# 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) | **HIST 306; HIST 307; HIST 308; HIST 309; HIST 310; HIST 311; HIST 312; HIST 313; HIST 318; HIST 320; HIST 322; HIST 323; HIST 324; HIST 325; HIST 328; HIST 329; HIST 330; HIST 331; HIST 332; HIST 334; HIST 336; HIST 340; HIST 341; HIST 342; HIST 345; HIST 348; HIST 354; HIST 355; HIST 357** |  |
| [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: HIST 101, HIST 102, HIST 103; HIST 103H ; HIST 104, HIST 104 H; HIST 105, HIST 105H; 106,107,108, or consent of department chair” for the following 300-level offerings: HIST 306 Protestant Reformation and Catholic Renewal; HIST 307 Europe in the Age of Enlightenment; HIST 308 Europe in the Age of Revolution, 1789-1850; HIST 309 Europe in the Age of Nationalism, 1850-1914; HIST 310 Twentieth-Century Europe; HIST 311 The Origins of Russia to 1700; HIST 312 Russia from Peter to Lenin; HIST 313 The Soviet Union and After; HIST 318 Tudor-Stuart England; HIST 320 American Colonial History; HIST 322 The Early American Republic; HIST 323 The Gilded Age and the Progressive Era; HIST 324 Crises of American Modernity, 1914-1945; HIST 325 Superpower America 1945-1990; HIST 328 History of the American West; HIST 329Civil War and Reconstruction; HIST 330 History of American Immigration; HIST 331 Rhode Island History; HIST 332 The American Presidency; HIST 334 African American History; HIST 336 The United States and the Emerging World; HIST 340 The Muslim World in the Age of Muhammad to 1800; HIST 341 The Muslim World in Modern Times, 1800 to the Present; HIST 342 Islam and Politics in Modern History; HIST 345 Conflict, Globalization, and Modern East Asia; HIST 348 Africa under Colonial Rule; HIST 354 Nationalism and National Identities; HIST 355 Everyday Life History; and HIST 357 Public History Experiences. The new prerequisite will read “Completion of at least 30 college credits or consent of Department Chair.” And In Person, Hybrid, Online will be added to the end of each description.****The change in prerequisite is necessitated by projected changes to Rhode Island College’s General Education Program that removes HIST 101-119 as a core component. This change will bring the History Department prerequisites for its 300-level courses in line with those followed by the University of Rhode Island´s Department of History and by Rhode Island College´s Department of Philosophy (though they also include the option of taking any 100- or 200-level philosophy course). By mandating a 30-credit prerequisite, students will have been exposed to the essential critical thinking, reading, and writing skills that will be needed to be successful. These changes are essential to allow non-history majors to explore the History Department´s 300-level offerings under the proposed new General Education Program who could otherwise be unable to do so under regulations created when all RIC students were mandated to take a 100-level history course.** **The catalog copy includes some editorial edits on crosslisted courses with POL and SOC to ensure they are completed, as they were enacted on earlier deletion proposals.** |
| 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 facilitate their ability to select their courses and create their class schedules considering projected changes to Rhode Island College’s General Education curriculum . This flexibility will increase the probabilities that our majors/ minors and those non-majors interested in our department’s offerings will graduate on a timely matter and so take advantage of the opportunities created by the Hope Scholarship Program.** |
| A.6. [Impact on other programs](#impact)  | **The proposal seeks the acknowledgement of the Chairs or Program Directors of Africana Studies, Environmental Studies, Global Studies, Education Studies, and International NGOs and Nonprofit Studies (as well as the deans of FAS and FSEHD). These prerequisite changes to HIST 306; HIST 307; HIST 308; HIST 309; HIST 310; HIST 311; HIST 312; HIST 313; HIST 318; HIST 320; HIST 322; HIST 323; HIST 324; HIST 325; HIST 328; HIST 329; HIST 330; HIST 331; HIST 332; HIST 334; HIST 336; HIST 340; HIST 341; HIST 342; HIST 345; HIST 348; HIST 354; HIST 355; HIST 357 affect these programs or departments since they use some of these courses in their respective programs. These prerequisites change 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): |  |
| 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,**](file:///C%3A%5CUsers%5CSAbbotson%5CDocuments%5CCurriculum%5CManualandWebsite%5Ctransfer%20agreements) **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 306; HIST 307; HIST 308; HIST 309; HIST 310; HIST 311; HIST 312; HIST 313; HIST 318; HIST 320; HIST 322; HIST 323; HIST 324; HIST 325; HIST 328; HIST 329; HIST 330; HIST 331; HIST 332; HIST 334; HIST 336; HIST 340; HIST 341; HIST 342; HIST 345; HIST 348 HIST 354; HIST 355; HIST 357** | **Same** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **HIST 306 Protestant Reformation and Catholic Renewal; HIST 307 Europe in the Age of Enlightenment; HIST 308 Europe in the Age of Revolution, 1789-1850; HIST 309 Europe in the Age of Nationalism, 1850-1914; HIST 310 Twentieth-Century Europe; HIST 311 The Origins of Russia to 1700; HIST 312 Russia from Peter to Lenin; HIST 313 The Soviet Union and After; HIST 318 Tudor-Stuart England; HIST 320 American Colonial History; HIST 322 The Early American Republic;** **HIST 323 The Gilded Age and the Progressive Era; HIST 324 Crises of American Modernity, 1914-1945; HIST 325 Superpower America 1945-1990; HIST 328 History of the American West; HIST 329Civil War and Reconstruction; HIST 330 History of American Immigration; HIST 331 Rhode Island History; HIST 332 The American Presidency; HIST 334 African American History; HIST 336 The United States and the Emerging World; HIST 340 The Muslim World in the Age of Muhammad to 1800; HIST 341 The Muslim World in Modern Times, 1800 to the Present; HIST 342 Islam and Politics in Modern History; HIST 345 Conflict, Globalization, and Modern East Asia; HIST 348 Africa under Colonial Rule; HIST 354 Nationalism and National Identities; HIST 355 Everyday Life History; and HIST 357 Public History Experiences** | **Same** |
| B.4. [Course description](#description)  |  | **Add In Person, Hybrid, Online to the end of each one.** |
| B.5. [Prerequisite(s)](#prereqs) | **Hist 101,102,103,103H,104, 104H, 105, 105H, 106,107, 108 or consent of Department Chair** | **Completion of at least 30 college credits or consent of department chair** |
| 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) |  |

