# 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](#ihv636): 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 | **SED 420/WLED 420/TECH 420: Introduction to Student Teaching** | | | |  |
| [Replacing](#3znysh7) |  | | | |
| A.2. [Proposal type](#2et92p0) | **Course: creation** | | | |
| A.3. [Originator](#tyjcwt) | **Lesley Bogad** | [Home department](#3dy6vkm) | **Department of Educational Studies** | | |
| A.4. [Context and Rationale](#1t3h5sf) | **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, the secondary education programs are changing the credit structure around student teaching in order to ensure that teacher candidates will have more clinical hours in the field. In the old program, candidates took 12 credits in their student teaching semester during spring of their senior year. The 12 credits were SED 421 (student teaching - 10 credits) and SED 422 (seminar for student teaching - 2 credits).**  **In the new format, we are keeping the same 12 credits but distributing them differently. Per these revisions, candidates will take:**  **SED/WLED/TECH 420 (early spring, 2 credits)**  **SED/WLED/TECH 421 (spring, 7 credits)**  **SED/WLED/TECH 422 (spring, 3 credits)**  **This UCC proposal is for the cross-listed SED/WLED/TECH 420, a new course that will introduce the student teaching experience in the early spring term and begin the teacher candidate’s work in the student teaching classroom. The FSEHD has new guidelines for clinical preparation (levels 1, 2, 3, 4) and in the new 420/421/422 sequence, we are dividing up the level 3 and 4 field experiences where 420 is level 3 and 421 is level 4.** | | | | |
| A.5. [Student impact](#4d34og8) | **SED/WLED/TECH 420 is a new required course in the early spring term so it will give credits for the introductory student teaching work students often have to do over winter break. But there is no student impact in credits because credits for the student teaching sequence will remain the same.** | | | | |
| A.6. [Impact on other programs](#32hioqz) | **none** | | | | |
| A.7. [Resource impact](#1hmsyys) | [*Faculty PT & FT*](#41mghml): | **none** | | | |
| [*Library*:](#2grqrue) | **none** | | | |
| [*Technology*](#vx1227) | **none** | | | |
| [*Facilities*](#3fwokq0): | **none** | | | |
| A.8. [Semester effective](#3rdcrjn) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#3rdcrjn) | |  | |
| 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](#1v1yuxt)  **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](#4f1mdlm)) | New |
| B.1. [Course prefix and number](#1ksv4uv) |  | **SED 420** |
| B.2. Cross listing number if any |  | **WLED 420, TECH 420** |
| B.3. [Course title](#44sinio) |  | **Introduction to Student Teaching** |
| B.4. [Course description](#2jxsxqh) |  | **Teacher candidates will participate in a three-week clinical preparation in the field. This induction phase will orient secondary education teacher candidates to their student teaching semester.** |
| B.5. [Prerequisite(s)](#z337ya) |  | **Concurrent enrollment in SED 421 and** [**SED 42**](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SED-Secondary-Education/400/SED-422)**2, or WLED 421 and WLED 422, or TECH 421 and TECH 422. To be admitted into XXX 420, 421, and 422, the student must have completed all other required courses.** |
| B.6. [Offered](#2u6wntf) |  | **Early Spring** |
| B.7. [Contact hours](#1y810tw) |  | **2 (plus 3 weeks of clinical preparation)** |
| B.8. [Credit hours](#4i7ojhp) |  | **2** |
| B.9. [Justify differences if any](#2xcytpi) | This course will have two hours of face to face contact per week, plus some online modules introducing some of the student teaching requirements that teacher candidates will complete as class assignments. The course also involves three weeks of clinical practice in their student teaching placement. | |
| B.10. [Grading system](#19c6y18) |  | **S, U** |
| B.11. [Instructional methods](#1ci93xb) |  | **Seminar, Fieldwork/Clinical practice, hybrid** |
| B.12.[Categories](#3whwml4) |  | **Required for major/minor | Required for Certification** |
| 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 | Performance Protocols | Reports of outside supervisor** |
| B.16. [Redundancy statement](#3as4poj) |  | **N/A** |
| B. 17. Other changes, if any | **note after the description: For WLED and TECH, this course will involve student teaching in PK-12 settings. Also** Students cannot receive credit for more than one of the following: SED 420, TECH 420, and WLED 420. | |

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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)**?** |
| To begin the induction phase of  student teaching | each content area will draw from their own SPAs for appropriate alignment | OPP Orientation |
| To become familiar with the context and community of the student teaching placement site | each content area will draw from their own SPAs for appropriate alignment | Draft of TCWS Contextual Factors section |
| To become familiar with the teachers and staff in the student teaching site | each content area will draw from their own SPAs for appropriate alignment | Collect all contact information for cooperating teacher and school per the Student Teaching Handbook |
| To reflect on issues of personal and professional identity related to this new professional role | each content area will draw from their own SPAs for appropriate alignment | Reflection journal |

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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. What does it mean to be a Student Teacher?   1. Orientation with Office of Partnerships and Placements   2. The School and Community   1. Contextual Factors in the TCWS 2. Relationships with Teachers, Staff, Students, and Community   3. Teacher Identity in the Field   1. Professional dress and presentation of self 2. Learning from alumni   4. Preparing for Reflections of Practice   1. Starting a Reflection Journal 2. Orientation to the TCWS   5. Preparing for Teaching Tools and Technology   1. Orientation to Chalk and Wire 2. Orientation to SMART goals |
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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](#_3tbugp1) | Date |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Julie Horwitz or Gerri August | Interim Co-Dean of FSEHD |  |  |

##### D.2. [Acknowledgements](#3o7alnk): 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](#23ckvvd) | Date |
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