# 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](#Proposal)  | **HIST 201; HIST 202; HIST 203; HIST 204; HIST 209; HIST 217; HIST 218; HIST 219; HIST 220: HIST 221; HIST 222; HIST 223; HIST 224; HIST 234; HIST 235; HIST 236; HIST 238; HIST 239; HIST 241; HIST 242; HIST 243** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences |**  |  |
| A.2. [Proposal type](#type) | **Course: revision |** |  |
| A.3. [Originator](#Originator) | **Dr. Elisa Miller** | [Home department](#home_dept) | **History** |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery.  | **The History Department is removing its prerequisite of “Completion of one of the following; HIST101,102,103, 104,105,106,107,108 (or 161), or consent of department chair” for its 200-level offerings of HIST 201 United States History: 1400 to 1800; HIST 202 United States History: 1800 to 1920; HIST 203 United States History: 1920 to the Present; HIST 204 Global History Since 1600; HIST 209 The American Revolution; HIST 217 American Gender & Women’s History; HIST 218 American Foreign Policy: The Cold War & Beyond; HIST 219 Popular Culture in 20th Century America; HIST 220 Ancient Greece; HIST 221 The Roman Republic; HIST 222 The Roman Empire; HIST 223 Medieval Europe; HIST 224 Modern Europe; HIST 234 Challenges and Confrontations: Women in Europe; HIST 235 Voices of the Great War; HIST 236 Post-Independence Africa; HIST 238 Early Imperial China; HIST 239 Japanese History through Art and Literature; HIST 241 Colonial & Neocolonial Latin American History; HIST 242 Modern Latin America; and HIST 243 Latino Peoples and US History.** **These courses were revised a few years ago with the express purpose of making them accessible for a general audience without previous background. The 100-level prerequisite had been kept in revising these courses for the 200 level courses more as a default measure because all Rhode Island College students had to take a general education history course, and less that success in 200 level courses was predicated on having a 100-level history level first. Removing the prerequisites from these 200 level courses puts them in line with Community College of Rhode Island prerequisite policies. Transfer students from CCRI have earned RIC credit from some of these 200 level CCRI courses that do not contain any 100-level prerequisites and this revision would allow RIC students the same access to the courses as the CCRI students.****The proposed changes to the Rhode Island College’s General Education program will mean that not all RIC students will take a 100-level Gen Ed. history course. Without changing the prerequisite policy, those students would then be kept from taking the History 200 level courses despite these being appropriate for a general audience.** **In Person, Hybrid, Online will be added to the end of each description.** |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **The student impact will be positive, as it will remove restrictions on their ability to register for these intellectually stimulating courses. It will also allow students to enroll in these 200-level history courses under a reconfigured general education program.** |
| A.6. [Impact on other programs](#impact)  | **The proposal seeks the acknowledgement of the Chairs or Program Directors of Africana Studies, Modern Language (LAS Minor), Environmental Studies, Global Studies, Elementary Education, Education Studies, and International NGOs and Nonprofit Studies (as well as the deans of FAS and FSEHD). The prerequisite changes to HIST 201; HIST 202; HIST 203; HIST 204; HIST 209; HIST 217; HIST 218; HIST 219; HIST 220: HIST 221; HIST 222; HIST 223; HIST 224; HIST 234; HIST 235; HIST 236; HIST 238; HIST 239; HIST 241: HIST 242; HIST 243 affect these programs or departments since they use some of these courses in their respective programs. These prerequisite changes will not negatively affect these departments and programs. (Current catalog includes a PHIL minor but that was deleted earlier in the year and will not be in next year’s catalog).** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_\_\_RIC Campus \_\_\_NEC \_\_\_Other \_\_X\_\_ None** |
| *Technology: (for online delivery. Must be RIC supported)*The VP of Information Services should be consulted prior to submission and their approval signature included. | **No change in the current use of information services.**  |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | 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: |
| A. 12 **Check to see if your proposal will impact any of our** **transfer** **agreements,** **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** |
| A. 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. |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable. Please note, that while the UCC requests information about a course’s modality, approval of the proposal does not constitute approval of any specific faculty to teach the course using that modality—that needs to be approved within the department/school.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON 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)  | **HIST 201; HIST 202; HIST 203; HIST 204; HIST 209; HIST 217; HIST 218; HIST 219; HIST 220: HIST 221; HIST 222; HIST 223; HIST 224; HIST 234; HIST 235; HIST 236; HIST 238; HIST 239; HIST 241: HIST 242; HIST 243** | **Same** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **HIST 201 United States History: 1400 to 1800; HIST 202 United States History: 1800 to 1920; HIST 203 United States History: 1920 to the Present; HIST 204 Global History Since 1600; HIST 209 The American Revolution; HIST 217 American Gender & Women’s History; HIST 218 American Foreign Policy: The Cold War & Beyond; HIST 219 Popular Culture in 20th Century America; HIST 220 Ancient Greece; HIST 221 The Roman Republic; HIST 222 The Roman Empire; HIST 223 Medieval Europe; HIST 224 Modern Europe; HIST 234 Challenges and Confrontations: Women in Europe; HIST 235 Voices of the Great War; HIST 236 Post-Independence Africa; HIST 238 Early Imperial China; HIST 239Japanese History through Art and Literature; HIST 241 Colonial & Neocolonial Latin American History; HIST 242 Modern Latin America; HIST 243 Latino Peoples and US History** | **Same** |
| B.4. [Course description](#description)  |  | **Add In Person, Hybrid, Online to the end of each one.** |
| B.5. [Prerequisite(s)](#prereqs) | **Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 103H, HIST 104, HIST 104H, HIST 105, HIST 105H, HIST 106, HIST 107, HIST 108, or consent of department chair** | **None** |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |