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| 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 |**  | **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](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  |  |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any | There is a note regarding HIST prerequisites at the end of the GLOBAL STUDIES major program that will need to be deleted—see catalog copy. |

| 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 306; HIST 307; HIST 308; HIST 309; HIST 310; HIST 311; HIST 312; HIST 313; HIST 318; HIST 320; HIST 322; HIST 323; HIST 324; HIST 325; HIST 328; HIST 329; HIST 330; HIST 331; HIST 332; HIST 334; HIST 336; HIST 340; HIST 341; HIST 342; HIST 345; HIST 348 HIST 354; HIST 355; HIST 357** | **Same** |
| C.2. Cross listing number if any |  |  |
| C.3. [Course title](#title)  | **HIST 306 Protestant Reformation and Catholic Renewal; HIST 307 Europe in the Age of Enlightenment; HIST 308 Europe in the Age of Revolution, 1789-1850; HIST 309 Europe in the Age of Nationalism, 1850-1914; HIST 310 Twentieth-Century Europe; HIST 311 The Origins of Russia to 1700; HIST 312 Russia from Peter to Lenin; HIST 313 The Soviet Union and After; HIST 318 Tudor-Stuart England; HIST 320 American Colonial History; HIST 322 The Early American Republic;** **HIST 323 The Gilded Age and the Progressive Era; HIST 324 Crises of American Modernity, 1914-1945; HIST 325 Superpower America 1945-1990; HIST 328 History of the American West; HIST 329Civil War and Reconstruction; HIST 330 History of American Immigration; HIST 331 Rhode Island History; HIST 332 The American Presidency; HIST 334 African American History; HIST 336 The United States and the Emerging World; HIST 340 The Muslim World in the Age of Muhammad to 1800; HIST 341 The Muslim World in Modern Times, 1800 to the Present; HIST 342 Islam and Politics in Modern History; HIST 345 Conflict, Globalization, and Modern East Asia; HIST 348 Africa under Colonial Rule; HIST 354 Nationalism and National Identities; HIST 355 Everyday Life History; and HIST 357 Public History Experiences** | **Same** |
| C.4. [Course description](#description)  |  | **Add In Person, Hybrid, Online to the end of each one.** |
| C.5. [Prerequisite(s)](#prereqs) | **Hist 101,102,103,103H,104, 104H, 105, 105H, 106,107, 108 or consent of Department Chair** | **Completion of at least 30 college credits or consent of department chair** |
| 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) |  |

