# UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#1v1yuxt): please read.

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

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

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| A.1. [Course or program](#30j0zll) | **MLED 230** **Young Adolescent Development in Social Contexts** | | | |  |
| [Replacing](#2et92p0) | **MLED 310 TEACHING EARLY ADOLESCENTS AND MLED 320** **MIDDLE SCHOOL ORGANIZATION AND INTEGRATED CURRICULUM** | | | |
| A.2. [Proposal type](#tyjcwt) | **Course: revision** | | | |
| A.3. [Originator](#4d34og8) | **Julie Horwitz** | [Home department](#2s8eyo1) | **Educational Studies** | | |
| A.4. [Context and Rationale](#17dp8vu) | **Given the recent RIDE accreditation report of the FSEHD, the Middle Level Education program is redesigning coursework for certification to not only address the feedback but improve the candidate experience. The feedback called for additional clinical preparation, inclusion of RIDE initiatives and state standards, clearer focus on K-12 student standards, technology, family communication and a renewed focus on diversity.**  **As part of the entire FSEHD redesign process, this proposal is to revise the first course in the undergraduate middle level education program. The MLED program provides a foundation for graduates to teach Middle Grades English, Math, Science, or Social Studies as they simultaneously complete an approved Elementary or Secondary program with a content area focus in English, Math, Science, or Social Studies. This program fulfills the RIDE requirements of 45 practicum hours and meets the pedagogical competencies of the Association for Middle Level Education (AMLE). Through the program, teacher candidates explore the following essential question” *How, as a middle level educator, can I cultivate and sustain a more just and equitable world through critically reflective practices?***  **This revised course incorporates components of the former MLED 310 and MLED 320 to provide a more comprehensive introduction to adolescent development within the context of schools, families, and communities. The course title would be “Young Adolescent Development in Social Contexts.” The Essential Questions include:**   * **How can I question and cultivate my own professional identity in an established system?** * **How can I create a safe, open space for my students to question and cultivate their individual and collective identities?**   **Through readings, activities, and clinical preparation, this course challenges traditional notions of development, recognizing that middle school is a time of exploration and co-construction of identity. The course also examines unique structures and policies at the middle school level.**  **The course will be offered in fall, spring, and summer.**  **Clinical Preparation: Whenever possible, this course will take place on site at an urban middle school. The instructor will work with the school administration to arrange for instructional rounds, guest speakers, and placements for each teacher candidate with a teacher and middle schooler. The teacher candidate will conduct an inquiry study centering on an individual middle schooler and the influences around them including teachers, school structure/culture, family, and community in general. Ten additional hours will be required outside of class time.**  **Partnership: This course requires a partnership with at least one school that follows a version of the middle level model (interdisciplinary teams, advisory, etc). The administration at the school would need to provide a classroom space that includes a whiteboard and projector. By attending the class at a school site, the RIC teacher candidates will be engaged in the school culture as an additional support to the teachers and students. The course will incorporate guest speakers from the school community including, but not limited to, students, teachers, representatives from administration, a guidance counselor/Dean of SEL, a panel of families, and/or a union leader.**  **To accommodate students in the middle of MLED certification, the old MLED 310 TEACHING EARLY ADOLESCENTS AND MLED 320 MIDDLE SCHOOL ORGANIZATION AND INTEGRATED CURRICULUM will continue to run alongside the new coruses for the meantime.** | | | | |
| A.5. [Student impact](#3rdcrjn) | **The program will remain 12 credits, however the program will consist of 3 4-credit courses rather than 4 3-credit courses. This will provide a more consolidated experience for teacher candidates that reflects the feedback received from a variety of constituents (program alumni, cooperating teachers, instructors) regarding the most valuable elements of the previous program.** | | | | |
| A.6. [Impact on other programs](#19c6y18) | **Having partnerships with districts for this course ensures a placement location. Students who are in other secondary education practicum courses can use this placement to do work for their other courses as needed.** | | | | |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#28h4qwu): | **FSEHD faculty will teach this course.** | | | |
| [*Library*:](#nmf14n) | **None** | | | |
| [*Technology*](#37m2jsg) | **None** | | | |
| [*Facilities*](#1mrcu09): | **None** | | | |
| A.8. [Semester effective](#35nkun2) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#35nkun2) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#46r0co2)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#2lwamvv)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#1ksv4uv) | **MLED 310, MLED 320** | **MLED 230** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio) | **310: Teaching Early Adolescents**  **320: Middle School Organization and Integrated Curriculum** | **Young Adolescent Development in Social Contexts** |
| B.4. [Course description](#2jxsxqh) | **310:Students examine the developmental characteristics of early adolescence and implications for teaching.**  **320:Students examine the emergence of the modern middle school and its components: teaming, advisory, flexible scheduling, and differentiated instruction.** | **Students examine adolescent identity development as a time of exploration and co-construction within the context of middle level structures and policies, families, and communities.** |
| B.5. [Prerequisite(s)](#z337ya) | **CEP 315 or consent of department chair.** | **None** |
| B.6. [Offered](#111kx3o) | **Fall | Spring | Summer |** | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#1y810tw) | **3** | **4** |
| B.8. [Credit hours](#4i7ojhp) | **3** | **4** |
| B.9. [Justify differences if any](#2xcytpi) |  | |
| B.10. [Grading system](#206ipza) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#1ci93xb) | **Fieldwork Lecture** | **Lecture** |
| B.12.[Categories](#3whwml4) | **Required for major/minor | Required for Certification** | **Required for major/minor Required for Certification** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#2bn6wsx)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
| B.15. [How will student performance be evaluated?](#qsh70q) | **Class participation | Presentations | Papers | Class Work | Projects |**  **| Reports of outside supervisor** | **Class participation | Presentations | Papers | Class Work | Projects |** |
| B.16. [Redundancy statement](#3as4poj) |  |  |
| B. 17. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#1pxezwc)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#49x2ik5)**, if relevant** | [**How will each outcome be measured**](#2p2csry)**?** |
| **Compare and contrast theories and practices about adolescent development and identity construction** | **AMLE 1a, 1b, 1d; RIPTS 3** | **Blog Posts/Reflections** |
| **Observe and critique middle level policy and structure** | **AMLE 3a, 3b; RIPTS 11** | **Policy Critique** |
| **Interrogate the role of a middle level professional in the construction of a safe, engaging middle level classroom** | **RIPTS 6, 8** | **Hot Topic Presentation, Small Group Advisory Lesson** |
| **Develop an inquiry project that gathers and analyzes information about your own identity as well as the identities of adolescents and middle schools** | **FSEHD Critical Reflection, RIPTS 4, 5, 10, 11** | **Inquiry Study** |

