# 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.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **PSYC 351 Psychology of Intersectionality****psyc 356 psychology of genders and sexuality** **PSYC 421** **CHANGING BEHAVIOR: APPLIED BEHAVIOR ANALYSIS** **PSYC 424 Health psychology** | | | |  |
| [Replacing](#Ifapplicable) | **PSYC 351 Psychology of human diversity****psyc 356 psychology of gender** **PSYC 421** **BEHAVIOR MODIFICATION** | | | |
| A. 1b. Academic unit | **Faculty of Arts and Sciences** | | | |  |
| A.2. [Proposal type](#type) | **Course: revision** | | | |  |
| A.3. [Originator](#Originator) | **Andrea Dottolo**  **Beth Lewis**  **Christine Marco** | [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 proposal lists updated language for titles and/or descriptions for four existing courses. These updates bring the language in line with current professional terminology; however, the courses will continue to be taught as they’re currently taught with the same content.**  **A.** **PSYC 351 Revise title from PSYCHOLOGY OF HUMAN DIVERSITY to PSYCHOLOGY OF INTERSECTIONALITY. Also, revise course description to reflect the current state of the discipline. The course will continue to be taught as it’s currently taught. The term “diversity” is quickly becoming an outdated term. While its original intention was to capture variation and difference, its deployment over time has become associated with any person or groups that are non-white. This erases the variation of experiences of its original intent, including ignoring the systems of power that create and maintain various identities and cultures. It also does not adequately capture that a person’s identity is not singular but is a confluence (intersection) of their multiple identities across races, genders, abilities, etc. This title and description change adheres to progressive Psychology program courses as well as signals to students that both marginalization and unearned advantaged are examined in this course.**  **B. PSYC 356 Revise title from PSYCHOLOGY OF GENDER to PSYCHOLOGY OF GENDERS AND SEXUALITIES. This revision adds the term sexualities, reflecting the broader inclusion of both genders and sexualities, which are interrelated constructs. In addition, pluralizing gender signals a contemporary communication that there are multiple gendered experiences and identities, and that the course will not focus only on the binary. The course description is updated to reflect this; however, the course will continue to be taught as it’s currently taught.**  **C. PSYC 421 Revise title from BEHAVIOR MODIFICATION to CHANGING BEHAVIOR: APPLIED BEHAVIOR ANALYSIS. Course description and content will remain the same.**  **D. PSYC 424 Update description to clearly indicate that DEI topics regarding health disparities are covered. This is how the course is currently taught, and the updated description is making this clear to students.**  **Finally, as mentioned in another proposal, prereqs for upper-level courses are being revised to help reduce bottlenecks. The prereqs for the courses in this proposal will now say: “PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits.”** | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | **Students are exposed to appropriate, current language in the discipline and have a clearer idea of what the course covers.** | | | | |
| A.6. [Impact on other programs](#impact) | **Course titles will need to be updated in the programs below.**  **For PSYC 351, course title will need to be updated for:**   * **Queer Studies minor** * **Africana Studies major** * **Behavioral Health Studies**   **For PSYC 356, course title will need to be updated for:**   * **Community & Public Health Promotion major** * **Queer Studies minor** * **Gender & Women Studies minor** * **Gender & Women Studies major**   **For PSYC 421, the course title update will need to be updated for Behavioral Health Studies** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*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: | | | | | |
| 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. |
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| B.1. [Course prefix and number](#cours_title) | **PSYC 351, 356, 421 and 424** | **No change** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **351 Psychology of Human Diversity**  **356 Psychology of Gender**  **421 Behavior Modification** | **351 Psychology of Intersectionality**  **356 Psychology of Genders and Sexualities**  **421 Changing Behavior: Applied Behavior Analysis** |
| B.4. [Course description](#description) | **351 Psychosocial factors relating to human diversity such as gender, socioeconomic status, and race/ethnicity are presented. Included are historical and contemporary effects of discrimination and methods of reducing intergroup conflict**  **356 Documented sex differences from biological, biosocial, and social-psychological perspectives are analyzed. Included are theories and research findings relating to personality, self-concept, and mental health.**  **424 The psychological influences on how people stay healthy, become ill, and respond when they are ill are examined. Emphasis is on the application of psychological research and theory to health promotion.** | **351 Identities and cultures in relation to systems of institutional power and marginalization are explored. Included are historical and contemporary effects of discrimination, mental health, and social change**  **356 Variations of genders and sexual identities and experiences are examined in relation to social structures, power, discrimination, personality, self-concept, mental health and social change.**  **424 Students examine psychological influences on how people stay healthy, become ill, and respond when ill. Emphasis is on application of psychological theory, research, and impact of social inequities.** |

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| B.5. [Prerequisite(s)](#prereqs) | **351: PSYC 110 (or PSYC 215) and PSYC 221 or PSYC 221W.**  **356: PSYC 215 and and PSYC 221 or PSYC 221W.**  **421: PSYC 221 or PSYC 221W or equivalent**  **424: PSYC 221 or PSYC 221W and either PSYC 215 or PSYC 251 or equivalent** | **351: PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits.**  **356: PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits.**  **421: PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits.**  **424: PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits.** |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.11.a [Delivery Method](#instr_methods) |  |  |
| B.12. CATEGORIES  12. a. [How](#required) to be used |  |  |
| 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) |  |  |
| 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)**?** |
| --- | --- | --- |
| No change |  | Click Tab from here to add rows |

| 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.** |
| --- |
| No change |

## 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 |
| --- | --- | --- | --- |
| George Ladd | Program Director of Behavioral Health Studies | \*acknowledged by e-mail | 3/2/2023 |
| Leslie Schuster | Director, Gender & Women’s studies (for Queer Studies & Gender & Women Studies programs) | \*acknowledged by e-mail | 3/13/2023 |
| Sadhana Bery | Director, Africana Studies |  | 3/14/2023 |
| Jason Sawyer | Coordinator, Community & Public Health Programs | \*acknowledged by e-mail | 3/15/2023 |
| Jeannine Dingus-Eason | Dean, FSEHD | \*acknowledged by e-mail | 3/2/2023 |