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| --- | --- | --- |
| 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 |**  |  **Lectures (recorded) | Lectures (synchronous) | Course readings | Videos or other recordings**  |
| 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 |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** |
| C.13. [How will student performance be evaluated?](#performance)  | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work | Quizzes |****Discussion board | LMS participation** | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work | Quizzes |****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 306; HIST 307; HIST 308; HIST 309; HIST 310; HIST 311; HIST 312; HIST 313; HIST 318; HIST 320; HIST 322; HIST 323; HIST 324; HIST 325; HIST 328; HIST 329; HIST 330; HIST 331; HIST 332; HIST 334; HIST 336; HIST 340; HIST 341; HIST 342; HIST 345; HIST 348 HIST 354; HIST 355** | **Same** |
| D.2. Cross listing number if any |  |  |
| D.3. [Course title](#title)  | **HIST 306 Protestant Reformation and Catholic Renewal; HIST 307 Europe in the Age of Enlightenment; HIST 308 Europe in the Age of Revolution, 1789-1850; HIST 309 Europe in the Age of Nationalism, 1850-1914; HIST 310 Twentieth-Century Europe; HIST 311 The Origins of Russia to 1700; HIST 312 Russia from Peter to Lenin; HIST 313 The Soviet Union and After; HIST 318 Tudor-Stuart England; HIST 320 American Colonial History; HIST 322 The Early American Republic;** **HIST 323 The Gilded Age and the Progressive Era; HIST 324 Crises of American Modernity, 1914-1945; HIST 325 Superpower America 1945-1990; HIST 328 History of the American West; HIST 329Civil War and Reconstruction; HIST 330 History of American Immigration; HIST 331 Rhode Island History; HIST 332 The American Presidency; HIST 334 African American History; HIST 336 The United States and the Emerging World; HIST 340 The Muslim World in the Age of Muhammad to 1800; HIST 341 The Muslim World in Modern Times, 1800 to the Present; HIST 342 Islam and Politics in Modern History; HIST 345 Conflict, Globalization, and Modern East Asia; HIST 348 Africa under Colonial Rule; HIST 354 Nationalism and National Identities; HIST 355 Everyday Life History** | **Same** |
| D.4. [Course description](#description)  |  | **Add In Person, Hybrid, Online to the end of each one.** |
| D.5. [Prerequisite(s)](#prereqs) | **Hist 101,102,103,103H,104, 104H, 105, 105H, 106,107, 108 or consent of Department Chair** | **Completion of at least 30 college credits or consent of department chair** |
| 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) |  |

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| 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 |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** |
| D.13. [How will student performance be evaluated?](#performance)  | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work | Quizzes |****| Discussion board | LMS participation** | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work | Quizzes |****| 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 |

### **E. 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](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Dr. Elisa Miller | Chair of History | Elisa Miller | 3/24/24 |
| Dr. Quenby Hughes | Dean of FAS | \*Approved by email  | 3/25/24 |
| Dr. Carol Cummings | Dean of FSEHD | \*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. Charles McLaughlin | Chair of Educational Studies | Charlie McLaughlin  | 3/25/24 |
| Dr. Sadhana Bery | Chair of Africana Studies | \*Acknowledged by email | 3/26/24 |
| Dr. Moonsil Lee Kim | Director of Global Studies | \*Acknowledged by email | 3/25/24 |
| Dr. April Kiser | Director of Environmental Studies | \*Acknowledged by email | 3/26/24 |
| Dr. Robyn Linde | Director of International NGOs and Nonprofits | A close-up of a couple of letters  Description automatically generated | 3/26/24 |