# 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 331** **DISCIPLINARY LITERACIES WITH YOUNG ADOLESCENTS** | | | |  |
| [Replacing](#2et92p0) | **MLED 330** **Interdisciplinary Reading and Writing in Middle Schools** | | | |
| 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 disciplinary literacy-focused 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 course addresses literacy practices at the Middle School level. The course title would be, “Disciplinary Literacies with Young Adolescents.” The Essential Questions include:**   * **How can I question and cultivate my own literacy practices?** * **How can I ensure that all of my students have access to content regardless of their primary literacy and are able to use a variety of literacy practices to further their development.**   **Through readings, activities, and clinical preparation, this course challenge the traditional definition of literacy that includes only reading and writing of standard texts. Students will develop a literacy philosophy as well as plan, implement, and reflect on lessons that incorporate critical and digital literacy. These lessons will be grounded in CCSS (and their focus on disciplinary literacies) as well as the professional standards in the teacher candidate’s content area.**  **This course will be offered in the fall and spring.**  **Clinical Preparation: Whenever possible, this course will take place on site at a suburban 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 in their content area. The teacher candidate will collaborate with their cooperating teacher to plan, teach, and critically reflect on their own literacy-based teaching. Fifteen hours additional hours will be required outside of class time.**  **Partnership: This course requires a partnership with at least one school that follows some version of a middle school model (interdisciplinary teams, advisory, etc) and recognizes literacy as more than just reading and writing traditional texts. The administration at the school would need to provide a classroom space that includes a whiteboard and projector. By attending the class at the school site, the RIC teacher candidates will be engaged in the school culture as an additional support to the teachers and students. Some guests for this course might include teachers (maybe math/reading specialists), representatives from administration, and tech coaches.**  **To accommodate students in the middle of MLED certification, the old MLED 330 Interdisciplinary Reading and Writing in Middle Schools will continue to run alongside the new courses 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): | **None** | | | |
| [*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 330** | **MLED 331** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio) | **Interdisciplinary Reading and Writing in Middle Schools** | **Disciplinary Literacies with Young Adolescents** |
| B.4. [Course description](#2jxsxqh) | **Students examine the emergence of the modern middle school and its components: teaming, advisory, flexible scheduling, and differentiated instruction.** | **Students examine traditional, critical, and digital literacy practices at the middle level. Students also develop, implement, and reflect on lessons grounded in disciplinary literacies and content area standards, including CCSS.** |
| B.5. [Prerequisite(s)](#z337ya) | **MLED 320; and for elementary education students, prior or concurrent enrollment in a methods course; and for secondary education students, SED 407; or consent of department chair.** | **MLED 230** |
| B.6. [Offered](#111kx3o) | **Fall | Spring | Summer |** | **Fall | Spring** |
| 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) | **AClass 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)**?** |
| **Make explicit the discourse community of their discipline and learn about using standards and appropriate strategies when teaching within that discipline** | **AMLE 2a, 2b, 2c; RIDE Initiative Student Standards** | **Blogs, Standards Study** |
| **Work with cooperating teacher to create opportunities for students to connect their non-school literacy practices with those of school in meaningful and authentic ways** | **AMLE 1a, 1b, 1c, 1d; RIPTS 4, 7)** | **Lesson Planning/Teaching/Reflection), Letter to Cooperating Teacher** |
| **Use reading, writing, speaking, listening, and technology to support students' engagement and understanding within the discipline as well as to assess their understanding** | **FSEHD Expertise; 4a, 4b, 4c, 4d; RIPTS 5; RIDE Initiative Technology** | **Literature Circles, Lesson Planning/Teaching, Digital Literacy Manifesto** |
| **Develop inquiry projects that gather and analyze information to answer questions and resolve classroom concerns** | **FSEHD Research, Critical Reflection; AMLE 5a, 5b, 5c, 5d; RIPTS 10, 11** | **Miscue Analysis, Math Reasoning Inventory; Analysis of Teaching Video** |

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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. **What is Literacy?**    1. **Literacy as Political (Critical Literacy)**    2. **Literacy as Personal**    3. **Literacy as Academic**    4. **Literacy as Cooperative** 2. **Questioning and Cultivating My Own Literacy Practices**    1. **Discourse**    2. **Inquiry methodology**    3. **Photovoice research** 3. **Disciplinary Literacy**    1. **Defining literacy in education**    2. **Defining literacy in my content area (Reading, Writing, Listening, Speaking)**    3. **Defining digital literacy**    4. **Operationalizing my definitions** 4. **Questioning and Cultivating Student Literacy Practices**    1. **Understanding students’ personal and literacy practices via Miscue Analysis**    2. **Metacognition**    3. **Video Analysis for literacy development**    4. **CCSS and content area standards** 5. **Strategies for (Digital) Disciplinary Literacy**    1. **Pre/During/Post Reading**    2. **Literature Circles**    3. **Vocabulary**    4. **Questioning**    5. **Note taking**    6. **Graphic Organizers**    7. **Readers Theater**    8. **Read Alouds**    9. **Writing**    10. **Speaking**    11. **Listening** 6. **Clinical Preparation**     1. **Assessment and data driven instruction**    2. **Lesson Planning**    3. **Collaboration with cooperating teacher to plan, teach, and reflect**    4. **Video analysis of teaching** |

## 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 prposals.

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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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