# 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) | **ELEMENTARY EDUCATION B.S. TEACHING CONCENTRATION IN SPECIAL EDUCATION**  **(N.B. The updated courses will affect the BA ELED programs but those program revisions will be submitted separately and not entered into the catalog copy until then)** | | | |  |
| [Replacing](#2et92p0) |  | | | |
| A.2. [Proposal type](#tyjcwt) | **Program:** [**revision**](#1t3h5sf) | | | |
| A.3. [Originator](#4d34og8) | **Carolyn Obel-Omia**  **Linda Capalbo** | [Home department](#2s8eyo1) | **Elementary Education** | | |
| A.4. [Context and Rationale](#17dp8vu) | The Elementary Education Department has carefully reviewed its programs to propose changes which will result in deeper and broader preparation for teacher candidates. The changes are a result of feedback from our PK-12 Elementary Education partners, feedback from teacher candidates, and feedback from the most recent RI Dept. of Education report. The changes respond to the changing job market in RI as well as the changing needs for elementary education teachers, especially the integration with Special Education. The Elementary Education Department is revising its BS in Elementary Education with a Teaching Concentration in Special Education.  All Elementary Education teacher candidates, with the exception of candidates with a concentration in math or science with middle level endorsement, will have a Teaching Concentration in Special Education, leading to certification in both Elementary Education and Special Education. This change responds to needs in the RI teaching job market. Additionally, this change will better prepare Elementary Educators to design instruction for elementary education students across the elementary and special education spectrums.  In addition, many revisions to courses within the program were designed to address specific RI Department of Education expectations and initiatives, including a deeper focus on student assessment and data-driven instruction, equity, and technology, among others. All of these revisions only increase the program from 94-96 total credits to 109-125 (but sixteen of these now double count as Gen Eds as opposed to only twelve).  We are including on the form a request also to delete the course ELED 410 Education in Great Britain, as there is no one available to teach it.  The following summarizes the changes to the program:  **ADDITIONS OF NEW ELEMENTARY EDUCATION COURSES**   * Add three new courses in English Language Arts to better meet the current needs of Rhode Island students in literacy (ELED 222, ELED 324, ELED 326). These courses replace the three existing literacy courses (ELED 422, ELED 435 and ELED 420), though they will continue to be taught until their cohort has completed. * Add a new methods course with an emphasis on Physical Science pedagogy (ELED 330). * Add a new capstone course in Project-Based Learning/STEM (ELED 440)—and allow the alternate SPED 460 Capstone: Specialized Language Programs. * Require two new Special Education courses that address the needs of students who are English Language Learners (SPED 451, SPED 453)   **CHANGES IN ELED Course Numbers and Prerequisites**   * Change course number and prerequisites: ELED/SPED 202 (formerly ELED/SPED 302)—this proposal is among the SPED set. * Change prerequisites for: ELED 436, ELED 437, ELED 438 (students already in the program may need overrides to enroll with these changes, but this will not be a problem and the prereq. allows for “by consent of department chair).   **OTHER CHANGES**   * New course added: FNED 101 Introduction to Teaching and Learning * Revised course: FNED 246 Schooling for Social Justice will continue to be required (replaces FNED 346) * Require PHYS 120 Extraordinary Physics of Ordinary Things and remove PSCI 103 Physical Science as a cognate. This course will satisfy also the General education AQSR requirement (which PSCI 103 did not). PSCI will be creating a new PSCI course with which we can replace these options in future but we will use these until that has been approved. * Require either POL 202 or GEO 200 in place of POL 201. To ensure that students receive the content aligned with elementary education, students are required to take **EITHER** HIST 107 Multiple Voices: The United States and the World *and* GEOG 200: World Regional Geography **OR** HIST 101, 102, 103, 104, 105, or 106 *and* POL 202 American Government, all with a minimum grade of C. HIST 101, 102, 103, 104, 105, or 106 *and* POL 202 **OR** HIST 107 *and* GEO 200 will be prerequisites for ELED 436 * Add an admissions requirement paragraph under the program description of ELED BS that connects to the general admission policies for FSEHD, but also stipulates specific requirements for the program. * Update retention requirements for the change in course number from ELED 302 to 202. | | | | |
