# 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) | **PSYC 355 Psychology of social class** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences**  |  |
| A.2. [Proposal type](#type) | **Course:** [**creation**](#creation) |  |
| A.3. [Originator](#Originator) | **Andrea Dottolo****Leslie Schuster** | [Home department](#home_dept) | **Psychology** **Gender & Women’s Studies program** |
| A.4. [Context and Rationale](#Rationale) Note: Must include additional information in smart tip for all [new programs](#type) | **This new course is proposed as part of a program revision. The overall revision (explained on the proposal form) focuses on increasing options for students that allow greater flexibility of scheduling, represent the current state of the discipline, meet students’ educational goals, and/or are relevant for responsible citizenry in the current world.** **While other courses have been offered across campus that mention social class, none focus explicitly on the psychological experiences of social class, including identity, motivation, and emotions, to name a few. In other courses where social class is often addressed (e.g. Social Psychology, Personality, Psychology of Gender, Psychology of Human Diversity), students have responded with hunger and enthusiasm about what they perceive as having been “kept from them” in their lifelong academic journeys.** **Researchers have demonstrated (Stephens, et al, 2014) that explicitly including instruction about social class to first generation college students has both academic and psychological benefits. Students earn higher grade point averages, meet with professors outside of class more often, seek extra tutoring, and are more likely to access campus resources. Students also report improved overall well-being, perspective taking, and appreciation of diversity.** **This proposal intends to enunciate student voices about formalizing the Psychology of Social Class as part of our inclusive curriculum. As Rhode Island College attempts to broaden our vision and perspective for 21st century goals, this course supports that mission of addressing diverse student needs. The course does not require additional funds, faculty or resources.** **Stephens, N.M., Hamedani, M.G. & Destin, M. (2014). Closing the social-class achievement gap: A difference-education intervention improves first-generation students’ academic performance and all students’ college transition. *Psychological Science*,  doi:10.1177/095679761351834** |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **Impact is positive: Students will have more options for completing the curriculum. This course is also intended to support the interests and needs of students seeking community around issues of access and education.**  |
| A.6. [Impact on other programs](#impact)  | **This course will also serve as an elective in the curriculum for both the Gender and Women’s Studies and Queer Studies Programs.**  |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None, will be taught by existing faculty. To allow for the scheduling and staffing of these courses, other upper-level courses that are currently scheduled more frequently (e.g., multiple sections of Child Psychology per year) will now be offered annually instead.**  |
| [*Library*:](#library) | **None** |
| [*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:All web updates will occur automatically with the catalog changes.  |
| 1. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A%5CUsers%5Ccmarco%5CDropbox%5CDept%20Curriculum%5C2022%20Curriculum%20revisions%5Ctransfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated.**

Not applicable to this course. |
| 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)  **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)  |  | **PSYC 355**  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Psychology of Social Class** |
| B.4. [Course description](#description)  |  | Students investigate psychological experiences of social class, including access to resources, identity, culture, and opportunity. Topics include employment, education, food, and media representations. |
| B.5. [Prerequisite(s)](#prereqs) |  | **PSYC 110** |
| B.6. [Offered](#Offered) |  | **Annually** |
| B.7. [Contact hours](#contacthours)  |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **| Lecture | Seminar | Small group |**  |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus |**  [**Distance Learning**](#Hybrid) **| Asynchronous | Synchronous |** **[Hybrid](#hybrid" \o "Only select if you want the course to be listed in the catalog in this way; this selection means that this course can only be taught in this fashion. Courses that are occasionally hybrid/online only appear that way in the bulletin, not catalog.)** |
| B.12. CATEGORIES 12. a. [How](#required) to be used |  | **Restricted elective for major/minor**  |
|  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** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work | Quizzes |****Projects |**  |
| 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 |  |

