# 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](#bookmark=id.4f1mdlm): [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.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#bookmark=id.30j0zll) | **PORT 114: Intermediate READINGS IN PORTUGUESE** | | | |  |
| [Replacing](#bookmark=id.2et92p0) |  | | | |
| A. 1b. Academic unit | Faculty of Arts and Sciences | | | |  |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Course: revision (inclusion in the new LIT/LANG Gen Ed Distribution) | | | |  |
| A.3. [Originator](#bookmark=id.4d34og8) | Sílvia Oliveira | [Home department](#bookmark=id.2s8eyo1) | Modern Languages | | |
| A.4. [Context and Rationale](#bookmark=id.17dp8vu) Must include additional information listed in smart tip for all [new programs](#bookmark=id.tyjcwt). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery. | Modern Languages would like to offer PORT 114 Intermediate Readings in Portuguese as part of the LAN/LIT category created for the revised General Education program. PORT 114 will fulfill the Written Communication (WC) and the Critical and Creative Thinking (CCT) Learning Outcomes while new Learning Outcomes are developed for this new category.  The inclusion of PORT 114 in the revised General Education program will provide RIC students with the opportunity to continue the study of a language that has deep cultural and historical roots in New England and holds significant relevance in the United States and abroad. Offering access to sustained language instruction in Portuguese as a language of the community is also a way to acknowledge the linguistic diversity of our student body and support, from the Gen. Ed. curriculum, RIC's commitment to be a college that values DEI and prepares its students for the diversity of the communities they serve. Additionally, the skills students learn in language courses, at all levels of instruction, can be put to immediate use in most disciplines, enhance students’ academic performance across the curriculum (see [ACTFL Opening Statement](https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/opening-statement)), and contribute to the development of their literacy skills (see [ACFTL on literacy](https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/literacy-language-learning)).  PORT 114 employs a communicative approach that allows students to develop their language skills (speaking, reading, writing, listening) in real and meaningful contexts. Class instruction is always in the target language. At the Intermediate 114 level, students learn how to use language creatively to communicate, orally and in writing, on subjects relevant to them, others, and their environment. They also learn to describe and narrate in all tenses and to create short compositions, summaries, and analytical and argumentative texts. Finally, students continue to explore the cultural and linguistic diversity of the target language through music, art, literature, and other cultural manifestations.  This proposal involves no changes to the course. It just proposes that it be included among the courses that satisfy the Literature/Language (LAN/LIT) requirement in the prospective revisions to the General Education curriculum. | | | | |
| A.5. [Student impact](#bookmark=id.3rdcrjn)  Must include to explain why this change is being made? | The inclusion of PORT 114 in the new literature/language category will expand the opportunities for language learning for students who have a professional, cultural or personal interest in Portuguese and have attained a novice level of language proficiency. RIC has a very diverse community of Heritage Learners and those who have received some formal instruction in the language will also benefit from this inclusion. Finally, adding 114 courses to the Lit/Lang category will incentivize both heritage and second language learners to further develop their language skills by counting this course in the Portuguese minor. | | | | |
| A.6. [Impact on other programs](#bookmark=id.3tbugp1) | **none** | | | | |
| A.7. [Resource impact](#bookmark=id.28h4qwu) | [*Faculty PT & FT*](#bookmark=id.nmf14n): | **none** | | | |
| [*Library*:](#bookmark=id.37m2jsg) | **none** | | | |
| *Technology (for in person delivery)*  The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **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. | **none** | | | |
| [*Facilities*](#bookmark=id.1mrcu09): | **None** | | | |
| A.8. [Semester effective](#bookmark=id.35nkun2) | Fall 2024 | A.9. [Rationale if sooner than next Fall](#bookmark=id.35nkun2) | |  | |
| 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,**](about:blank) **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**](#bookmark=id.46r0co2) **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](#bookmark=id.2lwamvv)) 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. |
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| B.1. [Course prefix and number](#bookmark=id.1ksv4uv) | PORT 114 | PORT 114 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.44sinio) | READINGS IN INTERMEDIATE PORTUGUESE | READINGS IN INTERMEDIATE PORTUGUESE |
| B.4. [Course description](#bookmark=id.2jxsxqh) | Students continue to develop oral and written fluency in Portuguese, while further cultivating an understanding and appreciation of the cultural and linguistic heritage of the Portuguese-speaking nations. | Students develop oral and written fluency in Portuguese, with a focus on reading comprehension, while further cultivating an understanding and appreciation of the cultural heritage of the Portuguese-speaking nations. |
| B.5. [Prerequisite(s)](#bookmark=id.z337ya) | PORT 113 | PORT 113 or by placement test |
| B.6. [Offered](#bookmark=id.111kx3o) 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](#bookmark=id.4i7ojhp) |  |  |
| B.8. [Credit hours](#bookmark=id.2xcytpi) |  |  |
| B.9. [Justify differences if any](#bookmark=id.1ci93xb) |  | |

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| B.10. [Grading system](#bookmark=id.206ipza) |  |  |
| B.11. [Type of cours](#bookmark=id.3whwml4)e |  |  |
| B.12. CATEGORIES  12. a. [How](#bookmark=id.2bn6wsx) to be used | Restricted elective for minor | Free elective | Restricted elective for minor | Free elective |
| 12 b. Is this an Honors  course? | NO | NO |
| 12. c. [General Education](#bookmark=id.qsh70q)  N.B. Connections must include at  least 50% Standard Classroom  instruction. | NO | YES  category: Literature and Language |
| 12. d. Writing in the  Discipline (WID) | **NO** | **NO** |
| B.13. [How will student performance be evaluated?](#bookmark=id.3as4poj) | Attendance | Class participation | Exams | Presentations |Papers |  Class Work | Interviews | Quizzes | Projects | Portfolios | LMS participation | Attendance | Class participation | Exams | Presentations |Papers |  Class Work | Interviews | Quizzes | Projects | Portfolios | LMS participation |
| B.14 [Recommended class-size](#bookmark=id.1pxezwc) |  |  |
| B.15. [Redundancy statement](#bookmark=id.49x2ik5) |  |  |
| B. 16. Other changes, if any |  | |

| B.17**.** [**Course learning outcomes**](#bookmark=id.2p2csry)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.4k668n3)**, if relevant** | [**How will each outcome be measured?**](#bookmark=id.2zbgiuw) |
| --- | --- | --- |
| **Written Communication**.  Students will understand the different purposes of writing and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate to the academic context. |  | At the intermediate-high 114- language level.  Students use primary sources in the target language and authentic cultural artifacts (realia, artworks, music, etc.) to produce various forms of written communication (short essays, reviews, formal and informal letters, songs, dialogues) at the intermediate-high level. Students use old and new vocabulary to write personal narratives about their past, their future, and their aspirations. They use the target language to write dialogues using common idioms from a range of geographic areas. Students also learn about the different purposes of writing, the usage of grammar, and organization through peer review, collaborative writing activities, compositions, and chapter exams with open questions. |
| **Critical and Creative Thinking.** Students will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning. |  | At the intermediate-high 114 level, students organize debates based on television and/or online news content from the countries or cultures where the target language is used. They also compare and analyze authentic cultural artifacts that explore different perspectives on issues such as healthcare, technology, and education. Students use the target language to create short plays, zines, posters, and other forms of creative work that incorporate different language varieties. Students participate in discussion boards to discuss their expectations and wishes while using grammatical structures and vocabulary  at the intermediate-high level (i.e. subjunctive clauses). |

| B.18. [**Topical outline**](#bookmark=id.147n2zr)**: 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.** |
| --- |
| Topic I: Travel in Lusophone nations  - Discuss emigration and immigration; ecotourism  - Talk about past expectations, wishes, and demands. Express denial and uncertainty (the past subjunctive)  Topic II: Environment of Lusophone nations   * Discuss environmental causes and case studies * Hypothesizing about the future (the future subjunctive), and about what might happen (the conditional)   Topic II: Societies of Lusophone nations   * Describe and discuss social topics * Emphasizing facts resulting from actions (the passive voice) * Talking about the recent past (the present perfect) and the past from a past perspective (the past perfect)   Topic IV: Science and Technology in Lusophone nations   * Urban and rural futures: utopias and dystopias * Hypothesize about the present and the future * Express contrary-to-fact conditions in the present * Express subjective perceptions and attitudes |

**C.** [**NEW OR REVISED COURSES**](#bookmark=id.46r0co2) **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](#bookmark=id.2lwamvv)) 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. |
| --- | --- | --- |
| C.1. [Course prefix and number](#bookmark=id.1ksv4uv) | **PORT 114** | **PORT 114** |
| C.2. Cross listing number if any |  |  |
| C.3. [Course title](#bookmark=id.44sinio) | **Intermediate Readings in Portuguese** | **Intermediate Readings in Portuguese** |
| C.4. [Course description](#bookmark=id.2jxsxqh) |  |  |
| C.5. [Prerequisite(s)](#bookmark=id.z337ya) |  |  |
| C.6. [Offered](#bookmark=id.111kx3o) 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](#bookmark=id.4i7ojhp) |  |  |
| C.8. [Credit hours](#bookmark=id.2xcytpi) |  |  |
| C.9. [Justify differences if any](#bookmark=id.1ci93xb) |  | |

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| C.10. [Grading system](#bookmark=id.206ipza) |  |  |
| C.11. a. [Type of cours](#bookmark=id.3whwml4)e |  |  |
| C.11.b Instruction mode with percentage |  | **Hybrid 49% online** |
| 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 |  | **Online discussions in Blackboard**  **Online Language Laboratory**  **Shared documents** |
| C.11.d. How will students engage with other students |  | **Online discussions in Blackboard**  **Shared documents** |
| C.12. CATEGORIES  12. a. [How](#bookmark=id.2bn6wsx) to be used |  | **Restricted elective for minor | Free elective** |
| 12 b. Is this an Honors  course? |  |  |
| 12. c. [General Education](#bookmark=id.qsh70q)  N.B. Connections must include at  least 50% Standard Classroom  instruction. |  | **Yes** |
| 12. d. Writing in the  Discipline (WID) |  | **NO** |
| C.13. [How will student performance be evaluated?](#bookmark=id.3as4poj) |  |  |
| C.14 [Recommended class-size](#bookmark=id.1pxezwc) |  |  |
| C.15. [Redundancy statement](#bookmark=id.49x2ik5) |  |  |
| C. 16. Other changes, if any |  | |

**D.** [**NEW OR REVISED COURSES**](#bookmark=id.46r0co2) **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](#bookmark=id.2lwamvv)) 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. |
| --- | --- | --- |
| D.1. [Course prefix and number](#bookmark=id.1ksv4uv) |  | **PORT 114** |
| D.2. Cross listing number if any |  |  |
| D.3. [Course title](#bookmark=id.44sinio) |  | **Intermediate Readings in Portuguese** |
| D.4. [Course description](#bookmark=id.2jxsxqh) |  |  |
| D.5. [Prerequisite(s)](#bookmark=id.z337ya) |  |  |
| D.6. [Offered](#bookmark=id.111kx3o) 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](#bookmark=id.4i7ojhp) |  |  |
| D.8. [Credit hours](#bookmark=id.2xcytpi) |  |  |
| D.9. [Justify differences if any](#bookmark=id.1ci93xb) |  | |

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| D.10. [Grading system](#bookmark=id.206ipza) |  |  |
| D.11. a. [Type of cours](#bookmark=id.3whwml4)e |  | **Language Laboratory | Lecture | Workshop** |
| D.11.b Instruction mode. Make sure your choice here has been fully explained in the rationale |  | **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 |  | **Course readings | Videos or other recordings | Practice or other activities** |
| D.11.d. How will students engage with the instructor |  | **Campus office hours | Email | Zoom conferencing | 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 | Shared documents** |
| D.12. CATEGORIES  12. a. [How](#bookmark=id.2bn6wsx) to be used |  | **Restricted elective for minor | Free elective** |
| 12 b. Is this an Honors  course? |  | **NO** |
| 12. c. [General Education](#bookmark=id.qsh70q)  N.B. Connections must include at  least 50% Standard Classroom  instruction. |  | **YES: LIT/LAN** |
| 12. d. Writing in the  Discipline (WID) |  | **NO** |
| D.13. [How will student performance be evaluated?](#bookmark=id.3as4poj) |  | **Attendance | Class participation | Exams | Presentations |Papers |**  **Class Work | Interviews | Quizzes |**  **| Projects | Portfolios | Discussion board | LMS participation** |
| D.14 [Recommended class-size](#bookmark=id.1pxezwc) |  |  |
| D.15. [Redundancy statement](#bookmark=id.49x2ik5) |  |  |
| D. 16. Other changes, if any |  | |

## **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](mailto: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.

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| --- | --- | --- | --- |
| Dr. Suchandra Basu | Program Director (Chair) of COGE | \*Approved by email | 5/3/2024 |
| Dr. Eliani Basile | Chair of Modern Languages | Eliani Basile | 4/24/2024 |
| Dr. Quenby Hughes | Dean of Arts and Sciences | \*Approved by email | 4/29/2024 |

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| Dr. Marianne Raimondo | Dean of School of Business | C:\Users\rwennerstrom_6385\OneDrive - Rhode Island College\Documents\Romayne\Forms\signature.jpeg | 4/29/24 |

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| --- | --- | --- | --- |
| Dr. Carol Cummings | Dean of School of Education | \*Approved by email | 5/8/2024 |
| Dr. Justin Dilibero | Dean of the School of Nursing | Justin DiLibero | 4/29/2024 |
| Dr. Sheila Flemming-Hunter | Dean School of Social Work | Sheila Flemming-Hunter | 5/6/24 |

##### G.2. [Acknowledgements](#bookmark=id.3fwokq0): 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](#bookmark=id.1v1yuxt) | Date |
| --- | --- | --- | --- |
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