| A.5. [Student impact](#3rdcrjn) | All revisions to the program are expected to enhance candidates’ content and pedagogical content knowledge as well as refine and expand professional skills and dispositions in support of greater advocacy for all learners. Student introduction to education programs will begin earlier in their college careers, requiring purposeful advising well before students are formally accepted into a program. | | | | |
| A.6. [Impact on other programs](#19c6y18) | Changes to the program will affect the Special Education Department Roadmap and Program of Study forms for Special Education Mild/Moderate and SID. | | | | |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#28h4qwu): | No impact | | | |
| [*Library*:](#nmf14n) | No impact other than changing reserves. | | | |
| [*Technology*](#37m2jsg) | Classrooms with technology available, such as document cameras, smart boards, ipads and educational apps will be important to meet RIDE requirements to integrate more technology into the program. | | | |
| [*Facilities*](#1mrcu09): | Adequate classroom space to account for potential changes in scheduling, cohort/practicum models, and group advising/learning opportunities are important for program success. | | | |
| 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. | | | | | |

|  |  |  |
| --- | --- | --- |
|  | [Old (for revisions only)](#23ckvvd) | New/revised |
| C.1. [Enrollments](#ihv636) | **100** | **100** |
| C.2. [Admission requirements](#32hioqz) | NOTE: General admissions for ALL teacher preparation programs are listed in the General Information section of the FSEHD part of the catalog. These will be updated to reflect general changes, but ELED would like to include what is written in the “NEW” column at the head of the ELED BS program, both for clarity and to allow for some additions. | Admission requires the successful completion of FYW 100 or FYW 100P (with a minimum of B), BIOL 100 (with a minimum of C), MATH 143 (with a minimum of C), FNED 101 and FNED 346 (both with a minimum of B), Completion of basic skills test (CORE: Math, Reading, Writing) or SAT or ACT, and an overall GPA of 2.75. |
| C.3. [Retention requirements](#1hmsyys) | 1. A minimum overall GPA of 2.75 each semester. 2. A minimum grade of B- in ELED 300, and recommendation from the instructor. 3. A minimum grade of B- in all other professional courses and a recommendation to continue from each instructor. Courses in the department may be repeated once with a recommendation to retake from the previous instructor. 4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences. 5. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior. | 1. A minimum overall GPA of 2.75 each semester. 2. A minimum grade of B- in ELED 202, and recommendation from the instructor. 3. A minimum grade of B- in all other professional courses and a recommendation to continue from each instructor. Courses in the department may be repeated once with a recommendation to retake from the previous instructor. 4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences. 5. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior. |
