# 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 428 The Science of happiness** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A. 1b. Academic unit | **Faculty of Arts and Sciences** | | | |  |
| A.2. [Proposal type](#type) | **Course:** [**creation**](#creation) | | | |  |
| A.3. [Originator](#Originator) | **Katherine Lacasse**  **Christine Marco**  **Melissa Marcotte** | [Home department](#home_dept) | **Psychology** | | |
| 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.**  **Historically, the notion of health or wellness has been dominated by an emphasis on stress processes and avoiding illness. More recently, the field has evolved to include positive frameworks of what wellness and happiness entails. The field of Positive Psychology shows that happiness is linked to strong social ties, positive emotions and thought processes, mindfulness, resilience, motivation, and more. This course will explore the scientific evidence for what contributes to happiness and how people cultivate positive mindsets and happiness for themselves to contribute to their mental and physical well-being.** | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | **Students will have more flexible options for fulfilling their upper-level course program requirements. There currently is no similar course at RIC, and the topic of the course contributes to RIC’s offerings in the areas of health and wellness.** | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **Will be taught by existing faculty. To allow for the scheduling and staffing of these courses, other upper-level courses that currently are scheduled more frequently (e.g., multiple sections of Child Psychology per year) will now be offered annually instead.** | | | |
| [*Library*:](#library) | **None – existing resources are sufficient** | | | |
| [*Technology*](#technology) | **None – existing resources are sufficient** | | | |
| [*Facilities*](#facilities): | **None – only need a regular classroom** | | | |
| 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: | | | | | |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C:\Users\cmarco\Dropbox\Dept%20Curriculum\2022%20Curriculum%20revisions\transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated.** | | | | | |
| 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. | New Examples 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 428** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Science of Happiness** |
| B.4. [Course description](#description) |  | **Students explore individual characteristics and environmental conditions that allow people to flourish, including well-being, positive emotions and thinking, motivation, resilience, creativity, spirituality, and healthy relationships.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits.** |
| 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** |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus | 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.)**  [**% Online**](#Online) **|** |
| 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) |  | **Instructors of different sections will likely have different learning assessments and/or weight them differently, but will select from:**  **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) |  | **30** |
| B.15. [Redundancy statement](#competing) |  | **n/a** |
| 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)**?** |
| --- | --- | --- |
| Identify and describe major theories and concepts that explain the human experience of happiness, meaning making, and well-being |  | Assignments, papers, projects, quizzes/exams |
| Explore and reflect upon personal strengths and what the student values in life |  | Assignments, papers, projects, in-class activities |
| Apply material to personal practices or larger-scale interventions to increase well-being |  | Assignments, papers, in-class activities, presentations |
| Communicate orally and in writing about course material |  | Assignments, papers, presentations, exams, in-class activities |

| 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. Foundations   * *Dimensions & themes of Positive Psychology* * *Research on happiness and well-being / Measuring well-being* * *Cross-cultural considerations* * *Well-being over the life span*   2. Well-Being   * *Creating meaning and purpose in life* * *Emotions & well-being* * *Mindsets & motivation* * *Happiness & life Satisfaction*   3. Health   * *Psychological factors important to health* * *Positive coping efforts* * *Adjusting to difficult life events* * *Positive aging*     4. Relationships   * *Connections with others and the natural world* * *Relationship satisfaction & stability* * *Positive families* * *Nurturing positive relationships that last*     5. Well-Being Practices & Leisure Activities   * *Leisure* * *Flow, optimal experience, & peak performance* * *Aesthetics & creativity* * *Mindfulness* * *Religious experiences & contemplative spirituality* * *Practicing gratitude* * *Volunteering*   7. The Future of Positive Psychology |

## 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](mailto: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 |

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