# 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. ALL numbered categories in section (A) must be completed. 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 delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted please put “none” in each A. 7 category.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **cOLL 251 Introduction to RIC Peer Mentor Practicum** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences. *(Students from all schools are eligible to participate).*** |  |
| A.2. [Proposal type](#type) | **Course: Creation**  |  |
| A.3. [Originator](#Originator) | **Alie Drew** | [Home department](#home_dept) | **New Student Programs** |
| A.4. [Context and Rationale](#Rationale) Note: Must include additional information in smart tip for all [new programs](#type) | **The Office of New Student Programs works collaboratively with the Coordinator of RIC 100 to facilitate the RIC 100 Peer Mentor Program. Currently enrolled students apply to serve as RIC 100 Peer Mentors to mentor new students enrolled in a section of RIC 100. Once they are selected as Peer Mentors, they enroll in COLL 251 in conjunction with assisting with an assigned RIC 100 instructor and a section and serving as a Peer Mentor. The focus of the course is on student development theory and putting leadership and mentoring skills into practice. The Practicum provides support, additional training, debriefing, and updates for the mentors.****RIC 100 Peer Mentors provide valuable peer-to-peer interactions with new students through RIC 100 class time, in-person semester check-ins, and constant contact and engagement within the RIC community. The Peer Mentor Program has been a part of the RIC 100 program since inception in 2018-2019 and has run as a successful topics course (COLL 251) in Fall 2022 and Spring 2023, with approximately 20 students enrolled. We hope to grow this program to ensure adequate staffing of peer mentors one-to-one for each RIC-100 section, and make this course official through UCC. This practicum serves as an incentive for the Peer Mentors who dedicate their time both in and outside the RIC 100 course.** **The development of the RIC 100 course and the subsequent Peer Mentor Program was initially developed to assist with student retention, improving first year students’ experiences, and having impact on the graduation rate. The Peer Mentors also provide some great insight to the student experiences and work with the Director to share student stories with the RIC-100 working group. The Peer Mentor program has a direct impact on the success and satisfaction of students the RIC 100 program and is an integral part of student retention and student success in their first year.** **All sections of the course would share a common syllabus overseen by the Director of New Student Programs in conjunction with the RIC 100 curriculum. Sections will be capped at the number of seats correlating to the number of sections of RIC 100 offered during a given semester. (i.e. 10 Peer Mentors to 10 Sections of RIC 100).** **The course meets once weekly, during “free period” immediately following RIC 100 (Wednesdays 12-12:50) on Wednesdays, 1-1:45, so as not to interfere with other courses. One section will be held in the Fall term, and one section in the Spring term to accommodate both Fall and Spring enrollment.** |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **Through the RIC 100 Peer Mentor Program, students have the ability to connect with their fellow Peer Mentors to develop a sense of community, and affinity amongst program participants. In addition to person growth and connection to the community Peer Mentors significantly impact the RIC 100 program and it’s outcomes. Some of the mentor benefits include:****Mentor Benefits:*** **Increased Confidence**
* **Leadership Development**
* **Career Advancement**
* **New Perspectives**
* **Improved Communication Skills**
* **Critical Thinking Practice**

**The existence of a Peer Mentor program connected with RIC 100 provides great value to the program by enriching both student and mentor experience. In a 2017 article written by the University of California, data driven outcomes indicate that “students felt significantly more integrated and connected to their university at the end of their first semester compared with non-mentored students; which might reinforce their persistence toward graduating.” (Dani Yomtov1, 2017)****Since 2018 we have had 70 students participate in the RIC-100 Peer Mentor Program.**Dani Yomtov1, S. W. (2017). Can Peer Mentors Improve First-Year Experiences of University Students? *Journal of College Student Retention: Research, Theory & Practice*, 26,27. |
| **A.6.** [**Impact on other programs**](#impact) | **This course impacts RIC 100. By aligning First Year Experience programming, student support services, and proactive outreach to first year students with the launch of this course, the overall impact should be positive, especially in retaining first year students. By providing Mentors to the RIC 100 program we provide support to students as they adjust to a new environment, meet new people, and navigate academic expectations. Having a mentor can significantly impact the students experience and provide plenty of long-term benefits beyond your college years.****Mentee Benefits:*** **Increased Confidence**
* **Skill Development**
* **Career Advancement**

