# 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) | **ELED 440 STEAM/Project-Based Learning Capstone** | | | |  |
| [Replacing](#2et92p0) |  | | | |
| A.2. [Proposal type](#tyjcwt) | **Course: creatio****n** | | | |
| A.3. [Originator](#4d34og8) | **Karen Capraro** | [Home department](#2s8eyo1) | **Elementary Education** | | |
| A.4. [Context and Rationale](#17dp8vu) | The Elementary Education Department has carefully reviewed the course sequence in the Elementary Education program. Some new courses have been added, and existing courses re-sequenced and modified to provide learning opportunities that mirror the changing field of Elementary Education in RI and across the country.  Faculty from the Elementary Education Department have worked together, and are continuing to work, on reimagining courses in multiple content strands to better prepare Teacher Candidates to create integrated STEAM/Project-Based Learning (PBL) experiences that reflect an understanding of the essential concepts, ideas, and methodologies of science, technology, engineering, art, and mathematics with an emphasis on developing 21st century skills in the elementary classroom.  As a result of the above-mentioned, a new course was created: ELED 440. This course will be will be one of two options available available to Teacher Candidates in their last semester prior to student teaching as a capstone experience (the other is SPED 460) Teacher Candidates will be provided with an opportunity to explore in STEAM/PBL greater depth through the careful design, implementation, and assessment of STEAM/PBL experiences intended to support challenging, interdisciplinary learning experiences for all learners. | | | | |
| A.5. [Student impact](#3rdcrjn) | Additional Course Offering | | | | |
| A.6. [Impact on other programs](#19c6y18) | Other capstone option will be listed as SPED 460 which will focus on Specialized Language. Enrollment open to other FSEHD majors. | | | | |
| 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.**

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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) |  | **ELED 440** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio) |  | **Capstone: STEAM/Project-Based Learning** |
| B.4. [Course description](#2jxsxqh) |  | Teacher candidates are offered an opportunity to explore integrated Project-Based Learning (PBL) experiences that reflect an understanding of the essential concepts and methodologies of STEAM in the elementary classroom. |
| B.5. [Prerequisite(s)](#z337ya) |  | ELED 437 and ELED 438 with a grade of B- or better; or permission of the department chair. |
| B.6. [Offered](#111kx3o) |  | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#1y810tw) |  |  |
| 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) |  | **Lecture |** |
| B.12.[Categories](#3whwml4) |  | **Required for major** |
|  |  | **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) |  | **Presentations | Papers |**  **Performance Protocols | 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)**?** |
| Become familiar with Project-Based  Learning (PBL) to support challenging,  interdisciplinary learning experiences for  all learners | RIPTS Standard 1, 5 | Kick-Off Presentation/ STEAM Contemplation Journal |
| Create STEAM/PBL learning experiences  that reflect an understanding of the  essential concepts, ideas, and  methodologies of science, technology,  engineering, art, and mathematics | RIPTS Standard 2  ISTE 1, 2, 3, 4  ISTEEA 2, 3, 8, 9, 10, 11 | Integrated STEAM/PBL Project |
| Create STEAM/PBL learning experiences  that demonstrate a broad base of general  knowledge of 21st century learning skills  including collaboration, communication,  creativity, and critical thinking | RIPTS Standard 3ISTE 1, 2, 3, 4 | Integrated STEAM/PBL Project |
| Develop proficiency in the critical pedagogical-concepts, principles, and practices of STEAM/PBL | RIPTS Standard 1 | Integrated STEAM/PBL Project |
| Create STEAM/PBL learning experiences  and appropriate assessments that reflect  increasingly sophisticated use of content  and performance standards for students  and educators described by local (RI) and  national (NGSS; ISTE; NCAS; CCSSLA;  CCSSM) entities and professional  organizations (NSTA; NCTM) | RIPTS Standard 9  ISTE 1, 2, 3, 4 | Integrated STEAM/PBL Project |
| Create STEAM/PBL learning experiences  that utilize formative, performance-  based, and summative assessment,  including student self-assessment | RIPTS Standard 9  ISTE 1, 2, 3, 4 | Integrated STEAM/PBL Project |
| Confer with classroom teacher on  student progress, using evidence  including student work, student  reflections related to learning, and  candidate observations | RIPTS Standard 9 | STEAM/PBL Contemplation Journal |
| Enhance skills in designing,  implementing, and assessing digital age  learning experiences for students with  and without disabilities | RIPTS Standard 4  ISTE 1, 2, 3, 4 | Integrated STEAM/PBL Project |
| Create a digital “portal” of materials and  sources to support STEAM/PBL and to  introduce students to global STEAM  initiatives | RIPTS Standard 8  ISTE 4, 5  ISTEEA 6 | Integrated STEAM/PBL Project |
| Create STEAM/PBL learning experiences  that attend to individual differences  among learners from a multiple  perspectives approach | RIPTS Standard 4  ISTE 1, 2, 3, 4 | Integrated STEAM/PBL Project |
| Create STEAM/PBL learning experiences  that enhance the intellectual, social, and  affective development of each learner as  a member of a global community | RIPTS Standard 4  ISTE 4  ISTEEA 4 | Integrated STEAM/PBL Project |
| Continue to develop skills in designing  and implementing STEAM/PBL learning  experiences that are effective  with English Language Learners and  students with disabilities | RIPTS Standard 4  ISTE 1, 2, 3 | Integrated STEAM/PBL Project |
| Create culminating STEAM/PBL exhibit  to interconnect students, candidates,  families, and community members,  including those from diverse  communities | RIPTS Standard 7  ISTE 4, 5  ISTEEA 6 | Culminating Presentation |
| Develop an understanding of STEAM  related Rhode Island educational  initiatives and Rhode Island educational  law and policies | RIPTS Standard 10, 11  ISTE 5 | STEAM Contemplation Journal |
| Develop the knowledge, skills, and  practices embedded in key Rhode Island  educational initiatives that are applicable  to STEAM/PBL | RIPTS Standard 10, 11  ISTE 5 | STEAM/PBL Contemplation Journal |

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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Introduction    1. The Project Approach    2. STEAM    3. Standards-Based Development    4. Examples   2) Developing a Personal Understanding   1. Multiple Definitions 2. Multiple Resources to Strengthen Rigor (i.e., Buck Institute) 3. Multiple Assessment Options   3) A Deep Dive Into Standards   1. CCSS 2. NGSS 3. NCTM 4. ISTE 5. NCAS   4) Three-Phase Approach to STEAM/PBL Design   1. Fuel for Thought (Multiple Entry Points; Teacher Research) 2. Steaming Ahead (Developing 21st century skills; Assessment) 3. Crossing the Finish Line (Culminating Events; Assessment)   5) Essential Project Design Elements; Buck Institute for Education Gold Standard   1. Challenging Problem or Question 2. Sustained Inquiry 3. Authenticity 4. Student Voice and Choice 5. Reflection 6. Critique and Revision 7. Public Product   6) Intentional Lesson Sequencing   1. Connections Across Content Areas 2. Standards 3. Assessment   7) Computer Science/Coding   1. Options for Incorporation/Consideration   8) Culminating Events   1. Assessment (Teacher; Student) 2. Engaging Community Members 3. Sharing with Larger Audiences   9) Other Considerations/Opportunities for Implementation   1. Makerspaces 2. After-School Options 3. Resources in the Community |
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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](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](#_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 |  |  |

##### 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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