| 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)**?** |
| --- | --- | --- |
| Students will be able to: |  | Click Tab from here to add rows |
| 1. Describe and define major psychological theories, issues and functions of social class.
 |  | Reading guides, tests, papers |
| 1. Demonstrate an understanding of intersectionality, how social class shapes and informs other social identities.
 |  | tests, papers, Reading guides |
| 1. Differentiate analysis from description and construct analytical arguments
 |  | verbally (in class) and in writing (reading guides, papers) |
| 1. Differentiate academic/formal language from colloquial/informal language
 |  | verbally (in class) and in writing (reading guides, papers) |
| 1. Interpret  ways in which institutional power and privilege contribute to how we understand social class.
 |  | Reading guides, papers |

| 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. What is social class?
	1. Basic terms
	2. Major theorists
2. Education: Access and differential experiences
3. Race: Race by class nexus
4. Gender: How class is gendered
5. Sexuality: Sexual politics of social class
6. Culture & food
	1. Access
	2. Opportunity
	3. “taste”
7. Poverty
	1. Markers of wealth
	2. Power & prestige of poverty
8. Middle class & Elite
	1. Markers of wealth
	2. Power & prestige of the middle class & elite
9. The self & emotions
	1. How social class shapes identity and self
	2. How social class shapes emotions and expression
10. Mental health & Addiction: The “drugs” of social stratification
11. Migration: How immigration affects social class
12. Representation
	1. Media images
	2. “Consuming” class
13. Social change; Now what?
 |

### C. [Program Proposals](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Femailric-my.sharepoint.com%2Fpersonal%2Fcmarco_ric_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F983678c6026d4f1d84d575c7f5971ea3&wdenableroaming=1&wdfr=1&mscc=1&wdodb=1&hid=FFA596A0-5035-D000-D43E-65A89C0331CD&wdorigin=ItemsView&wdhostclicktime=1676517027776&jsapi=1&jsapiver=v1&newsession=1&corrid=5e14a745-ebf7-4d61-9488-6751501e93ef&usid=5e14a745-ebf7-4d61-9488-6751501e93ef&sftc=1&cac=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Normal&ctp=LeastProtected#program_proposals) **Complete only what is relevant to your proposal. Delete section C if not needed. PLease add in the 2020 CIP number for MAJOR revisions or new programs in C. 2; these can be found at** [**https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56**](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56) **consult with Institutional research to be sure you select the correct one.**