|  |  |  |
| --- | --- | --- |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Type of cours](#instr_methods)e  |  |  |
| B.12. CATEGORIES 12. a. [How](#required) to be used | **Major/minor | Free elective |**  | **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)  |  |  |
| B.14 Recommended class-size |  |  |
| 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) |
| --- | --- | --- |
|  |  | Click Tab from here to add rows |

**C.** [**NEW OR REVISED COURSES**](#delete_if) **THAT ARE DESIGNATED AS HYBRID (CANNOT BE MORE THAN 49% ONLINE). IF ALSO IN PERSON/FULLY ONLINE, COMPLETE C. 1, 3, 11, 13, 14, 17 and 18.**

**Delete section C. if the proposal does not include a new or revised HYBRID course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in C. 1 and C. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses. Please note, that while the UCC requests information about a course’s modality, approval of the proposal does not constitute approval of any specific faculty to teach the course using that modality—that needs to be approved within the department/school.**

|  | 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. |
| --- | --- | --- |
| C.1. [Course prefix and number](#cours_title)  | **HIST 201; HIST 202; HIST 203; HIST 204; HIST 209; HIST 217; HIST 218; HIST 219; HIST 220: HIST 221; HIST 222; HIST 223; HIST 224; HIST 234; HIST 235; HIST 236; HIST 238; HIST 239; HIST 241: HIST 242; HIST 243** | **Same** |
| C.2. Cross listing number if any |  |  |
| C.3. [Course title](#title)  | **HIST 201 United States History: 1400 to 1800; HIST 202 United States History: 1800 to 1920; HIST 203 United States History: 1920 to the Present; HIST 204 Global History Since 1600; HIST 209 The American Revolution; HIST 217 American Gender & Women’s History; HIST 218 American Foreign Policy: The Cold War & Beyond; HIST 219 Popular Culture in 20th Century America; HIST 220 Ancient Greece; HIST 221 The Roman Republic; HIST 222 The Roman Empire; HIST 223 Medieval Europe; HIST 224 Modern Europe; HIST 234 Challenges and Confrontations: Women in Europe; HIST 235 Voices of the Great War; HIST 236 Post-Independence Africa; HIST 238 Early Imperial China; HIST 239Japanese History through Art and Literature; HIST 241 Colonial & Neocolonial Latin American History; HIST 242 Modern Latin America; HIST 243 Latino Peoples and US History** | **Same** |
| C.4. [Course description](#description)  |  | **Add In Person, Hybrid, Online to the end of each one.** |
| C.5. [Prerequisite(s)](#prereqs) | **Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 103H, HIST 104, HIST 104H, HIST 105, HIST 105H, HIST 106, HIST 107,HIST 108, or consent of department chair** | **None** |
| C.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  |  |
| C.7. [Contact hours](#contacthours)  |  |  |
| C.8. [Credit hours](#credits) |  |  |
| C.9. [Justify differences if any](#differences) |  |

