# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngOMUNDERGRADUATE 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) | **B.A. in Psychology****Minor in Psychology** | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |
| A. 1b. Academic unit | **Faculty of Arts and Sciences** | | | | |  |
| A.2. [Proposal type](#type) | **Program:** [**revision**](#revision) | | | | |  |
| A.3. [Originator](#Originator) | **Beth Lewis (send proposal questions to Chris Marco** [**cmarco@ric.edu**](mailto:cmarco@ric.edu)**)** | | [Home department](#home_dept) | **Psychology** | | |
| A.4. [Context and Rationale](#Rationale)  Note: Must include additional information in smart tip for all [new programs](#type) | Prior conversations within the department and the recent Program Review identified some program revisions that would help students’ completion in the BA in Psychology program. The revisions mostly involve providing more flexibility for students to fulfill the existing program requirements. The key goals are to:   * Streamline the program in a way that maintains current program requirements for breadth and depth of knowledge in Psych while increasing flexibility for students * Add course options that reflect the current state of the discipline, meet students’ educational goals, and/or are relevant for responsible citizenry in the current world * Revise prerequisites to address potential bottlenecks to completion * Minor revisions in titles and/or descriptions to update language and/or clarify content * Continue to support more seamless transfer from CCRI and other schools   The proposed revisions continue to prepare students to meet their educational goals, whether it be to pursue graduate study and/or directly enter the workforce. The revised curriculum is consistent with APA standards and the curriculum of many other higher education institutions in the U.S.  Summary of the revisions:  The current program requires: (1) Introduction to Psychology plus two research methods courses (remains the same), (2) Three 200-level courses (still required, but more options for completing), (3) Four 300-400 level courses (still required, but more flexibility), and (4) a research lab capstone (remains the same). More specifically:   1. Core courses: These courses are currently required as a science-based discipline, and remain required in the revised curriculum:    1. PSYC 110 (Introduction to Psychology). No change    2. PSYC 221W (Research Methods I). No change except to add the College Writing Competency as a prerequisite. PSYC 221W is a Writing in the Discipline (WID) course, and having students fulfill the basic writing competency before the WID course would strengthen student preparedness and success in this course.      * 1. PSYC 320 (Research Methods II). No change except to add the College Math competency requirement (e.g., Math 010) as a prerequisite. Student success would be strengthened by ensuring they meet basic math competencies before taking statistics.  1. Three 200-level courses: The current curriculum requires three 200-level courses that provide a breadth of coverage of the key areas of the discipline, but the current program allows students no choice of which courses to take. The revised curriculum still requires three 200-level courses; however, it provides choices for students to complete them. These courses continue to provide an overview of key areas of Psychology, while now allowing flexibility for students to complete them according to their interests and schedules. Furthermore, one of the changes allows us to now accept transfer credit for a course that we previously had to deny, which will help transfer students. Students will now choose three 200-level courses from:  * PSYC 215 (Social) or PSYC 251 (Personality). See note below. * PSYC 230 (Human Development) * PSYC 249 Cognition. Renumbered from 300-level, this is a foundational area of the discipline, and the 200-level positioning is comparable with other schools in the nation. Adding it here provides more flexibility for students. * PSYC 254 Introduction to Psychological Disorders. Renumbered from 300-level to reflect that it is more comparable to these other 200-level survey courses. This change will allow us to accept the comparable Abnormal Psychology course as transfer from CCRI. It also provides the foundation for students to take upper-level cover specific mental and behavioral disorders in greater depth.   NOTE: The reason for choosing either PSYC 215 (Social) or 251 (Personality) is because these are largely seen as occupying the same subdiscipline. The American Psychological Association’s subdivisions combine Social/Personality into one (Division 8 Society for Social & Personality Psychology) and the primary journal for these areas is also combined (J. of Personality & Social Psychology, referred to as JPSP). Also, doctoral programs typically have a joint Social/Personality focus; it’s rare to have a separate doctoral program for each specialty. Consequently, in trying to achieve a breadth of coverage across the discipline for our students, it’s more important for students to have exposure to the more distinct areas of social/personality, developmental, cognition, and psychological disorders, while allowing them to choose from within their personal interests for social or personality psychology   1. CHOOSE ONE FROM: The current set of 35x-numbered courses has a commonality of exploring diverse identities. The American Psychological Association (APA) and the Psychology Department both advocate that Psychology students should have an understanding of the diversities of human experiences. We therefore will continue to require that students take one course from this area. Existing relevant courses will remain, with two courses (PSYC 351 and PSYC 356) having their titles and descriptions updated to reflect the current state of the field (no change in topic; the courses will be taught as they are currently taught). Also, courses will be added to allow students more choices. 