# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page roll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, JUST DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **FNED 100: Education in a Democratic Society** | | |  |
| [Replacing](#Ifapplicable) | **FNED 150: Foundations of Education** | | |  |
| A.2. [Proposal type](#type) | Course Creation/revision | | |  |
| A.3. [Originator](#Originator) | Donald Halquist | Feinstein School of Education and Human Development | |  |
| A.4. [Rationale](#Rationale) | FNED 100 Education in a Democratic Society will replace FNED 150 Foundations of Education, an Early Enrollment Program (EEP) course taught at Mt. Pleasant High School. FNED 100 is designed to engage students in scholarly conversations and debates about educational policies and practices, and enable them to examine the social and cultural forces that affect schools and the role of the teacher role in supporting and advancing equity and aspects of diversity in a democratic society.  Offering FNED 100 as an EEP course at Mt. Pleasant High School during the academic year and on the RIC campus during the summer will meet the new requirements proposed by the Office of the Postsecondary Commissioner (OPC). | | | |
| A.5. [Date submitted](#date_submitted) | **01/24/17** | A.6. [Semester effective](#Semester_effective) | **Summer 2017** | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | No impact, current faculty available to teach | | |
|  | [*Library*:](#library) | No impact, current resources suffice | | |
|  | [*Technology*](#technology) | No impact, current resources suffice | | |
|  | [*Facilities*](#facilities): | No impact, current resources suffice | | |
| A.8. [Program impact](#prog_impact) | **None** | | | |
| A.9. [Student impact](#student_impact) | Offers students the opportunity to take an entrance level course on topical subjects related to teaching and learning. | | | |
| A.10. The following screen tips are for information on what to do about catalog copy until the new CMS is in place; check the “Forms and Information” page for updates. [Catalog page.](#catalog)  [Where are the catalog pages](#catalog)? [Several related proposals](#catalog)? Do **not** list catalog pages here. **All** catalog copy for a proposal must be contained within a **single** file; put page breaks between sections. Make sure affected program totals are correct if adding/deleting course credits. | | | | |

B. [NEW OR REVISED COURSES](#delete_if) **DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL within specific categories, but do not delete any of the categories. DO NOT use highlight. Delete this whole page if this proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **FNED 150** | **FNED 100** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Foundations of Education** | **Education in a Democratic Society** |
| B.4. [Course description](#description) |  | **Students examine the social and cultural forces that affect schools, and the teacher’s role in supporting and advancing equity and aspects of diversity in a democratic society.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **Credit cannot be given for both FNED 150 and FNED 100.** |
| B.6. [Offered](#Offered) |  | **Summer** |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Fieldwork | Internship | Lecture | Practicum | Seminar | Small group | Individual | [Hybrid | Distance Learning](#Hybrid" \o "Only select these 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](#required) |  | **Free elective** |
| B.13. Is this an Honors course? | **| NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **| NO |**  **category:** | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes | Projects |**  **| Reports of outside supervisor** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes) | [**Standard(s)**](#standards) | [**How will they be measured**](#measured)**?** |
| --- | --- | --- |
| POLICY AND PRACTICE: to examine the role of history, politics, and culture in shaping current American educational policy and practice | RIPTS: 1.1, 2.1, 2.5, 5.2,  CF: General Knowledge, Knowledge of Contexts | Talking Points  Midterm  Integrative Schools in a Democratic Society (SIADS) Blog  Diversity Event |
| SCHOOLING IN A DEMOCRACY: to question assumptions about the purpose of schooling, the student-­‐teacher relationship, and the role of schools in promoting or hindering the democratic way of life | RIPTS: 5.2  CF: Knowledge of Contexts, Professional Ethics | Talking Points Midterm  Integrative SIADS Blog  Diversity Event |
| PERSONAL ATTITUDES: to examine personal attitudes and approaches to civic responsibility, ethnicity, race, language, social class, religion, gender, sexual orientation, and exceptionality | RIPTS: 3.1, 3.2, 3.3, 4.1, 4.2, 6.1, 6.2, 10.1, 10.2, 10.4 CF: Knowledge of Contexts, Cultural Diversity, Collaboration/Advocacy | Service Learning  Integrative SIADS Blog |
| CRITICAL LITERACY: to develop and hone receptive and expressive communication skills (reading, speaking, writing and digital formats) necessary to become an effective, critical communicator | RIPTS: 11.1, 11.4  CF: Professional Ethics, Collaboration/Advocacy | Talking Points  Service Learning  Integrative SIADS Blog |

| B.19. [**Topical outline**](#outline) |
| --- |
| Required text: *Rethinking Our Classrooms: Teaching for Equity and Justice*, Volume 1 (2007). A Rethinking Schools Publication.  Students examine the social and cultural forces that affect schools, and the teacher’s role in supporting and advancing equity and aspects of diversity in a democratic society.  Relationship to the Professional Program  FNED 100 is an introduction to FNED 346, Schooling in a Democratic Society, the gateway course to all FSEHD undergraduate teacher education programs.  Course Topics   1. Teacher Identity Development 2. Unlearning the Myths That Bind Us: Critiquing Cartoons and Society 3. 10 Quick Ways to Analyze Children’s Books for Racism and Sexism and Taking Multicultural, Antiracist Seriously 4. Race and Respect; Teaching for Social Justice 5. Playing with Gender: Lessons from an Early Childhood Center and Building Community from Chaos 6. What Do We Say; Math, SATs, & Racial Profiling 7. Teaching Standard English; Seeing Color   **Talking Points and In-class activities (20%)**  The readings in our syllabus will invite you to participate in scholarly conversations and debates about questions of educational policy and practice in a democratic society. They all require energy, commitment, and openness. You will post Talking Points on Blogger for each assigned reading before the class dedicated to that article. Your Talking Points will prepare you to participate in class discussions and group activities. See separate document for prompts and rubric.  Most classes will include an individual or group writing exercise. Although students will be able to reference their reading assignments and notes, an unprepared student will not have time to draft an adequate response. Students who have not attended carefully to the assigned reading will be asked to opt out of group activities that depend on insights/ideas gleaned from the assigned article. Nevertheless, it is in a student’s best interest to attend class as s/he will be given an opportunity to earn reduced credit. In-­class writings/group exercises cannot be made up.  **Midterm (15%)**  In-class exam based on readings and lecture notes. See study guide.  **Final Cooperative Project (20%)**  As part of a small group, students will present a lesson on an unassigned article. See separate description and rubric.  **Final Individual Project (20%)**  Each student will add to the knowledge base of the class by posting a link on Blogger to a website, article, or video that relates to a class reading. Accompanying that post will be a written introduction to the online material and a connection to a course reading (500 words). See separate description and rubric. |

##### D.1. Approvals

* 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 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) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Gerri August | Chair, Educational Studies |  |  |
| Robin Kirkwood-Auld | Chair, Health and Physical Education |  |  |
| Patricia Cordeiro | Chair, Elementary Education |  |  |
| Ying Hui-Michael | Chair, Special Education |  |  |
| Andrew Snyder | Chair, Counseling, Educational Leadership and School Psychology |  |  |
| Donald Halquist | Dean, Feinstein School of Education and Human Development |  |  |

##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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