# 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) | **Soc 215: Careers and The Social SCiences** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences**  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |  |
| A.3. [Originator](#Originator) | **Mikaila Arthur** | [Home department](#home_dept) | **Sociology** |
| A.4. [Context and Rationale](#Rationale) Note: Must include additional information in smart tip for all [new programs](#type) | **Providing robust career readiness preparation is an increasingly important part of the work we do with undergraduate students. Today, much of that work is left for capstone courses, when it remains valuable but is provided too late for students to be able to fully capitalize on it. Drawing on the models already extant at RIC in ENGL 203 (for Humanities majors) and PSYCH 210 (for Psychology majors), this course would provide an opportunity for social sciences majors to explore careers and build career readiness. As it is housed in the sociology department, it will be most suited to Sociology and Justice Studies majors, but will also be appropriate for students in Anthropology and Political Science, as well as for some students in related areas like Communications, Africana Studies, Gender and Women’s Studies, and Environmental Studies.** |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **At this time there is no plan to require the course, so the student impact would be to provide a new opportunity to gain much needed career preparation.** |
| A.6. [Impact on other programs](#impact)  | **While students from other departments will be welcome to take the course, it should not have an impact on them.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **This will take up 1 credit on a faculty FLH but due to the department’s mix of different #credit courses will not necessitate overload.** |
| [*Library*:](#library) | **No new resources needed** |
| [*Technology*](#technology) | **No new resources needed** |
| [*Facilities*](#facilities): | **No new resources needed** |
| 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%3A%5CUsers%5Cmicro%5CDownloads%5Ctransfer%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.  | 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)  |  | **SOC 215** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Careers and The Social Sciences** |
| B.4. [Course description](#description)  |  | Students learn about the range of careers for social science majors, including opportunities for graduate study, explore personal career plans, and develop documents like resumes, cover letters, and LinkedIn profiles. |
| B.5. [Prerequisite(s)](#prereqs) |  | FYW 100, FYW 100H or FYW 100P (or completion of the college writing requirement) and completion of at least 15 college credits. |
| B.6. [Offered](#Offered) |  | **Annually** |
| B.7. [Contact hours](#contacthours)  |  | **1** |
| B.8. [Credit hours](#credits) |  | **1** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Seminar**  |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus**  |
| B.12. CATEGORIES 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** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Papers | Class Work | 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) |  | **While PSCY and SOC are placed together in a Gen Ed. category, PSCY is a behavioral science rather than a social science, and so this course will be different from the PSCY 210.** |
| 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)**?** |
| --- | --- | --- |
| Gain knowledge of career options (including graduate education) and develop personal career plans |  | Career exploration project |
| Develop professional documents like resumes, cover letters, LinkedIn profiles |  | Submission and evaluation of these documents |

| 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 do students learn in social sciences majors?
2. Survey of social science fields
3. Discussion of skills and knowledge built in social sciences majors
4. How do I find careers that interest me?
5. Self-assessment and exploration of interests and proficiencies
6. Exploration of employment options for social sciences majors
7. How do I explore career possibilities?
8. Online career exploration tools & career profile project
9. Connecting with alumni via panels and/or informational interviews
10. How do I develop the materials necessary to successfully apply for jobs?
11. Resume writing (with CDC)
12. LinkedIn profile
13. Cover letters
14. Online application systems
15. Portfolios
16. What might I do other than classes to deepen my skills and enhance my employability?
17. Research opportunities
18. Internships
19. Developing career networks & asking for references
20. Thinking about graduate school
 |

## 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.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 |