# 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](#23ckvvd): 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 | **FNED 246 Schooling for Social Justice** | | | |  |
| [Replacing](#3znysh7) | **FNED 346 Schooling in a Democratic Society** | | | |
| A.2. [Proposal type](#2et92p0) | **Course: revision** | | | |
| A.3. [Originator](#3dy6vkm) | **Gerri August/Lesley Bogad** | [Home department](#1t3h5sf) | **Department of Educational Studies** | | |
| A.4. [Context and Rationale](#4d34og8) | **The FSEHD is undergoing an expansive redesign of our teacher preparation programs in order to upgrade and to respond to accreditation needs.**  **As part of this redesign, FNED 346 will be replaced with FNED 246. The rationale includes the following considerations:**   1. **All teacher preparation programs intend to add FNED 101, a first-year course that will introduce prospective education majors to the foundational concepts of teaching for social justice and will provide students an early opportunity to learn how to observe P-12 classrooms. Previously, FNED 346 was the first required clinical experience. In light of the program revisions, FNED 246 will add 3 hours of clinical observation to the 15 hours of tutoring (service learning) currently required in FNED 346. Having been introduced to observation protocols in FNED 101, teacher candidates will have opportunities to use these protocols in FNED 246.** 2. **FNED 246, a four credit course, will build on the foundation of FNED 101, offering teacher candidates expanded opportunities to study education through a social justice lens. The newly designed course has the following distinctions:**    1. **Deeper exploration of TESOL and Special Education concepts**    2. **Description and interpretation of clinical observations**    3. **Explicit study of relevant RIDE Initiatives** 3. **Under the redesign, teacher candidates will take FNED 246 in their sophomore year; thus, we have changed the prefix to reflect this expectation. It will also facilitate a smoother experience for our CCRI transfer students.** 4. **Our proposal calls for a different course title. SCHOOLING FOR SOCIAL JUSTICE (instead of Schooling for a Democratic Society) reflects our explicit commitment to preparing teachers who will be change agents. This aligns with our newly adopted FSEHD Common Outcomes.** | | | | |
| A.5. [Student impact](#17dp8vu) | **Students will take FNED 246 in their second year and will have three additional hours of clinical practice.** | | | | |
| A.6. [Impact on other programs](#ihv636) | **While many curricular changes in the teacher preparation redesign will inevitably impact FAS programs, the change from FNED 346 to FNED 246 will have no external impact. FNED 346 has served as a gateway course to official admission to the FSEHD; FNED 246 will continue to serve that purpose.** | | | | |
| A.7. [Resource impact](#32hioqz) | [*Faculty PT & FT*](#1hmsyys): | **No change in faculty needs as FNED 246 replaces 346.** | | | |
| [*Library*:](#41mghml) | **No change in library needs as FNED 246 replaces 346.** | | | |
| [*Technology*](#2grqrue) | **No change** | | | |
| [*Facilities*](#vx1227): | **No change** | | | |
| A.8. [Semester effective](#lnxbz9) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#lnxbz9) | |  | |
| 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](#3fwokq0)  **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](#1v1yuxt)) 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](#35nkun2) | **FNED 346** | **FNED 246** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#1ksv4uv) | **Schooling in a Democratic Society** | **Schooling for Social Justice** |
| B.4. [Course description](#44sinio) | **The social and cultural forces that affect schools are examined. Fifteen hours of field-based experience is required.** | **Students critically examine the purposes of schooling as a tool of oppression or liberation and the sociocultural forces that affect learning. Eighteen hours of clinical practice are required.** |
| B.5. [Prerequisite(s)](#2jxsxqh) | **12 credit hours and a minimum grade of B in FYW 100, or consent of department chair** | **12 credits, minimum grade of B in FYW, minimum grade of B- in FNED 101 (or YDEV major), or consent of department chair** |
| B.6. [Offered](#4f1mdlm) | **Fall | Spring | Summer |** | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#3j2qqm3) | **4** | **4** |
| B.8. [Credit hours](#1y810tw) | **4** | **4** |
| B.9. [Justify differences if any](#4i7ojhp) | **N/A** | |
| B.10. [Grading system](#2u6wntf) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#2xcytpi) | **Fieldwork | Lecture | Small group |** | **Clinical practice/service learning | Lecture | Small group |** |
| B.12.[Categories](#1ci93xb) | **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](#3whwml4)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
| B.15. [How will student performance be evaluated?](#2bn6wsx) | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Quizzes | Projects |**  **| Reports of outside supervisor** | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Quizzes | Projects |**  **| Reports of outside supervisor** |
| B.16. [Redundancy statement](#qsh70q) | **N/A** | **N/A** |
| B. 17. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#3as4poj)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#1pxezwc)**, if relevant** | [**How will each outcome be measured**](#49x2ik5)**?** |
| 1. Policy and Practice: to examine the role of history, politics, and culture in shaping current American educational policy and practice | RIPTS: 1, 5, 11; CF: General Knowledge, Knowledge of Contexts; FSEHD Outcomes: 4; RI Initiatives: IDEA; English Learner Programs | See B.15 |
| 2. Schooling for Social Justice: to question the assumptions about the purposes of schooling, the student-teacher relationship, and the role of schools in promoting or hindering equitable opportunities for academic and social growth | RIPTS: 1, 5; CF: Knowledge of Contexts, Professional Ethics; FSEHD Outcomes: 3; RI Initiatives: Bullying and School Violence, Social-Emotional Learning | See B.15 |
| 3. Personal Dispositions: to recognize, critically examine, and thoughtfully respond to the complicated dynamics of power that manifest in personal attitudes and approaches to ethnicity, race, language, social class, religion, gender, sexual orientation, and exceptionality | RIPTS: 4, 5; CF: General Knowledge, Knowledge of Contexts, Cultural Diversity, Collaboration/Advocacy; FSEHD Outcomes: 3 | See B.15 |
| 4. Service Learning: to gain insight into the perspectives and experiences of students from historically under-represented groups (or to reflect upon one’s own experiences as a member of those groups) through engagement in service learning activities in approved public K-12 schools or other educational institutions serving diverse populations | RIPTS: 3, 4, 5, 6, 7, 10; CF: Knowledge of Contexts, Cultural Diversity, Collaboration/Advocacy; FSEHD Outcomes: 2, 5; RI Initiatives: Bullying and School Violence; InfoWorks, SurveyWorks; Social-Emotional Learning | See B.15 |
| 5. Critical Literacy: to develop and hone receptive and expressive communication skills (reading, writing, speaking, and digital formats) in order to analyze and interpret the world as it is and as we wish it to be. | RIPTS: 5, 8; CF: General Knowledge; FSEHD Outcomes: 3 | See B.15 |