(RIC-100 Proposal 2018-2019) |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **Open Books Open Minds Book (OBOM) (Selection varied by year)** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **FALL 2023** | 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: **None** |
| 1. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](https://emailric.sharepoint.com/sites/U_NewStudentPrograms/Shared%20Documents/New%20Student%20Orientation/RIC-100%20Peer%20Mentor%20Program/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated.**

**N/A** |
| 1. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance.

**N/A** |

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. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples 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)  |  | **COLL 251** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Introduction to RIC Peer Mentor Practicum** |
| B.4. [Course description](#description)  |  | **Students support the facilitation of RIC 100, while applying skills learned from student development theory, including leadership practices, class engagement, and peer interactions. (May be repeated for a maximum of 8 credits). Graded S/U.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **Completion of at least 24 college credits, application to the Peer Mentor Program, and interview with Director.** |
| B.6. [Offered](#Offered) |  | **Fall | Spring |** |
| B.7. [Contact hours](#contacthours)  |  | **2** |
| B.8. [Credit hours](#credits) |  | **2** |
| B.9. [Justify differences if any](#differences) | This course requires a combination of classroom time for facilitation of RIC-100 (50 minutes) and the RIC-100 Practicum (40 minutes) and 30 minutes of Peer-To-Peer student meetings weekly for a total of 2 hours weekly.  |
| B.10. [Grading system](#grading)  |  | **Pass/Fail (graded S/U)** |
| B.11. [Instructional methods](#instr_methods) |  | **Practicum**  |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus | Synchronous**  |
| 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 | Class Work |Field Work** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **15-28 (Depending on # RIC-100 Sections offered based on enrollment)** |
| B.15. [Redundancy statement](#competing) |  | **No** |
| B. 16. Other changes, if any | N/A |

| 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)**?** |
| --- | --- | --- |
| **Increased Confidence** |  | Self-report in journal entries and a culminating presentation at the end of the semester.  |
| **Leadership Development** |  | Strengths based assessment and reflection. Self-report in journal entries and a culminating presentation at the end of the semester.  |
| **Career Development** |  | Written and verbal communications such as interviews, presentations, and resume writing. |
| **New Perspectives** |  | Pre and Post Reflection  |
| **Improved Communication Skills** |  | Through development of course presentations, activities and journal entries.  |
| **Critical Thinking Practice** |  | Self-report in journal entries and a culminating presentation at the end of the semester. |
|  |  |  |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1) Supporting Students Transition to College a. college culture b. program expectationsc. understanding institutional structured. role of the Peer Mentor e. developing a communication strategy2) Navigating RIC a. overview of campus resources b. supporting students with MyRIC and Blackboard3) Developing new perspectives  a. the value of self-reflection b. mental health, including dealing with stress d. understanding your own learning style e. overcoming barriers4) Skills a. setting expectations b. computer literacy c. time management d. listening and note-taking e. study skills f. assessment 7) Tackling Big Topics a. Navigating the hidden curriculum  b. diversity and cultural competence c. ethics d. critical thinking8) Getting involved beyond the classroom a. student clubs and activities b. developing engaging activities in the classroom c. attending community events with RIC-100 students9) Looking toward the future a. exploring careers b. Clifton Strengths Assessment b. building a resume and portfolio (Portfolium) |

## 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 to the current Chair of UCC. Check UCC website for due dates. Do NOT convert to a .pdf.

##### 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 |
| --- | --- | --- | --- |
| Alie Drew | Director of New Student Programs / Instructor |  | 4/25/23 |
| Zubeda Jalalazi | RIC-100 Coordinator/ Faculty Sponsor | page6image54548160 | 4/28/23 |
| Ducha Hang | AVP Student Success  | page6image54585088 | 4/27/23 |
| Earl Simson | Dean of Arts & Sciences | Earl Simson | 5/2/23 |

##### 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 |
| --- | --- | --- | --- |
| Marianne Raimondo | Dean, School Of Business | \*acknowledged by e-mail | 4/28/23s |
| Jeannine Dingus-Eason | Dean, Feinstein School of Education | page6image54553984 | 4/28/23 |
| Justin Dilibero | Dean, School of Nursing | \*acknowledged by e-mail | 5/1/23 |
| Jayashree Nimmagadda | Dean, School of Social Work | \*acknowledged by e-mail | 5/1/23 |