|  |  |  |
| --- | --- | --- |
| C.10. [Grading system](#grading)  |  |  |
| C.11. a. [Type of cours](#instr_methods)e  |  |  |
| C.11.b Instruction mode with percentage | **Hybrid % online** **Up to 49%**  | **Hybrid % online****Up to 49%**  |
| Reminder: Instructors are responsible for ensuring their course meets accessibility standards and provides accommodations identified by Disability Services (find links).  |
| C.11.c. For online components only: How will students engage with the content  | **Lectures (recorded) | Lectures (synchronous) | Course readings | Videos or other recordings | Practice or other activities |**  |  **Lectures (recorded) | Lectures (synchronous) | Course readings | Videos or other recordings | Practice or other activities |**  |
| C.11.d. How will students engage with other students  | **In-class discussions | Class activities | Online discussion boards | Team/group projects | Social media | Shared documents |**  | **In-class discussions | Class activities | Online discussion boards | Team/group projects | Social media | Shared documents |**  |
| C.12. CATEGORIES 12. a. [How](#required) to be used | **Major/Minor |**  | **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** |
| C.13. [How will student performance be evaluated?](#performance)  | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work | Interviews | Quizzes |****Projects | Discussion board | LMS participation** | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work | Interviews | Quizzes |****Projects | Discussion board | LMS participation** |
| C.14 [Recommended class-size](#class_size) |  |  |
| C.15. [Redundancy statement](#competing) |  |  |
| C. 16. Other changes, if any |  |

| C.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) |
| --- | --- | --- |
|  |  | Click Tab from here to add rows |

**D.** [**NEW OR REVISED COURSES**](#delete_if) **THAT ARE FULLY ONLINE: SYNCHRONOUS OR ASYNCHRONOUS. IF ALSO IN PERSON/HYBRID, COMPLETE D. 1, 3, 11, 13, 14, 17 and 18.**

**Delete section D. if the proposal does not include a new or revised course that is fully ONLINE. As in section A. do not highlight but simply delete suggested options not being used. Always fill in D. 1 and D. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses. Please note, that while the UCC requests information about a course’s modality, approval of the proposal does not constitute approval of any specific faculty to teach the course using that modality—that needs to be approved within the department/school.**

|  | 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. |
| --- | --- | --- |
| D.1. [Course prefix and number](#cours_title)  | **HIST 201; HIST 202; HIST 203; HIST 204; HIST 209; HIST 217; HIST 218; HIST 219; HIST 220: HIST 221; HIST 222; HIST 223; HIST 224; HIST 234; HIST 235; HIST 236; HIST 238; HIST 239; HIST 241: HIST 242; HIST 243** | **Same** |
| D.2. Cross listing number if any |  |  |
| D.3. [Course title](#title)  | **HIST 201 United States History: 1400 to 1800; HIST 202 United States History: 1800 to 1920; HIST 203 United States History: 1920 to the Present; HIST 204 Global History Since 1600; HIST 209 The American Revolution; HIST 217 American Gender & Women’s History; HIST 218 American Foreign Policy: The Cold War & Beyond; HIST 219 Popular Culture in 20th Century America; HIST 220 Ancient Greece; HIST 221 The Roman Republic; HIST 222 The Roman Empire; HIST 223 Medieval Europe; HIST 224 Modern Europe; HIST 234 Challenges and Confrontations: Women in Europe; HIST 235 Voices of the Great War; HIST 236 Post-Independence Africa; HIST 238 Early Imperial China; HIST 239Japanese History through Art and Literature; HIST 241 Colonial & Neocolonial Latin American History; HIST 242 Modern Latin America; HIST 243 Latino Peoples and US History** | **Same** |
| D.4. [Course description](#description)  |  | **Add In Person, Hybrid, Online to the end of each one.** |
| D.5. [Prerequisite(s)](#prereqs) | **Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 103H, HIST 104, HIST 104H, HIST 105, HIST 105H, HIST 106, HIST 107,HIST 108, or consent of department chair** | **None** |
| D.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  |  |
| D.7. [Contact hours](#contacthours)  |  |  |
| D.8. [Credit hours](#credits) |  |  |
| D.9. [Justify differences if any](#differences) |  |