2. THREE MORE 300-400 LEVEL COURSES: Students will still meet the current requirement for three additional 300-400 level courses; however, this revision addresses one potential bottleneck for students. The current curriculum is more rigid and requires that students take one course from each of three numbered areas (33x, 34x, and 42x). Due to students’ scheduling needs and the elimination of five faculty lines in the department, it can be difficult for students to find courses in each of those areas that fit their schedules, which sometimes can delay their progress. The revised curriculum pools these areas into a single list and has students continue to take three of these upper-level courses (as is the current requirement); however, students are now free to select any three courses for deeper study that are compatible with their interests and schedule availability. This revised structure is consistent with Psychology programs nationwide.   Note: As part of this list, PSYC 360 Seminar in Current Topics will be included in the list of upper-level courses. It currently is listed in the catalogue with a note that it may substitute for one of the decade courses, with permission of chair. In the old program, chair’s permission is required to ensure that the Seminar topic is appropriate for the decade it’s being counted in. However, in the proposed revised major, those silos are removed, and the upper-level courses are pooled together; consequently, we can include this course in the list, and it does not require permission of the Chair.   1. CHOOSE ONE FROM 47X (Research Methods III, the capstone lab). à no change   ADDITIONAL UPDATES  Course numbering and titles: Some existing course numbers and titles were revised to either fit the current program structure and/or reflect the current state of the field, and this is also covered in a separate proposal for better clarity.  Prerequisites for upper-level courses: Courses were examined to identify where prerequisites might pose bottlenecks to progressing through the program, and adjustments made accordingly to simultaneously eliminate the bottleneck while ensuring that students are prepared for upper-level coursework. The new overall framework for upper-level prerequisites is that students should be at least a 2nd-semester sophomore (completed 45 credits total), including 221W (or 221) and at least 8 additional Psychology credits. A separate proposal form is included to describe these revisions.  Note about deleting courses: Although we are adding courses to the curriculum, we are not deleting courses at this time. To accommodate the courses being added, courses that are now offered multiple times a year (e.g., Child Psych has often been offered 4 times a year), will go down to once a year. Also, we plan to revisit course deletions in three years when the “Courses not taught in 3 years” report comes out. We have one additional retirement happening in May and have been told that we are high priority for a new hire. Rather than delete courses now that a new faculty might want to teach, we left them in place for now and will revisit it in 3 years in the Fall 2026 cycle.  MINOR IN PSYCHOLOGY  The Minor in Psychology will be revised to reflect the changes in the major. Currently, minors take Intro, Methods I, three 200-level classes (no choice in topics), and one 300-level course (restricted to cognitive/brain science topics). The revised minor will maintain this structure while allowing more flexibility: Intro, Methods I (still required), three 200-level courses (same number required but can now choose three courses from a list of five), and one 300-level course (same number required but now can choose from among any 300-400 level course for greater flexibility).  Note: No changes to the Neuroscience Minor | | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | The impact on students is expected to be overwhelmingly positive. As mentioned above, the proposed revision maintains the program’s current framework of breadth and depth of coverage; it is not a major overhaul of the program structure. Rather, students now will have more options for pursuing their areas of interest with fewer impediments related to scheduling. They will also have the opportunity to take new courses that have relevance for the world today.  *For current students who entered under a prior catalog*: The revised program is more streamlined and more flexible. The primary goal of these revisions is to help improve completion. Students admitted under a prior catalog will be allowed (with approval of the department Chair) to have appropriate course substitutions to fulfill the old program requirements. | | | | | |
| A.6. [Impact on other programs](#impact) | * These revisions do not impact the current Gen Ed program. * There is no impact on the curriculum per se in other departments or programs, although relevant course title updates will need to be updated in their catalog copy. These are indicated in the relevant course proposals. | | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | Current faculty will teach the curriculum but may shift which courses they teach. Over the past several decades, the Psychology major has remained the top 1-2 majors at the college. With department faculty retirements and resignations over the last two years, the department will be down 5 FTE after May ‘23. The recent program review has already commented on the loss of revenue and difficulties for students that this creates. Greater retention will lead to increased enrollments, which may require additional faculty to fully and efficiently serve students. | | | | |