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| B.19. [**Topical outline**](#2p2csry)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| Service Learning   * + Personal Dispositions and Implicit Bias   + School Context and Community   + Sociocultural factors that affect learning   + Hidden curriculum   + Student-Teacher Relationships   + RI Initiative: InfoWorks and Survey Works   + RI Initiative: Social-Emotional Learning   Social Justice Frameworks and Key Vocabulary   * + Individualism versus Systems and Structures   + Critical Stance   + Media Literacy   + Privilege, Power and Difference   + Oppression (Features of)   Race-based systems   * + Historical context   + Social construction of race   + School segregation   + Effect of race on academic achievement   + Why Black lives matter   + InfoWorks and Survey Works (RI Initiatives)   Class-based systems   * + Historical context   + Definitions of social class   + The culture of class: privilege and poverty   + Effect of social class on academic achievement   + InfoWorks and Survey Works (RI Initiatives)   Language-based systems   * + Historical context   + English-Only Ideology vs. Translanguaging   + Effect of primary language on academic achievement   + RI Initiative: English Learner Programs   + InfoWorks and Survey Works (RI Initiative)   Ability-based systems   * + Historical context   + Ableism   + Inclusion   + IDEA (RI Initiative)   + InfoWorks and Survey Works (RI Initiative)   Sex and Gender-based systems   * + Historical context   + Sex versus Gender   + LGBTQ+ communities   + Heterosexism, homophobia and transphobia   + Bullying and School Violence (RI Initiative)   How Shall We Then Teach? (Integration of theory and practice)   * Interpretation of theoretical frames in light of current events, clinical observations, and service learning * Personal dispositions (extended reflection): What kind of teacher do you want to be? |

## 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](#_19c6y18) | Date |
| Robin Auld | Chair of Health and P.E. |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Julie Horwitz | Interim Co-Dean of FSEHD |  |  |
| Lesley Bogad or Corinne McKamey | Co-Directors, YDEV |  |  |

##### D.2. [Acknowledgements](#147n2zr): 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](#3o7alnk) | Date |
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