# 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.

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#30j0zll) | **SED 316 Practicum in Secondary Education: Science** |  |
| [Replacing](#2et92p0)  |  |
| A.2. [Proposal type](#tyjcwt) | **Course: creation**  |
| A.3. [Originator](#4d34og8) | **Rudolf Kraus** | [Home department](#2s8eyo1) | **Educational Studies** |
| A.4. [Context and Rationale](#17dp8vu)  | **Our program is being revised to meet new guidelines by the Rhode Island Department of Education and the new National Science Teachers Association /Association of Science Teacher Educators 2020 standards for teacher preparation. This new course will replace SED 411 Content and Pedagogy in Secondary Education and SED 412** **Field Practicum in Secondary Education for the General Science concentration in the SED BA.** |
| A.5. [Student impact](#3rdcrjn) | **This will create a stronger program with increased clinical preparation.**  |
| A.6. [Impact on other programs](#19c6y18)  | **no impact** |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#28h4qwu):  | **no impact** |
| [*Library*:](#nmf14n) | **no impact** |
| [*Technology*](#37m2jsg) | **no impact** |
| [*Facilities*](#1mrcu09): | **no impact** |
| 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.**

|  |  |  |
| --- | --- | --- |
|  | 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)  | **SED 411 and SED 412** | **SED 316** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio)  | **411: Content and Pedagogy in Secondary Education****412: Field Practicum in Secondary Education** | **Practicum in Secondary Education: Science** |
| B.4. [Course description](#2jxsxqh)  | **411: Students examine principles, methods, content, and curriculum in the content area and prepare lessons and units that incorporate the needs of diverse learners and effective assessment strategies.** **412: Teacher candidates, under the supervision of college and clinical instructors, plan, develop, and implement lesson plans within middle/secondary clinical settings, drawing on content developed in SED 411.** | **Teacher candidates examine principles, methods, content, and curriculum in the content area so that they can plan and implement lessons within middle/secondary clinical settings.**  |
| B.5. [Prerequisite(s)](#z337ya) | **411: SED 407, concurrent enrollment in SED 412, fulfillment of retention requirements****412: SED 407, concurrent enrollment in SED 411, fulfillment of retention requirements** | **SED 303 and completed at least 28 credit hours of required and cognate courses in the major or have the consent of the program advisor.** |
| B.6. [Offered](#111kx3o) | **BOTH: Fall|**  | **Fall**  |
| B.7. [Contact hours](#1y810tw)  | **411: 4****412:** **2** | **4 (+ 90 clinical hours)** |
| B.8. [Credit hours](#4i7ojhp) | **411: 4****412: 2** | **4** |
| B.9. [Justify differences if any](#2xcytpi) | **This is a clinical preparation class. In addition to the course hours, students will need to complete three weeks (90 hours) of work in a clinical site.** |
| B.10. [Grading system](#206ipza)  | **Letter grade**  | **Letter grade**  |
| B.11. [Instructional methods](#1ci93xb) | **Fieldwork |Lecture | Practicum | Seminar | Small group | Individual |**  | **Fieldwork Lecture | Practicum | Seminar | Small group | Individual**  |
| 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) | **NO** | **NO**  |
| B.15. [How will student performance be evaluated?](#qsh70q) | **Attendance | Class participation |** **Class Work |Performance Protocols | Projects | Reports of outside supervisor**  | **Attendance | Class participation | |** **Class Work | Performance Protocols |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)**?** |
| Demonstrate and articulate the knowledge and practices of contemporary science and engineering.  | NSTA/ASTE 2020 Standard 1: Content Knowledge RIPTS 2 | Maintenance of content GPA;Unit plans, lesson planning; and observed lesson delivery |
| Demonstrate appropriate connections to science and engineering practices and crosscutting concepts in their instructional planning | NSTA/ASTE 2020 Standard 1: Content KnowledgeStandard 2: Content PedagogyRIPTS 2, 3, 4 | NGSS application assignment;Unit plans, lesson planning |
| Plan learning units that demonstrate equity and culturally-responsive opportunities for all students.  | NSTA/ASTE 2020 Standard 2: Content PedagogyRIPTS 3,4, 5 | Performance Expectations on the RI-**ICEE** Observation Rubric (RIC-ICEE) |
| Plan to use appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards.  | NSTA/ASTE 2020 Standard 3: Learning Environments | RIC-ICEE, TCmWS chapter 1 |
| Create an anti-bias, multicultural, and social justice learning environment. | NSTA/ASTE 2020 Standard 3: Learning Environments | RIC-ICEE, TCmWS chapter 1 |
| Demonstrate safety protocols in their classrooms, implement ethical treatment of living organisms, and maintain chemicals and equipment.  | NSTA/ASTE 2020 Standard 4: Safety | earning of Flinn Scientific safety certification, science appendix of the RI-ICEE |

|  |
| --- |
| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. What is in the science curriculum?
	1. Change in practice due to NGSS (Framework, Appendix A)
	2. Practices of Science and Engineering
	3. Cross-cutting concepts
	4. Other standards (Common Core, ITEEA STLs, WIDA)
2. Designing appropriate science lessons and units?
	1. 5E method for planning units
	2. Unit design for science and engineering activities
	3. Lesson planning strategies in science
		1. selection of phenomena
		2. lesson goals and objectives
		3. integrating crosscutting concepts
		4. integrating nature of science
3. Lesson planning for the science lab

a) The research base on laboratory activitiesb) The myth of hands-on activities; necessary but not sufficientc) The revolution that wasn’t: discovery learningd) The Herron Scale for Inquiry1. Safety and the Law
	1. organize and manage a classroom for safe, effective science teaching
	2. not just demonstrate, but teach and monitor
	3. safety procedures and restrictions
		1. equipment,
		2. disposal of chemicals
		3. classroom layout
		4. use of living organisms
		5. disposal restrictions
2. Classroom management
	1. the learning environment
	2. creating atmosphere of respect
	3. encouraging anti-bias, multicultural, and social justice learning
	4. cooperative learning
	5. individualized instruction
3. Student assessment
	1. analyzing learning gains for individual students
	2. using formative assessments
	3. developing summative assessments
	4. using demographic categories to inform instruction
4. Evaluation of science teaching
	1. Large-scale assessment
	2. Evaluation of teachers
	3. Professional growth and development
5. Technology in the classroom

a) Teaching technologiesb) Virtual laboratories and demonstrationsc) Communication and Collaborationd) Citizen Science, and access to large data setse) Grading and reporting grades |

## 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](#_2zbgiuw) | Date |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August or Julie Horwitz | Dean of FSEHD |  |  |