| [*Library*:](#library) | No change | | | | |
| [*Technology*](#technology) | No change | | | | |
| [*Facilities*](#facilities): | No change | | | | |
| 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.**  We will now be able to accept courses in “Abnormal Psychology” as transfer from CCRI and other schools for the proposed PSYC 254 Introduction to Psychological Disorders only (not for the upper-level PSYC 353 or 354). | | | | | | |
| 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.  **Most of the changes here are adding options of more current fields and so the basic program is still very similar and we fell that this revision does not make more than a 25% change.** | | | | | | |

### C. [Program Proposals](#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.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments)  Must be completed. | 355 BA Psychology  32 Psychology minor |  |
| C. 2. [2020 CIP number](#CIPnumber" \o "THESE CAN BE FOUND AT HTTPS://NCES.ED.GOV/IPEDS/CIPCODE/BROWSE.ASPX?Y=56 CONSULT WITH INSTITUTIONAL RESEARCH TO BE SURE YOU SELECT THE CORRECT ONE.) |  | 42.0101 |
| C.3. [Admission requirements](#admissions) |  |  |
| C.4. [Retention requirements](#retention) |  |  |
| C.5. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | LOWER LEVEL REQUIREMENTS  (SIX 100-200 LEVEL COURSES)  110 (Intro)  215 (Social)  221 (Research Methods I)  230 (Human development)  251 (Personality)  320 (Research Methods II)  UPPER LEVEL REQUIREMENTS  (4 COURSES)  *ONE from each area*   * One from 33x numbers * One from 34x numbers * One from 35x numbers * One from 42x numbers   \* PSYC 360 can substitute for one of these upper level decades, if appropriate topic and with permission of chair  CAPSTONE  *ONE FROM:*   * 474 Res. Meth. III: Psych. Lab * 476 Res. Meth. III: Applied Lab   *\*\* All courses are 4 credits.*  *\*\*Total credits = 44*  MINOR IN PSYCHOLOGY  PSYC 110 Intro to Psychology  PSYC 221W Res Meth I: Found.  PSYC 215 Social Psychology  PSYC 230 Human Development  PSYC 251 Personality    ONE FROM  PSYC 300-400 upper level courses  341 Perception  344 Learning  345 Physio  347 Social Cognition  349 Cognition | LOWER LEVEL REQUIREMENTS (STILL SIX 100-200 LEVEL COURSES)  110 Intro à Still required  221 Methods I à Still required  320 Methods IIà Still required  Three 200-level courses à still required, but more choices:   * 215 Social OR 251 Personality * 230 Human Development * 249 Cognition * 254 Intro to Psych. Disorders   UPPER LEVEL REQUIREMENTS (STILL 4 COURSES)  *ONE FROM: The current 35x area includes DEI-related topics, and will be kept. Courses are added for more choices:*   * PSYC 351 Psychology of Intersectionality (existing; update title & description for current terminology) * PSYC 356 Psychology of Genders and Sexualities (existing; update title & description for current terminology) * PSYC 357 Psychology of Social Class (new; see course proposal form) * PSYC 424 Health Psychology (existing; change description to indicate DEI relevance) * PSYC 429 Psychology of Social change (new; see course proposal form)   *12 additional credits from 300/400-level courses. The remaining upper-level courses from the 33x, 34x, 42x areas are pooled into one area for greater flexibility of interests and scheduling. Courses that will be available are*:  PSYC 331 Child Psychology  PSYC 335 Family Psychology  PSYC 339 Psychology of Aging  PSYC 341 Perception  PSYC 344 Learning  PSYC 345 Physiological Psychology  PSYC 347 Social Cognition  PSYC 360 Seminar in Current Topics  PSYC 421 Changing Behavior: Applied Behavior Analysis  PSYC 422 Psychological Testing  PSYC 423 Psychology and the Law  PSYC 425 Community Psychology  PSYC 426 Internship in Psychology  PSYC 427 Psychology in the Workplace (new)  PSYC 428 Science of Happiness (new)  PSYC 450 Topics  PSYC 451 Stress and Trauma (new)  PSYC 453 Child and Adolescent Psychopathology (new)  PSYC 454 Adult Psychopathology (new)  CAPSTONE (no change)  *ONE FROM*   * 474W Res. Meth. III: Psych. Lab * 476W Res. Meth. III: Applied Lab   *\*\*All courses are still 4 credits.*  MINOR IN PSYCHOLOGY  PSYC 110 Intro to Psychology  PSYC 221W Research Methods I: Foundations    THREE FROM  PSYC 215 Social Psychology OR PSYC 251 Personality  PSYC 230 Human Development  PSYC 249 Cognitive Psychology  PSYC 254 Intro Psych Disorders    ONE FROM  300-400 upper level courses  (Note: No changes to the Behavioral Neuroscience minor) |
| C.6. [Credit count](#credit_count) for each program option | No change for major or minor | No change for major or minor |
| C.7. Program Accreditation (if relevant) | n/a | n/a |
| C.8 Is it possible that the program will be more than 50% online (includes hybrid)?\* |  | 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:///C:\Users\sabbotson\Documents\Curriculum\Program%20goals) |  | No. Students still meet these requirements: (a) Intro, Methods I, Methods II, (b) three 200-level courses but have more choices, (c) one course on topics of identities and cultures but have more choices, (d) three additional upper level courses but have more flexibility, (e) required capstone has no change.  No. Students in the minor still take Intro, Reseach Methods I, three 200-level courses, and one upper-level course. They just have more flexibility in fulfilling these requirements. |
| C.11. [Program goals](file:///C:\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](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