# 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](#1y810tw): 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.  [program](#4i7ojhp)(s) | **Bachelor of Arts in Secondary Mathematics Education** | | | |  |
| [Replacing](#3dy6vkm) |  | | | |
| A.2. [Proposal type](#2et92p0) | **Program revision** | | | |
| A.3. [Originator](#3znysh7) | **Vivian La Ferla** | [Home department](#tyjcwt) | | **Educational Studies** | |
| A.4. [Context and Rationale](#4d34og8) | The Secondary Mathematics Program in the Department of Educational Studies has carefully reviewed the courses and the course sequence in the Secondary Mathematics Education program. Due to the new guidelines by the Rhode Island Department of Education and addition of coursework in SPED and TESL, existing courses have been re-sequenced and modified to provide learning opportunities that will prepare our graduates to teach 7-12 mathematics in a variety of settings. The changes are a result of feedback from our 7-12 Mathematics Education partners and feedback from the most recent RI Dept. of Education report.  RIDE certification is 7-12 Mathematics, which means our teacher candidates must be as prepared to teach mathematics in a public-school setting grade 7 through high school. The obvious challenge is to prepare teacher candidates as much as possible for this diversity within a four-year degree program.    The following summarize the changes to the Bachelor of Arts in Secondary Mathematics Education program:  **CHANGES**   * **Changes in Math cognates** (*NO Changes in Math Content courses*) courses:   + Physics 101: General Physics I to replace Physics 200: Mechanics since the course has been discontinued. Both 4 credits.   + Physics 103: Calculus Applications in Mechanics is added so that Secondary Math students get a background in Calculus-based Physics. (1 credit) * **Changes in the Education courses**   + Add TESL 401 & SPED 333 (7 credits total)   + Add either TESL 402 or SPED 433 (3 credits)   + Add SED 420: Introduction to Student Teaching (credits remain the same for SED 420/421/422 sequence) Time in field extended due to NEW RIDE Requirement and credit distribution change.   + SED 406 and SED 407 (4 credits each) not included in the program as of Fall 2019. These two courses are being replaced by SED 201, SED 202, SED 301 and SED 303 to align more with RIDE requirements, include more field experience, lesson planning, assessment, technology and STEM. * **Changes in Mathematics Practicum**    + Add SED 315: Mathematics Teaching in a Diverse Classroom (4 credits) Replaces SED 411 and SED 412 and includes additional field work and more practicum time both requirements of RIDE.   + Add SED 415: Rethinking Mathematics Teaching and Learning (4 credits): Replaces SED 411 and SED 412 and includes additional field work and more practicum time both requirements of RIDE.   + SED 411: Content and Pedagogy in Secondary Education (4 credits) Not included in the program as of Fall 2019.   + SED 412; Field Practicum in Secondary Education (2 credits) Not included in the Program as of Fall 2019. | | | | |
| A.5. [Student impact](#2xcytpi) | The revised program changes the total credits from its current 85 credits to 96 credits. (need 120 credits to graduate). 16 credit double-count with Gen Ed. so there will be a minimum of 24 more credits. | | | | |
| A.6. [Impact on other programs](#1ci93xb) | None | | | | |
| A.7. [Resource impact](#3whwml4) | [*Faculty PT & FT*](#2bn6wsx): | **None** | | | |
| [*Library*:](#qsh70q) | **None** | | | |
| [*Technology*](#3as4poj) | **None** | | | |
| [*Facilities*](#1pxezwc): | **None** | | | |
| A.8. [Semester effective](#1t3h5sf) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#1t3h5sf) |  | | |
| 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. | | | | | |

C. [Program Proposals](#lnxbz9) **Revision to Bachelor of arts in Secondary Mathematics Education**

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|  | [Old (for revisions only)](#35nkun2) | New/revised |
| C.1. [Enrollments](#49x2ik5) | Fall 2018 - 7  Fall 2017 - 2  Fall 2016 - 3 |  |
| C.2. [Admission requirements](#2p2csry) | same | same |
| C.3. [Retention requirements](#44sinio) | Students must maintain a minimum GPA of 2.75 in all mathematics courses. Students must achieve a minimum grade of B- in all SED courses. | Students must maintain a minimum GPA of 2.75 in all mathematics courses. Students must achieve a minimum grade of B- in all SED courses. |
| C.4. [Course requirements](#147n2zr) for  each program option | Requirements  Math/ (51--12 Gen ED double-count)  Computer Science   |  |  |  |  |  | | --- | --- | --- | --- | --- | | CSCI 157 | Introduction to Algorithmic Thinking in Python | 4 |  | F, Sp |   Mathematics   |  |  |  |  | | --- | --- | --- | --- | | MATH 212 | Calculus I (M Gen Ed) | 4 |  | | MATH 213 | Calculus II (ASQR) | 4 |  | | MATH 240 | Statistical Methods I | 4 |  | | MATH 300 | Bridge to Advanced Mathematics | 4 |  | | MATH 314 | Calculus III | 4 |  | | MATH 315 | Linear Algebra | 4 |  | | MATH 324 | College Geometry | 4 |  | | MATH 431 | Number Theory | 3 |  | | MATH 432 | Introduction to Abstract Algebra | 4 |  | | MATH 441 | Introduction to Probability | 4 |  | | MATH 458 | History of Mathematics | 4 |  |   Physics   |  |  |  |  | | --- | --- | --- | --- | | PHYS 200 | Mechanics (NS) | 4 |  | |  |  |  |  |   **EDUCATION COURSES (34 CREDITS)**  CEP 315 Educational Psychology (3)  FNED 346 Schooling in a Democratic Society (4)  SED 406 Instructional Methods, Design and Technology (3)  SED 407 Instructional Methods, Design and Literacy (3)  SPED 433 Adaption for Instruction for Inclusive Education (3)  SED 411 Content and Pedagogy in Secondary Education (4)  SED 412 Field Practicum in Secondary Education (2)  SED 421 Student Teaching in the Secondary School (10)  SED 422 Student Teaching Seminar in Secondary Education (2) | Requirements  Math (52 CREDITS--12 GeN ED double-count  Computer Science   |  |  |  |  | | --- | --- | --- | --- | | CSCI 157 | Introduction to Algorithmic Thinking in Python | 4 | F, Sp |   Mathematics   |  |  |  |  | | --- | --- | --- | --- | | MATH 212 | Calculus I (M Gen Ed) | 4 | F, Sp, Su | | MATH 213 | Calculus II (ASQR) | 4 | F, Sp, Su | | MATH 240 | Statistical Methods I | 4 | F, Sp, Su | | MATH 300 | Bridge to Advanced Mathematics | 4 | Sp | | MATH 314 | Calculus III | 4 | F, Sp | | MATH 315 | Linear Algebra | 4 | F | | MATH 324 | College Geometry | 4 | F, Sp | | MATH 431 | Number Theory | 3 | F, Sp | | MATH 432 | Introduction to Abstract Algebra | 4 | Sp | | MATH 441 | Introduction to Probability | 4 | F | | MATH 458 | History of Mathematics | 4 | F |   Physics   |  |  |  |  | | --- | --- | --- | --- | | PHYS 101 | General Physics I (NS) | 4 | F | | PHY 103 | Calculus Applications in Mechanics | 1 | F |   **EDUCATION COURSES (48 CREDITS/ 4 more GEN ED Credits double-count)**  FNED 101 Education for Social Justice (2)  FNED 246 Schooling for Social Justice (4)  CEP 215 Introduction to Educational Psychology (4) (SB GenEd)  SPED 333 Intro to Special Ed (3)  TESL 401 Introduction to Teaching Emergent Bilinguals (4)  ONE COURSE from:  SPED 433 Special Education Best Practices/Practical Applications (3)  TESL 402 Applied Theory and Research in Second Language Acquisition (3)  SED 201: Introduction to Lesson Planning (2)  SED 202: Introduction to Assessment (2)  SED 301: Discourses, Literacies and Technologies of Learning (2)  SED 303: Inquiry into STEM (2)  SED 315: Mathematics Teaching in a Diverse Classroom (4)  SED 415: Rethinking Mathematics Teaching and Learning (4)  SED 420: Introduction to Student Teaching (2)  SED 421: Student Teaching (7)  SED 422 Student Teaching Seminar (3) |
| C.5. [Credit count](#3o7alnk) for each program option | 51+34 (12 of these double-count with Gen Ed)  Total: 85 | 52+48 (16 of these double-count with Gen Ed)  Total: 100 |
| 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 |  |  |

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 coordinators, 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](#_23ckvvd) | Date |
| Stephanie Costa | Chair of the Mathematics and Computer Science Department |  |  |
| Lesley Bogad | Chair of Department of Educational Studies |  |  |
| Earl Simson | Dean of Faculty of Arts and Sciences |  |  |
| Gerri August/Julie Horwitz | Dean of Feinstein School of Education and Human Development |  |  |
| Sarah Knowlton | Chair of the Physical Sciences Department |  |  |

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##### D.2. [Acknowledgements](#z337ya): 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](#3j2qqm3) | Date |
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