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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. **Introduction to the Middle Level Education Program**    1. **Program Essential Questions**    2. **Program Objectives**    3. **Clinical Preparation Overview**    4. **Introduction of Video Analysis** 2. **Contextualization of Middle School**    1. **History of Middle Level**    2. **Policy**    3. **AMLE standards, This We Believe** 3. **Middle School Structures**    1. **Advisory**    2. **Scheduling structures**    3. **Content area specialization**    4. **Relationship building** 4. **Teacher Identity Development**     1. **Using the past to understand the present**    2. **Asset based influences vs. Deficit**    3. **Data collection, analysis, and action** 5. **Introduction to Development**    1. **Intellectual**    2. **Social**    3. **Physical**    4. **Emotional**    5. **Moral** 6. **Co-Construction of Identity**    1. **Constructivism**    2. **Zone of Proximal Development**    3. **Marcia’s Identity Statuses** 7. **Developing a Web of Support**    1. **School leadership**    2. **Teachers**    3. **Student community**    4. **Guidance counselor**    5. **Union representative**    6. **Families** 8. **Mindfulness**     1. **Classroom management vs. Classroom discipline**    2. **Asset vs. Deficit** 9. **Understanding and Critiquing Middle School Policy and Structure**     1. **Current issues in middle level education**    2. **Teaching methodology for advisory** |

## 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 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.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

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| Name | Position/affiliation | [Signature](#_2zbgiuw) | Date |
| Brittany Richer | MLED Coordinator |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Gerri August or Julie Horwitz | Interim Co-Deans of Feinstein School of Education |  |  |

##### D.2. [Acknowledgements](#vx1227): REQUIRED from OTHER PROGRAMS/DEPARTMENTS 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

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
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