [Impact on other programs](#impact) | **Students in majors other than English will also be able to take this course, so the same benefits as mentioned in A5 would accrue to them.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **One faculty member annually at 1 FLH** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **Classroom** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2022** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use the tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised:  <https://ric.smartcatalogiq.com/en/2021-2022/Catalog/Courses/ENGL-English>  Add: ENGL 203 Career Readiness for Humanities Majors | | | | | |

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)) 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) |  | **ENGL 203** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Career Readiness for Humanities Majors** |
| B.4. [Course description](#description) |  | Students learn about the range of careers available to Humanities majors, while also getting concrete guidance in creating professional materials of their own, including resumes, LinkedIn profiles, and portfolios. Graded S/U. |
| B.5. [Prerequisite(s)](#prereqs) |  | FYW 100, FYW 100H or FYW 100P (or completion of the college writing requirement) and completion of at least 15 credits. |
| B.6. [Offered](#Offered) |  | **Annually** |
| 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) |  | **| Lecture |** |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus** |
| B.12. CATEGORIES  12. a. [How](#required) to be used |  | **Free elective** |
| 12 b. Is this an Honors  course? |  | **NO** |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. |  | **NO |**  **category:** |
| 12. d. Writing in the  Discipline (WID) |  | **NO** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | | Presentations |**  **Class Work | Interviews | |**  **| Projects |** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **30** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  | |

| B.17**.** [**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)**?** |
| --- | --- | --- |
| Understanding of humanities careers |  | Class work, including work autobiography |
| Basic career readiness |  | Resume, LinkedIn profile, portfolio |
| How to research professional possibilities |  | Project |

| B.18. [**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 does it mean to be a Humanities major?  a) survey of academic fields in the Humanities  b) critical skills acquired across Humanities disciplines  2) How do I figure out what I want in a career?  a) self-assessment (using CDC’s TypeFocus)  b) exploration of employment options for Humanities careers (using CDC’s tool from University of Tennessee)  c) career paths taken by RIC Humanities majors (alumni panels: work as writers, editors,  social services, law school, library school, non-profits)  3) How do I explore the possibilities that interest me?  a) individualized research project  b) interview with a person in the field (connect via HandShake)  c) Internship possibilities for future years (panel of students and alums who have done internships)  4) How do I get started building a professional profile?  a) resume writing (with CDC)  b) LinkedIn profile  5) How do I prove to employers that I have the skills they want?  a) portfolio, using LinkedIn and Portfolium  6) What other than classes might deepen my understanding of Humanities and enhance my employability?  a) Study abroad options, including Fulbright  b) Honors theses and other directed research possibilities  c) How and who to ask for letters of recommendation and/or to serve as references  7) Will I need or want to pursue education beyond the BA?  a) Thinking about graduate school |

## 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. 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 |
| --- | --- | --- | --- |
| Alison Shonkwiler | Chair of English | Alison Shonkwiler | 12/7/2021 |
| Earl Simson | Dean of Arts and Sciences | **Earl Simson** | 1/20/2022 |

##### 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 |
| --- | --- | --- | --- |
| Sadhana Bery | Director of Africana Studies Program | \*acknowledged by e-mail | 12/7/2021 |
| Leslie Schuster | Director of Gender & Women’s Studies Program | \*acknowledged by e-mail | 12/7/2021 |
| Moonsil Kim | Director of Global Studies Program | \*acknowledged by e-mail | 12/7/2021 |
| Elisa Miller | Chair of History | Elisa Miller | 12/14/2021 |
| Thomas Schmeling | Director of Liberal Studies Program | \*acknowledged by e-mail | 12/7/2021 |
| Eliani Basile | Chair of Modern Languages | Eliani Basile | 1/20/2022 |
| Glenn Rawson | Chair of Philosophy | \*acknowledged by e-mail | 12/8/2021 |