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| --- | --- | --- |
|   | [Old (for revisions only)](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Femailric-my.sharepoint.com%2Fpersonal%2Fcmarco_ric_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F983678c6026d4f1d84d575c7f5971ea3&wdenableroaming=1&wdfr=1&mscc=1&wdodb=1&hid=FFA596A0-5035-D000-D43E-65A89C0331CD&wdorigin=ItemsView&wdhostclicktime=1676517027776&jsapi=1&jsapiver=v1&newsession=1&corrid=5e14a745-ebf7-4d61-9488-6751501e93ef&usid=5e14a745-ebf7-4d61-9488-6751501e93ef&sftc=1&cac=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Normal&ctp=LeastProtected#old_program) | New/revised |
| C.1. [Enrollments](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Femailric-my.sharepoint.com%2Fpersonal%2Fcmarco_ric_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F983678c6026d4f1d84d575c7f5971ea3&wdenableroaming=1&wdfr=1&mscc=1&wdodb=1&hid=FFA596A0-5035-D000-D43E-65A89C0331CD&wdorigin=ItemsView&wdhostclicktime=1676517027776&jsapi=1&jsapiver=v1&newsession=1&corrid=5e14a745-ebf7-4d61-9488-6751501e93ef&usid=5e14a745-ebf7-4d61-9488-6751501e93ef&sftc=1&cac=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Normal&ctp=LeastProtected#enrollments) Must be completed. | BA: Gender & Women’s Studies (18)Minor: Gender & Women’s St (14)Minor: Queer Studies (8) |  |
| C. 2. [2020 CIP number](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Femailric-my.sharepoint.com%2Fpersonal%2Fcmarco_ric_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F983678c6026d4f1d84d575c7f5971ea3&wdenableroaming=1&wdfr=1&mscc=1&wdodb=1&hid=FFA596A0-5035-D000-D43E-65A89C0331CD&wdorigin=ItemsView&wdhostclicktime=1676517027776&jsapi=1&jsapiver=v1&newsession=1&corrid=5e14a745-ebf7-4d61-9488-6751501e93ef&usid=5e14a745-ebf7-4d61-9488-6751501e93ef&sftc=1&cac=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Normal&ctp=LeastProtected#CIPnumber) |  |  |
| C.3. [Admission requirements](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Femailric-my.sharepoint.com%2Fpersonal%2Fcmarco_ric_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F983678c6026d4f1d84d575c7f5971ea3&wdenableroaming=1&wdfr=1&mscc=1&wdodb=1&hid=FFA596A0-5035-D000-D43E-65A89C0331CD&wdorigin=ItemsView&wdhostclicktime=1676517027776&jsapi=1&jsapiver=v1&newsession=1&corrid=5e14a745-ebf7-4d61-9488-6751501e93ef&usid=5e14a745-ebf7-4d61-9488-6751501e93ef&sftc=1&cac=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Normal&ctp=LeastProtected#admissions) |  |  |
| C.4. [Retention requirements](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Femailric-my.sharepoint.com%2Fpersonal%2Fcmarco_ric_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F983678c6026d4f1d84d575c7f5971ea3&wdenableroaming=1&wdfr=1&mscc=1&wdodb=1&hid=FFA596A0-5035-D000-D43E-65A89C0331CD&wdorigin=ItemsView&wdhostclicktime=1676517027776&jsapi=1&jsapiver=v1&newsession=1&corrid=5e14a745-ebf7-4d61-9488-6751501e93ef&usid=5e14a745-ebf7-4d61-9488-6751501e93ef&sftc=1&cac=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Normal&ctp=LeastProtected#retention) |  |  |
| C.5. [Course requirements](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Femailric-my.sharepoint.com%2Fpersonal%2Fcmarco_ric_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F983678c6026d4f1d84d575c7f5971ea3&wdenableroaming=1&wdfr=1&mscc=1&wdodb=1&hid=FFA596A0-5035-D000-D43E-65A89C0331CD&wdorigin=ItemsView&wdhostclicktime=1676517027776&jsapi=1&jsapiver=v1&newsession=1&corrid=5e14a745-ebf7-4d61-9488-6751501e93ef&usid=5e14a745-ebf7-4d61-9488-6751501e93ef&sftc=1&cac=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Normal&ctp=LeastProtected#course_reqs) for each program option. Show the course requirements for the whole program here. | BA in GENDER AND WOMEN’S STUDIES  GEND 200W Gender and Society 4 GEND 201W Intro to Feminist Inquiry 4GEND 352 Feminist Theory 4 GEND 400 Intern Gend & Wom St 4 GEND 461 Sem Race, Gender, Class 4  FIVE COURSES: Two of these courses must be on the topics of labor and class, race/ethnicity or sexuality studies. GEND 205 Intro to Queer Theory 4 GEND 350 Topics 4 GEND 