| C.4. [Course requirements](#41mghml) for each program option | **ELEMENTARY EDUCATION B.S. TEACHING CONCENTRATION IN SPECIAL EDUCATION**  COGNATES  BIOL 100: Fundamental Concepts of Biology (4)  MATH 143: Mathematics for Elementary School Teachers I (4)  MATH 144: Mathematics for Elementary School Teachers II (4)  PSCI 103: Physical Science (4)  POL 201: Development of American Democracy (4)  PROFESSIONAL COURSES  ELED 302: Teaching All Learners: Foundations and Strategies (4)  *or SPED 202: Teaching All Learners: Foundations and Strategies (4)*  CEP 315: Educational Psychology (3)  FNED 346: Schooling in a Democratic Society (4)  ELED 400: Curriculum and Assessment with Instructional Technology (3)  ELED 420: Children’s Literature and the Integrated Arts (3)  ELED 422: Developmental Reading (3)  ELED 435: Language Arts and ELL Instruction (3)  ELED 436: Teaching Social Studies to Diverse Learners (3)  ELED 437: Elementary School Science and Health Education (3)  ELED 438: Teaching Elementary School Mathematics (3)  ELED 439: Student Teaching in the Elementary School (9)  ELED 469: Best Practices: Instruction, Assessment, Classroom Management (3)  TEACHING CONCENTRATION IN SPECIAL EDUCATION  SPED 310: Principles and Procedures of Behavior Management for Children and Youth with Disabilities (4)  SPED 311: Language Development and Communication Problems of Children (3)  SPED 312: Assessment Procedures for Children and Youth with Disabilities (4)  SPED 412: Reading/Writing for Students with Mild/Moderate Disabilities (4)  SPED 458 Mathematics/Science for Students with Mild/Moderate Disabilities (4)  SPED 419: Student Teaching in the Elementary School (8-10)  SPED 440: Collaboration: Home, School, and Community (3) | **ELEMENTARY EDUCATION B.S. TEACHING CONCENTRATION IN SPECIAL EDUCATION**  COGNATES  BIOL 100: Fundamental Concepts of Biology (4)  MATH 143: Mathematics for Elementary School Teachers I (4)  MATH 144: Mathematics for Elementary School Teachers II (4)  PHYS 120 Extraordinary Physics of Ordinary Things (4)  POL 202 American Government (4) OR GEOG 200: World Regional Geography (4)  Note: BIOL 100 (NS), PHYS 120 (AQSR), GEOG 200 or POL 202 (SS) all also apply to General Education requirements.  Note. If taking GEOG 200 then must choose HIST 107 from the General Education History distribution. If taking POL 202 any HIST General Education is accepted.  Note: All cognates require a minimum grade of C.  PROFESSIONAL COURSES  ELED 202: Teaching All Learners: Foundations and Strategies (4)  *or SPED 202: Teaching All Learners: Foundations and Strategies (4)*  CEP 215: Educational Psychology (4)  FNED 101: Introduction to Teaching and Learning (2)  FNED 246: Schooling for Social Justice (4)  ELED 222: Foundations of Literacy I: Grades 1-3 (3)  ELED 324: Foundations of Literacy II: Grades 3-6 (3)  ELED 326: Assessment and Intervention in Literacy: Tier 2 (4)  ELED 330: Physical Sciences for Elementary School Teachers (2)  ELED 436: Teaching Social Studies to Diverse Learners (3)  ELED 437: Elementary School Science and Health Education (3)  ELED 438: Teaching Elementary School Mathematics (3)  ELED 439: Student Teaching in the Elementary School (9)  ELED 440: Capstone: STEAM/Project-Based Learning (2)  *(or SPED 440: Capstone: Specialized Language Programs (2))*  ELED 469: Best Practices: Instruction, Assessment, Classroom Management (3)  Students choose their SPED concentrations between three options—these concentrations were revised and approved last Dec. |
| C.5. [Credit count](#2grqrue) for each program option | 64 +SPED conc. (+30-32)  Total: 94-96  With remaining Gen Eds. students needed 122-124 to complete (and possibly second language) | 69 + SPED conc. (+40, +38 or +56)  Total: 109, 107, or 125.  With remaining Gen Eds. students will need: 133, 131, or 149 to complete (and possibly second language) |
| C.6. Other changes if any |  |  |
| C.7 [Program goals](http://www-prod.ric.edu/curriculum_committee/documents/Program%20goals)  Needed for all new programs |  | The revised ELED/SPED M/M leads to dual certification in Elementary Education and Special Education |

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.

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#_2zbgiuw) | Date |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Julie Horwitz/Gerri August | Co-Dean of Feinstein School of Education and Human Development |  |  |
| Michelle Brophy-Baerman | Chair of Political Science |  |  |
| Earl Simson | Dean FAS |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Sarah Knowlton | Chair of Physical Sciences |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Mark Motte | Director of Geography |  |  |

##### 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 |
| Stephanie Costa | Chair of Math Department |  |  |
| David Espinosa | Chair of History |  |  |