|  |  |  |
| --- | --- | --- |
| D.10. [Grading system](#grading)  |  |  |
| D.11. a. [Type of cours](#instr_methods)e  |  |  |
| D.11.b Instruction mode. Make sure your choice here has been fully explained in the rationale | **Fully Online Learning****Asynchronous or Synchronous**  | **Fully Online Learning****Asynchronous or Synchronous**  |
| Reminder: Instructors are responsible for ensuring their course meets accessibility standards and provides accommodations identified by Disability Services (find links).  |
| D.11.c. How will students engage with the content  | **Lectures (recorded) | Lectures (synchronous) | Course readings | Videos or other recordings |**  |  **Lectures (recorded) | Lectures (synchronous) | Course readings | Videos or other recordings |**  |
| D.11.d. How will students engage with the instructor  | **Campus office hours | Email | Zoom conferencing | email | web chat (real time) | Instructor’s written feedback | Instructor’s video feedback |**  | **Campus office hours | Email | Zoom conferencing | email | web chat (real time) | Instructor’s written feedback | Instructor’s video feedback |**  |
| D.11.e. How will students engage with other students  | **In-class discussions | Class activities | Online discussion boards | Team/group projects | Social media | Shared documents |**  | **In-class discussions | Class activities | Online discussion boards | Team/group projects | Social media | Shared documents |**  |
| D.12. CATEGORIES 12. a. [How](#required) to be used | **Major/Minor |**  | **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** |
| D.13. [How will student performance be evaluated?](#performance)  | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work | Interviews | Quizzes |****Projects | Discussion board | LMS participation** | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work | Interviews | Quizzes |****Projects | Discussion board | LMS participation** |
| D.14 [Recommended class-size](#class_size) |  |  |
| D.15. [Redundancy statement](#competing) |  |  |
| D. 16. Other changes, if any |  |

| D.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) |
| --- | --- | --- |
|  |  | Click Tab from here to add rows |

## **G. 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.**

##### G.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 | Date |
| --- | --- | --- | --- |
| Dr. Elisa Miller | Chair of History | Elisa Miller  | 3/25/24 |
| Dr. Quenby Hughes | Dean of FAS | \*Approved by email  | 3/25/24 |
| Dr. Carol Cummings | Dean of Feinstein School of Education and Human Development | \*Approved by email | 3/25/24 |

##### G.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 |
| --- | --- | --- | --- |
| Dr. Sadhana Bery | Chair of Africana Studies | \*Acknowledged by email  | 3/26/24 |
| Dr. Eliani Basile | Chair of Modern Languages | \*Acknowledged by email  | 3/26/24 |
| Dr. April Kiser | Program Director of Environmental Studies | \*Acknowledged by email | 3/26/24 |
| Dr. Moonsil Lee Kim | Program Director of Global Studies | \*Acknowledged by email  | 3/25/24 |
| Dr. Charles McLaughlin | Chair of Education Studies | Charlie McLaughlin | 03/25/2024 |
| Dr. Robyn Linde | Program Director of International NGOs and Nonprofit Studies | A close-up of a couple of letters  Description automatically generated | 3/26/24 |