# 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.

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| A.1. Course | **HPE 434: Health Education Student Teaching Capstone** | | | |  |
| [Replacing](#3znysh7) |  | | | |
| A.2. [Proposal type](#2et92p0) | **Course: creation** | | | |
| A.3. [Originator](#tyjcwt) | **Susan Clark** | [Home department](#3dy6vkm) | **Health and Physical Education** | | |
| A.4. [Context and Rationale](#1t3h5sf) | **The FSEHD is undergoing an expansive redesign of the teacher preparation programs in order to respond to accreditation needs.**  **As part of this redesign, the Health Education program is changing the credit structure of student teaching in order to ensure that teacher candidates will have more clinical hours in the field, in particular for the student teaching experience (RIDE).**  **Currently, teacher candidates enroll full time (12 credits) during the semester they student teach. This includes:**  **HPE 422 Student Teaching (Spring/Fall 10 credits)**  **HPE 424 Seminar (Spring /Fall 2 credits)**  **This proposal simply redistributes the credits of student teaching credits:**  **HPE 434 Health Education Student Teaching Capstone – new course proposal (early spring, 1 credit)**  **HPE 422 Student Teaching (Spring/Fall 9 credits)**  **HPE 424 Seminar (Spring /Fall 2 credits)**  **Total student teaching credits will remain the same, but this 1-credit experience will extend student teaching time in the field. The student teaching experience will be more beneficial, as they will have extended time in the field to practice planning, and assessment, as well as to practice teaching and co-teaching, and become more immersed in the school community. Extended student teaching is being required by RIDE, as well as supported by the FSEHD, the HPE advisory committee, and state and national health education advisors.**  **The FSEHD has new guidelines for clinical preparation (levels 1, 2, 3, 4). In this new sequence, we are providing additional level 4 field experiences (student teaching) to ensure teacher candidates can meet all requirements of the Teacher Candidate Work Sample and the RI-ICEE.** | | | | |
| A.5. [Student impact](#4d34og8) | **HPE 434 is a new, required course in the early spring term that will give one credit of level 4 experience.** | | | | |
| 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) |  | **HPE 434** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio) |  | **Health Education Student Teaching Capstone** |
| B.4. [Course description](#2jxsxqh) |  | **Teacher candidates are provided additional experiences to co-teach, teach, and assess in the health education setting.** |
| B.5. [Prerequisite(s)](#z337ya) |  | **Approved Preparing to Teach Portfolio and other Feinstein School of Education and Human Development admission and retention requirements.** |
| B.6. [Offered](#2u6wntf) |  | **Early Spring** |
| B.7. [Contact hours](#1y810tw) |  | **3 weeks of clinical preparation** |
| B.8. [Credit hours](#4i7ojhp) |  | **1** |
| B.9. [Justify differences if any](#2xcytpi) |  | |
| B.10. [Grading system](#19c6y18) |  | **S, U** |
| B.11. [Instructional methods](#1ci93xb) |  | **Clinical practice** |
| B.12.[Categories](#3whwml4) |  | **Required for major/ | 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 |  | |

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| B.18**.** [**Course learning outcomes**](#1pxezwc)**: List each one in a separate row** | [**Professional Org. Standard(s), if relevant**](#49x2ik5) | [**How will each outcome be measured**](#2p2csry)**?** |
| 1. Plan standards-based and aligned comprehensive health education | RIPTS 1.3, 2.1, 2.2, 5.1 | TCWS  RI-ICEE |
| 2. Implement standards-based and aligned comprehensive health education | RIPTS 5.3, 5.5, 7.2, 8.1, 8.2, 8.4, 9.4, 10.2, 11.1, 11.5 | TCWS  RI-ICEE |
| 3. Create and implement valid and aligned assessment plans for health education lessons and units | RIPTS 9.1-9.7 | TCWS  RI-ICEE |
| 4. Demonstrate Professional Behaviors | RIPTS 11.1-11.5 | RI-ICEE |
| 5. Accurately reflect on teaching | RIPTS 9.3, 9.4, 9.7, 10.1, 10.2, 10.4 | TCWS  RI-ICEE |
| 6. Provide a nurturing  and well-managed learning environment | RIPTS 1.2, 2.1, 3.2, 3.3, 4.2, 4.3, 6.1-6.6, 8.5, 11.4 | RI-ICEE |

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| B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline** |
| **Week One**  Plan standards-based comprehensive Health Education lessons  Successfully implement standards-based comprehensive Health Education lessons  Reflect on teaching using personal and cooperating teacher feedback – to modify instruction of future lessons  Review data for TCWS  Create assessment plans  **Week Two**  Plan standards-based comprehensive Health Education lessons  Successfully implement standards-based comprehensive Health Education lessons  Reflect on teaching using personal and cooperating teacher feedback (RI-ICEE) – to modify instruction of future lessons  Implement assessment plans and analyze data  **Week Three**  Plan standards-based comprehensive Health Education lessons  Successfully implement standards-based comprehensive Health Education lessons  Reflect on teaching using personal and cooperating teacher feedback (RI-ICEE) – to modify instruction of future lessons  Analyze results of data from assessment plans for the impact on student achievement/learning  Incorporate all components of the comprehensive unit plan into the Teacher Candidate Work Sample. |

## 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 |
| Robin Kirkwood Auld | Chair of HPE |  |  |
| Julie Horwitz or Gerri August | Interim Co-Dean of FSEHD |  |  |
| Susan Clark | Coord. Health Education Program |  |  |

##### 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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