# 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.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#30j0zll) | **MLED 332** **Curriculum and Assessment for Young Adolescents** |  |
| [Replacing](#2et92p0)  | **MLED 340** **Differentiated Elements in Middle School Instruction** |
| 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 final 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 addresses curriculum and assessment at the middle level. The course title would be, “Curriculum and Assessment for Young Adolescents.” The Essential Questions include:** * **How can I be a critical consumer of middle level curriculum and assessment?**
* **How can I create and implement curriculum and assessment that fosters learner agency?**

**Through readings, activities, and clinical preparation, this course challenges teacher candidates to evaluate the curriculum and assessment choices they make. They will design and implement curricula and assessments that cultivates agency among their learners and collect data to guide their reflection on student learning.** **This course will be offered in fall and spring.** **Clinical Preparation: Whenever possible, this course will take place on site at an urban ring 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 teaching of differentiated, personalized, and/or blended learning. Twenty additional hours will be required outside of class time.** **This course requires a partnership with at least one school that follows some version of a middle school model (interdisciplinary teams, advisory, etc) and incorporates differentiation, personalization, and/or blended learning. 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, representatives from administration, as well as school leaders in ESL and Special Education.****To accommodate students in the middle of MLED certification, the old MLED 340 Differentiated Elements in Middle School Instruction 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) |  |

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.**

|  |  |  |
| --- | --- | --- |
|  | Old ([for revisions only](#2lwamvv))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#1ksv4uv)  | **MLED 340** | **MLED 332** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio)  | **Differentiated Elements in Middle School Instruction** | **Curriculum and Assessment for Young Adolescents** |
| B.4. [Course description](#2jxsxqh)  | **Preservice teachers focus on methods of selecting strategies to meet the needs of diverse learners and the relationship between assessments and planning for instruction in the differentiated classroom.**  | **Students explore curriculum and assessment at the middle level. Students are also challenged to critically examine curriculum and assessment choices they make, and to cultivate their learners’ agency.** |
| B.5. [Prerequisite(s)](#z337ya) | **MLED 330** | **MLED 230, MLED 331, or consent of department chair.** |
| 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, clinical practice**  |
| 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 |** **| Reports of outside supervisor**  |
| B.16. [Redundancy statement](#3as4poj) |  |  |
| B. 17. Other changes, if any |  |

|  |  |  |
| --- | --- | --- |
| 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)**?** |
| **Choose appropriate instructional and assessment strategies for meeting the diverse needs of all students, especially emergent bilinguals and students with special needs** | **FSEHD Expertise; AMLE 1a, 1b, 1c, 1d; AMLE 4a, 4b, 4c, 4d, RIPTS 2, 4, 9; RIDE Initiative Equity** | **Unit Plan, Implementation, Reflection** |
| **Use data to critically reflect on the use of differentiation, personalization, and blended learning in the classroom** | **FSEHD Research, Reflection, Professional; AMLE 5a, 5b, 5c, 5d; RIPTS 5, 6, 10, 11; RIDE Initiative Technology, Data** | **Unit Plan, Implementation, Reflection** |
| **Design and implement units and curriculum that incorporate communication with families, appropriate standards, and foster student agency** | **FSEHD Collaboration; AMLE 2a, 2b, 2c, 3a, 3b; RIPTS 1, 7, 8; RIDE Initiative Student Standards** | **Unit Plan, Implementation, Reflection** |

|  |
| --- |
| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. **Critically Reflective Professional Educator**
	1. **Critical consumer of teaching initiatives**
	2. **Politics of differentiation, curriculum, pedagogy and teacher expectations**
2. **Curriculum, Instruction, and Assessment for Student Agency and Success**
	1. **Differentiation**
	2. **Personalization**
	3. **Blended Learning**
3. **Collecting and Using Data for Critical Reflection**
	1. **Assessment vs. Grading**
	2. **What counts as data?**
	3. **Analyzing data**
	4. **Using data for decision making - continuous improvement model**
4. **Clinical Preparation - Planning, Implementing, Reflecting on a Differentiated Unit**
	1. **Collaboration with cooperating teacher, special education and ESL teachers**
	2. **Learning from and communicating with families**
	3. **Planning and Implementing Instruction**
	4. **Video analysis**
	5. **Data driven adjustments and reflection**
 |

## 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 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](https://docs.google.com/document/d/1_zJQxH0uG2sCFqQvkRObkMbuBxxvUOcvfcJ0QnEhw0c/edit#heading=h.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

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |