# 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) | **FNED 101: Introduction to Teaching and Learning** |  |
| [Replacing](#2et92p0)  |  |
| A.2. [Proposal type](#tyjcwt) | **Course: creation - FSEHD teacher preparation programs** |
| A.3. [Originator](#4d34og8) | **Carol Cummings and Lisa Owen** | Home Department: Educational Studies |  |
| A.4. [Context and Rationale](#17dp8vu)  | **Rationale**: The FSEHD redesign preparation that supports early development of a teacher identity requires students to explore essential questions of social justice education through academic and field experiences. This course will provide these opportunities and will reflect discipline knowledge and learning consistent with teacher preparation programs across the country. At this early stage in development of a teacher identity, students will begin to examine how knowledge, beliefs, intentions, and practices about social justice can inform pedagogical approaches and practices in the classroom. Teaching about social justice matters to students and their teachers. |
| A.5. [Student impact](#3rdcrjn) | Teacher preparation students will be better prepared to be successful in their program of study. They will be knowledgeable about and start to display attributes for working with all students in an equitable and effective manner. This will help develop their teacher identity as an agent of change. |
| A.6. [Impact on other programs](#19c6y18)  | This course will be required of all students enrolled in teacher preparation programs and will thus mean an additional 2 credits to each program. Teacher preparation programs are currently in the process of redesign and will include FNED 101 course as an introduction course. This course will be a prerequisite for FNED 246. |
| 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) | NewExamples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#1ksv4uv)  |  | **FNED 101** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio)  |  | **Introduction to Teaching and Learning**  |
| B.4. [Course description](#2jxsxqh)  |  | Students construct a map for their journey of developing a professional educator identity. Students explore essential questions of social justice education through academic and field experiences. |
| B.5. [Prerequisite(s)](#z337ya) |  |  |
| B.6. [Offered](#111kx3o) |  | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#1y810tw)  |  | **2** |
| B.8. [Credit hours](#4i7ojhp) |  | **2** |
| B.9. [Justify differences if any](#2xcytpi) |  |
| B.10. [Grading system](#206ipza)  |  | **Letter grade |**  |
| B.11. [Instructional methods](#1ci93xb) |  | **Clinical practice | Lecture | Small group**  |
| B.12.[Categories](#3whwml4) |  | **Required for major** |
| B.13. Is this an Honors course? |  |  **| NO** |
| B.14. [General Education](#2bn6wsx)N.B. Connections must include at least 50% Standard Classroom instruction. |  |  **| NO |** |
| B.15. [How will student performance be evaluated?](#qsh70q) |  | **Attendance | Class participation |Exams |Presentations |****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)**, RIPTS & FSEHD Outcomes** | [**How will each outcome be measured**](#2p2csry)**?****Rubrics/checklists used with assignments, listed below** |
| 1. Explain how **social justice** theories relate to the field of teaching and development of a teacher identity that encompasses becoming an agent of change.  | RIPTS 1, 7, 10FSEHD 1 & 5 | * Active Class Engagement: Discussions, Weekly Blogs or Journal Posts
* Critical Observer Project
 |
| *1a. Identify roles and responsibilities of the teacher as an agent of change.* | RIPTS 4, 7FSEHD 4 | * Active Class Engagement: Discussions, Weekly Blogs or Journal Posts
* Critical Observer Project
* Exam
 |
| *1b. Describe theoretical frameworks, dynamics, and dimensions associated with social change in the school setting.*  | RIPTS 7, 10FSEHD 5 | * In-class Group Presentation
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| *1c. Reflect on their own values, assumptions, learning styles, and teaching styles, and how these impact the learning environment for all students.*  | RIPTS 10FSEHD 4 | * Active Class Engagement: Discussions, Weekly Blogs or Journal Posts
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| 2. Explore school-based participatory research using the **teacher as a researcher** lens.  | RIPTS 9, 10FSEHD 2 | * Critical Observer Project
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| *2a. Demonstrate techniques for observing student and/or teacher actions in classrooms.*  | RIPTS 4, 9, 10FSEHD 3 | * Active Class Engagement and In-class practice with reflection
* Exam
 |
| *3*. Analyze student and/or teacher actions in classrooms through **video analysis** and **field-based experiences** relevant to teacher candidates’ field of study. | RIPTS 4, 9, 10FSEHD 3 | * Active Class Engagement: Discussions, Weekly Blogs or Journal Posts, and In-class practice
* Critical Observer Project
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| 4. Construct a teaching identity of social justice by integrating theoretical and experiential learning.  | RIPTS 11FSEHD 6 | * Critical Observer Project
 |
| 5. Explain the relationship between the FSEHD outcomes and core commitments, and their professional identity and responsibilities.  | RIPTS 10, 11FSEHD 1-6 | * Active Class Engagement: Discussions, Weekly Blogs or Journal Posts
* Exam
 |
| *5a. Summarize the role of the FSEHD outcomes and core commitments, and the Rhode Island Professional Teaching Standards have in developing attributes of quality teaching in teacher candidates.* | RIPTS 1-11FSEHD 1-6 | * Active Class Engagement: Discussions, Weekly Blogs or Journal Posts
* Exam
 |
| *5b. Demonstrate how to use Chalk and Wire, the online assessment and reporting tool, as a mechanism for establishing proficiency in their program of study from Day 1 to graduation.* | FSEHD 1 | * Digital Badge
 |
| *5c. Explain the role of teachers to assist learners with developing social and emotional skills, a growth mindset, and healthy connections to school culture.*  | RIPTS 3FSEHD 5, 6 | * Active Class Engagement: Discussions, Weekly Blogs or Journal Posts
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| *5d. Describe cultural competency and its role in classrooms and schools.* | RIPTS 4FSEHD 1 | * In-class Group Presentation
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| B.19. [**Topical outline**](#147n2zr)**:**  |
| 1. **Good and Just Teaching:**  What do we really mean when we talk about, teaching, learning and pedagogy?
	1. What do teachers do? Roles and Responsibilities
		1. Defining pedagogy, teaching and learning
		2. 21 century schools, classrooms and teaching
		3. Professional standards
	2. How are students producers of their own education?
		1. Impact of experiences on how well students have produced
		2. Based on personal educational experiences (all levels), how well have you produced?
		3. 21st century schools: Viewing diversity as a positive or an asset
	3. What does good teaching look like?
		1. Qualities and characteristics
		2. How do you become a good teacher?
		3. Setting the bar high for teachers and learners
		4. Making a difference in what and how children learn: how does powerful and compelling learning transform learners and educators?
2. **The complexity of Identity: “Who Am I?”**
	1. Identities and Social Locations: Who I? Who are my people?
		* 1. Teacher as a Researcher: What does this look like?
			2. Developing effective observation skills
				1. Student and Teacher Actions
				2. Introductions to protocols
			3. Studying Teaching and Learning through Video Analysis
				1. Used for studying teaching and learning
				2. Allows for reflection, an integral part of teacher training programs
				3. Effective feedback strategy for improving teaching and learning
				4. Procedures
			4. Professional Standards:
				1. FSEHD Outcomes
				2. State Standards: RI Professional Teaching Standards
3. **Pre-service Teacher Candidates - Developing an Identity, Skills and Proficiencies**
	1. Needs, positive mindset, challenges and values:
		1. Personal values, assumptions, learning styles, and teaching styles, and how these affect the learning environment for all students
		2. Important Questions: What challenges will you encounter? Effective strategies and tips for pre-service teacher candidates from Day 1 to graduation
4. Chalk and Wire
	1. An educational assessment platform designed to monitor and verify student learning outcomes
	2. Provides ongoing assessment and easy access to student progress on learning outcomes
	3. Provides graphs and other analytics

4. **Teacher Identity: Agents of Change*** 1. Social Justice Education - Core Concept
		1. Terms: Social justice and social justice approach to education?
		2. Stories, narratives, events and people: Making connections
	2. Broader social forces that influence schooling
	3. Teaching approaches that are social justice oriented
	4. What does social justice look like in “your” teacher preparation field?
	5. Social Identity Development
		1. Self/Instructor: Who we are
		2. Students/Learners: Who we teach
		3. Using **video analysis** and field-based experiences to examine teaching and learning
1. **Teachers as a Leader (Introduction)**
2. Becoming an accountable and a responsible ally
3. Critical self-knowledge
4. Assumptions and Biases and strategies for change
5. Reflections and Labor Activist
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### 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 originated the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

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| Name | Position/affiliation | [Signature](#_2zbgiuw) | Date |
| **Department Chair signature also signifies program coordinators’ acknowledgement of this proposal.** |
| Robin Kirkwood Auld | Chair, Health and Physical Education (Health & Physical Education programs) |  |  |
| Lesley Bogad | Chair, Educational Studies Department (Secondary Ed, Tech Ed, World Languages Ed, Middle Level programs) |  |  |
| Ying Hui-Michael | Chair, Special Education (Mild/ Moderate [Elem & Secondary], Severe Intellectual Disabilities) |  |  |
| Carolyn Obel-Omia | Chair, Elementary Education (Elementary & Early Childhood) |  |  |
| Douglas Bosch | Chair, Art (Art Education) |  |  |
| Ian Greitzer | Chair, Music (Music Education) |  |  |
| Earl Simson | Dean, Arts & Sciences |  |  |
| Julie Horwitz and/or Gerri August | FSEHD Deans |  |  |

##### 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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