351 Men and Masculinities 4 GEND 353 The Holocaust: Women and Resistance 4 GEND 355 Women and Madness 4 GEND 356 Class Matters 4 GEND 357 Gender and Sexuality 4 GEND 358 Gender-Based Violence 4 ART 461 Seminar in Art History 3 COMM 332 Gend & Communication 4 ENGL 324 Literature by Women 4 ENGL 326 St in African American Lit 4 FNED 246 Schooling for Social Justice 4HIST 217 Am Gend & Wom History 3 HIST 234 Challenges and Confrontations: Women in Europe 3 POL 309 Gend & Politics in the U.S. 4 POL 333 Law & Politics of Civil Rights 4PSYC 356 Psychology of Genders and Sexualities 4 SOC 342 Women, Crime, and Justice 4 XXX 350\* Topics Course 3-4    GENDER AND WOMEN’S STUDIES MINOR  GEND 200W Gender and Society 4 GEND 201W Intro to Feminist Inquiry 4  THREE COURSES from GEND 353 The Holocaust: Women and Resistance 4 GEND 355 Women and Madness 4 GEND 356 Class Matters 4 GEND 357 Gender and Sexuality 4 GEND 358 Gender-Based Violence 4 ART 461 Seminar in Art History 3 COMM 332 Gend & Communication 4 ENGL 324 Literature by Women 4 ENGL 326 St in African American Lit 4 FNED 246 Schooling for Social Justice 4 HIST 217 Am Gend & Wom History 3 HIST 234 Challenges and Confrontations: Women in Europe 3 POL 309 Gender & Politics in the U.S. 4 POL 333 Law & Politics of Civil Rights 4 PSYC 356 Psych of Genders and Sexualities 4 SOC 342 Women, Crime, and Justice 4 XXX 350\* Topics Course 3-4    QUEER STUDIES MINOR  GEND 200W Gender and Society 4 GEND 205 Intro to Queer Theory 4   THREE COURSES from  ANTH 329 Queer & Trans Anth 4 FILM 352 Film Genres 4 GEND 201W Intro to Feminist Inquiry 4 GEND 352 Feminist Theory 4 GEND 357 Gender and Sexuality 4 GEND 461 Sem Race, Gender, Class 4 PSYC 351 Psych of Intersectionality 4 PSYC 356 Psych of Gend & Sexualities 4 SWRK 472 Sexual Orientation and Gender Identity 3 Note: FILM 352: When on appropriate topic.   |   BA in GENDER AND WOMEN’S STUDIES  GEND 200W Gender and Society 4 GEND 201W Intro to Feminist Inquiry 4GEND 352 Feminist Theory 4 GEND 400 Intern Gend & Wom St 4 GEND 461 Sem Race, Gender, Class 4  FIVE COURSES: Two of these courses must be on the topics of labor and class, race/ethnicity or sexuality studies. 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| C.6. [Credit count](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Femailric-my.sharepoint.com%2Fpersonal%2Fcmarco_ric_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F983678c6026d4f1d84d575c7f5971ea3&wdenableroaming=1&wdfr=1&mscc=1&wdodb=1&hid=FFA596A0-5035-D000-D43E-65A89C0331CD&wdorigin=ItemsView&wdhostclicktime=1676517027776&jsapi=1&jsapiver=v1&newsession=1&corrid=5e14a745-ebf7-4d61-9488-6751501e93ef&usid=5e14a745-ebf7-4d61-9488-6751501e93ef&sftc=1&cac=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Normal&ctp=LeastProtected#credit_count) for each program option |  **No change in credit hours for any of these programs.** |  **No change in credit hours for any of these programs.**  |
| C.7. Program Accreditation (if relevant) |  |  |
| C.8 Is it possible that the program will be more than 50% online (includes hybrid)?\* | **NO** | **NO** |
| C.9 Will any classes be offered at sites other than RIC campus or the RI Nursing Ed. Center?\* | **NO** | **NO** |
| C. 10. Do these revisions reflect more than 25% change to the [program?\*](file:///Users/sabbotson/Documents/Curriculum/Program%20goals)  | **NO** | **NO** |
| C.11. [Program goals](file:///Users/sabbotson/Documents/Curriculum/Program%20goals)Needed for all new programs |  |  |
| C.12. Other changes if any |  |  |

\* If answered YES to either of these questions will need to inform Institutional Research and get their acknowledgement on the signature page.

## 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 |
| --- | --- | --- | --- |
| Tom Malloy | Chair of Psychology | \*approved by e-mail | 3/2/2023 |
| Earl Simson | Dean of FAS  | \*approved by e-mail | 3/2/2023 |
| Leslie Schuster | Director, Gender & Women’s Studies | \*approved by e-mail | 3/15/2023 |

##### 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 |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |