# 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.** If you were using review/comments with colleagues to prepare your proposal, please erase these on the final copy you submit.

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **POL 405 Professional Development in Political Science**  |  |
| [Replacing](#Ifapplicable)  |  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences**  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |  |
| A.3. [Originator](#Originator) | **Robyn Linde** | [Home department](#home_dept) | **Political Science** |
| 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.  | **POL 405 Professional Development in Political Science will be a one-credit course in which students examine career and graduate school opportunities in the four career pathways offered by the Political Science department: Foreign Policy and Global Engagement Career Pathway; Campaigns, Elections, and Policy Career Pathway; Urban Planning & Sustainable Development Professional Career Pathway; and Law and Courts Program Career Pathway. In this course, students will prepare post-graduate materials (application essays, cover letters, resumes), articulate the transferable skills needed for success in their career pathway, map out an Individual Development Plan for their career pathway, and practice interview and job-related skills.**  |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **Students will have an opportunity to reflect on their accomplishments, develop a job or graduate school portfolio, and consider as their future plans in the field of Political Science.**  |
| A.6. [Impact on other programs](#impact) If revising/deleting a course, check to see what programs use the course you are revising. | **Students in a variety of political science and department subfields would benefit from this course: Public Administration, INGOS, American Politics, comparative politics, and geography.** |
| 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. | **\_\_x\_RIC Campus \_\_\_NEC \_\_\_Other \_\_\_\_ None** |
| [*Facilities*](#facilities): | **none** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2025** | 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:///Users/SAbbotson/Documents/Curriculum/ManualandWebsite/transfer%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. |

**C.** [**NEW OR REVISED COURSES**](#delete_if) **THAT ARE DESIGNATED AS HYBRID (CANNOT BE MORE THAN 49% ONLINE). IF ALSO IN PERSON/FULLY ONLINE, only COMPLETE C. 1, 3, 11, 12, 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 AND SECTION 12. 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)  |  | **POL 405** |
| C.2. Cross listing number if any |  |  |
| C.3. [Course title](#title)  |  | **Professional Development in Political Science** |
| C.4. [Course description](#description)  |  | Students will examine career and graduate school opportunities in career pathways in political science, urban development, public policy, and law.  |
| C.5. [Prerequisite(s)](#prereqs) |  | **30 credits** |
| 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. |  | **Annually** |
| C.7. [Contact hours](#contacthours)  |  | **1** |
| C.8. [Credit hours](#credits) |  | **1** |

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| C.10. [Grading system](#grading)  | **Letter grade | Pass/Fail | CR/NCR** | **Letter grade** |
| C.11. a. [Type of cours](#instr_methods)e  | **Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio |**  | **Small group**  |
| 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  |  |  **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**  |
| C.12. CATEGORIES MUST  respond to a. thru d. 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**  |
|  12. d. Writing in the  Discipline (WID) |  | **NO** |
| C.13. [How will student performance be evaluated?](#performance)  |  | **Attendance | Class participation | Presentations** **Class Work | Interviews** **Performance Protocols | Projects |** **LMS participation** |
| C.14 [Recommended class-size](#class_size) |  | **20** |

| C.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row****M**inor course revisions can leave this blank. If proposing a Gen Ed. course put the relevant Gen Ed. outcomes in this column; for other courses you need to create your own course-specific ones. | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be satisfied?**](#measured)If proposing a Gen Ed. course show here how the Gen Ed. outcomes will be satisfied; for other courses please create course specific ones. |
| --- | --- | --- |
| Students will successfully explore opportunities in graduate studies and/or post-graduate employment. |  | They will research graduate studies or employment options, create a resume, write a cover letter, garner letters of recommendation, and conduct further research as necessary. |
| Students will learn the expectations of a professional work environment, including basic workplace etiquette and office norms. |  | Reading and discussion |
| Students will assess their transferable skills and develop career strategies to improve these. They will learn to speak about their skillsets in an articulate and confident manner. |  | One-on-one meetings and class discussions |
| Students will reflect on their political science course work vis-à-vis their career objectives.  |  | Written reflections, discussions, one-on-one meetings.  |
| Students will successfully explore opportunities in graduate studies and/or post-graduate employment. |  | They will research graduate studies or employment options, create a resume, write a cover letter, garner letters of recommendation, and conduct further research as necessary. |
| Students will learn the expectations of a professional work environment, including basic workplace etiquette and office norms. |  | Reading and discussion |

| C.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. M**inor course revisions can leave this blank but will be needed if changing the course’s credit hours. |
| --- |
| 1. Transferable Skills
	1. Assignment #1: Transferable skills
2. Individual Development Plan (IDP): Introduction
	1. Assignment #2: Resume
3. Assignment #3: Cover letter
4. Assignment #4: Writing sample/Personal Essay
5. *Individual Meetings*
6. Options; Internship/graduate school/job/AmeriCorps
	1. Assignment #5: Recommendations/Networking
	2. Assignment #6: Career Research
	3. Assignment #7: Rankings
7. Interviews: how to transfer your transferable skills
8. IDP Models
	1. Assignment #8 IDP Due
9. *Individual Meetings*
10. IDP presentations
11. Portfolios and E-portfolios
	1. Assignment #9: Portfolio + Revised IDPs
	2. Assignment #10: E-portfolios + Revised IDPs
12. Resiliency in the field of political science
13. Synthesis
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**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. if you want to use someone’s course in your program, they get to approve.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Seth Dixon | Chair of Political Science | Seth Dixon | 10/29/24 |
| Quenby Hughes | Dean of FAS | Quenby Hughes | 10/30/24 |