# 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) | **Pol 335 Jurisprudence and the American Judicial Process** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A. 1b. Academic unit | **Faculty of Arts and Sciences |** | | | |  |
| A.2. [Proposal type](#type) | **Course: revision** | | | |  |
| A.3. [Originator](#Originator) | **Thomas Schmeling** | [Home department](#home_dept) | **Political Science** | | |
| A.4. [Context and Rationale](#Rationale)  Note: Must include additional information in smart tip for all [new programs](#type) | Proposal:   1. Renumber POL335 to POL330 2. Minor revision to course description 3. Change to four credits.   The Law & Courts courses in Political Science are currently numbered 331-335. The higher number or 335 sometimes makes students think that it should be taken *after* the other courses. While POL 335 is not a prerequisite for any of the other courses, it is more general in its focus and is appropriate a first or second law course  POL335 is one of the few remaining Political Science courses that have not been converted from 3 to 4 credits. This is largely due to the course having been taught by adjunct faculty in recent years.  The description is updated to reduce the use of passive voice and add clarity regarding content.  The rationale for the change to four credits is largely pedagogical, though it will have other benefits as well.  *Incorporation of* *active learning components*: In a course that focuses on courts and court decisions, a “you be the judge” segment provides an apt context for active student learning. After exposure to relevant principles of law though readings and lecture, and exploration the implications of these principles in class discussion, students are presented with a hypothetical fact situation and asked play the role of a juror or judge applying the legal principles they have learned to render a decision and explain their reasoning.  This can be done in several ways:  A. Students role-play as trial judges, rendering a verdict based on case facts and the law. This allows them to test their knowledge of legal principles. In debriefing after the simulation, the decision of the real-life judge is revealed. Comparing that decision to their own not only helps them understand the principles better, but also illustrates the role of judicial discretion and why different judges can reach different verdict under the same set of facts.  B. Students role-play as jurors rendering a verdict. This tests their knowledge of legal principles and helps them understand the dynamics of collective decision-making. Comparing their own experience with videos of actual jury deliberations allows them to understand jury dynamics more fully.  C. Students role play as appellate judges reviewing the decision of a lower court. Appellate courts are collegial bodies so this amounts to a group learning exercise. In addition to applying legal rules, students must argue persuasively to convince the other judges in the group and marshal support for their proposed decision. Appellate decisions are also (mostly) written decisions, so this provides an opportunity for in-class writing exercises.  One such exercises each week of class would easily fill the additional hour of contact time created by the move to 4 credits | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | POL 335 is one of a small number of Poli Sci courses that never transitioned to 4 credits. The inconsistency confuses students, and they tend to avoid from 3 credit courses.  •The additional credit makes it easier for students to maintain a full-time course load with 3 courses.  •Increased contact hours allows more in depth coverage and coverage of more topics. | | | | |
| A.6.a. [Impact on other programs](#impact) | This course counts as a restricted elective in the Justice Studies major and minor. Adds 1 credit to the lower possible total credits of that major or minor for students who choose this course, and they will need to update this change on their Rhode Map. | | | | |
| A.6.b. Will this impact [transfer agreements](Check%20relevant%20JAAs,%202+2s,%20and%20if%20a%20course%20you%20are%20revising%20or%20deleting%20is%20one%20with%20a%20transfer%20agreement)? Explain how and list what needs to be updated. | None- This course is not in any transfer agreement | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | One additional load hour for the instructor. | | | |
| [*Library*:](#library) | None | | | |
| [*Technology*](#technology) | None | | | |
| [*Facilities*](#facilities): | None | | | |
| 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 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: | | | | | |

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) | POL 335 | POL 330 |
| B.2. Cross listing number if any | NONE |  |
| B.3. [Course title](#title) | Jurisprudence and the American Judicial Process | Jurisprudence and the American Judicial Process |
| B.4. [Course description](#description) | The nature of law is examined through the analysis of selected theories of jurisprudence. Attention is given to judicial organization and process, judicial administration and politics, and judicial behavior at both the state and national levels. | Students examine and compare theories of law and legal reasoning, focusing on how judges determine what the law is and apply it to decide cases across different areas of law. |
| B.5. [Prerequisite(s)](#prereqs) | One 200-level political science course or consent of department chair. | One 200-level political science course or consent of department chair. |
| B.6. [Offered](#Offered) | [As needed](#As_needed) | As needed. |
| B.7. [Contact hours](#contacthours) | 3 | 4 |
| B.8. [Credit hours](#credits) | 3 | 4 |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) | Letter grade | Letter grade |
| B.11. [Instructional methods](#instr_methods) | Lecture | Lecture |
| B.11.a [Delivery Method](#instr_methods) | On campus | On campus |
| B.12. CATEGORIES  12. a. [How](#required) to be used | Restricted elective for major/minor | Free elective | Restricted elective for major/minor | Free elective |
| 12 b. Is this an Honors  course? | NO | NO |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. | NO | | NO | |
| 12. d. Writing in the  Discipline (WID) | NO | NO |
| B.13. [How will student performance be evaluated?](#performance) | Attendance | Class participation | Exams | Papers |  Class Work | Quizzes | | Attendance | Class participation | Exams | Papers |  Class Work | Quizzes | |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) | ≤30 | ≤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)**?** |
| --- | --- | --- |
| Students understand and articulate different views of the nature of law and the implications of each |  | Exams  Papers  In- class discussion  Exercises & Simulations |
| Students understand the main elements of the judicial process in civil and criminal cases and can apply them. |  | Exams  Papers  In- class discussion  Exercises & Simulations |
| Students understand the main principles of various areas of law and can apply them. |  | Exams  Papers  In- class discussion  Exercises & Simulations |

| 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. Law    1. Purposes, sources, and types. 2. Courts    1. Trial Process and appellate process 3. Judicial Decisions    1. Explore normative models of judicial decision making in diverse contexts- how should judges decide? 4. In-depth Study of an area of substantive law    1. Criminal Law    2. Tort Law    3. Property Law    4. Contract Law    5. Constitutional Law |

## 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.

##### Table Description automatically generated