# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## 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) | **ELEMENTARY EDUCATION B.A. TEACHING CONCENTRATION IN MIDDLE LEVEL GENERAL SCIENCE** | | | |  |
| [Replacing](#2et92p0) | **Elementary Education B.A. (content major in Science)** | | | |
| A.2. [Proposal type](#tyjcwt) | **Program:** [**revision**](#1t3h5sf)  **Course: deletion** | | | |
| A.3. [Originator](#4d34og8) | **Maria Lawrence** | [Home department](#2s8eyo1) | **Elementary Education** | | |
| A.4. [Context and Rationale](#17dp8vu) | The Elementary Education Department has carefully reviewed its programs to propose changes which will result in deeper and broader preparation for teacher candidates. The changes are a result of feedback from our PK-12 Elementary Education partners, feedback from teacher candidates, and feedback from the recent RI Dept. of Education report.  The Elementary Education Department is revising its BA in Elementary Education with a Teaching Concentration in Science to a BA in Elementary Education with a Teaching Concentration in Middle Level General Science. This proposal includes changes to the Elementary Education professional course requirements and to the existing science content major. This dual certification program will add one extra semester to become a 4.5-year program but upon graduation our students will be certified to teach in an elementary classroom (grades 1-6) and a middle school science classroom (grades 5-8). This dual certification change responds to needs in the Rhode Island teaching job market, in particular the need for middle level teachers of science.  **Admissions:** All of the previous elementary programs shared the same admissions requirements except the Science concentration required BIOL 111 instead of BIOL 100. The admissions requirements for the BA in Elementary Middle Level Science will adopt the same approved requirements for the ELED and will mirror the Elementary BS, as before, except for the BIOL 111.  The admissions requirements for the previous programs, the Elementary Education BS and the Elementary Education BA with content major in science were the same, except the scienc program required BIOL 111 instead of BIOL 100. This BA in Elementary Middle Level Science admissions will continue with the same prerequisites and include the newly approved choice of POL 202 or GEOG 200 which replaces the previous POL 201 requirement.  **Note:** Changes in ELED Course Numbers and Prerequisites   * Retention requirements for change in course number from ELED 302 to 202 was submitted and approved as part of the ELED/SPED proposal at the 02/19 UCC. * Course number and prerequisites update for ELED/SPED 202 (formerly ELED/SPED 302) was submitted and approved at the 01/19 UCC. * Prerequisites changes for ELED 436, ELED 437, ELED 438 were submitted and approved at the 02/19 UCC.   This proposal includes the following UCC approved courses: FNED 101, FNED 246, CEP 215, POL 202 or GEOG, MLED 230, MLED 331, MLED 332, SPED 333 and TESL 401.  Many revisions to courses within this program were designed to address specific RI Department of Education expectations and initiatives, including a deeper focus on student assessment, data-driven instruction, equity, and technology. | | | | |
| A.5. [Student impact](#3rdcrjn) | All revisions to the program are expected to enhance candidates’ content and pedagogical content knowledge as well as refine and expand professional skills and dispositions in support of greater advocacy for all learners. Student introduction to education programs will begin earlier in their college careers, requiring purposeful advising well before students are formally accepted into a program. | | | | |
| A.6. [Impact on other programs](#19c6y18) |  | | | | |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#28h4qwu): | This program may add to the load of current faculty. | | | |
| [*Library*:](#nmf14n) | No impact other than changing reserves. | | | |
| [*Technology*](#37m2jsg) | Program needs include classrooms with available technology, such as document cameras and smart boards. iPads and educational apps will also be important components. | | | |
| [*Facilities*](#1mrcu09): | Adequate classroom space to account for potential changes in scheduling, cohort/practicum models, and group advising/learning opportunities are important for program success. | | | |
| 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. | | | | | |

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|  | [Old (for revisions only)](#23ckvvd) | New/revised |
| C.1. [Enrollments](#ihv636) |  |  |
| C.2. [Admission requirements](#32hioqz) | NOTE: General admissions for ALL teacher preparation programs are listed in the General Information section of the FSEHD part of the catalog. This program will add specific program admissions requirements to the program section of the catalogue. | Admission to Elementary Education Middle Level General Science program include all FSEHD admissions requirements and the following program specific requirements.  BIOL 111, GEOG 200 or POL 202 and MATH 143 (C or higher in all). |
| C.3. [Retention requirements](#1hmsyys) | 1. A minimum overall GPA of 2.75 each semester. 2. A minimum grade of B- in ELED 300, and recommendation from the instructor. 3. A minimum grade of B- in all other professional courses and a recommendation to continue from each instructor. Courses in the department may be repeated once with a recommendation to retake from the previous instructor. 4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences.   Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior. | 1. A minimum overall GPA of 2.75 each semester.  2. A minimum grade of B- in ELED 202, and recommendation to continue from the instructor.  3. A minimum grade of B- in all other professional courses, and a recommendation to continue from each instructor. Courses in the department may be repeated once with a recommendation to retake from the previous instructor.  4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences.  Students must maintain acceptable standing in academic work, fieldwork, and demonstrate consistent professionalism (as described above) or risk suspension from the B.A. in Elementary Education program. Students must also maintain, at minimum, a 2.5 grade point average in the content area. |
| C.4. [Course requirements](#41mghml) for each program option | ELEMENTARY EDUCATION B.A.  Course Requirements  Professional Courses   |  |  |  | | --- | --- | --- | | CEP 315 | Educational Psychology | 3 | | ELED 300 | Concepts of Teaching Diverse Learners | 3 | | ELED 400 | Curriculum and Assessment with Instructional Technology | 3 | | ELED 420 | Children's Literature and the Integrated Arts | 3 | | ELED 422 | Developmental Reading | 3 | | ELED 435 | Language Arts and ELL Instruction | 3 | | ELED 436 | Teaching Social Studies to Diverse Learners | 3 | | ELED 437 | Elementary School Science and Health Education | 3 | | ELED 438 | Teaching Elementary School Mathematics | 3 | | ELED 439 | Student Teaching in the Elementary School | 9 | | ELED 469 | Best Practices: Instruction, Assessment, Classroom Management | 3 | | FNED 346 | Schooling in a Democratic Society | 4 | | SPED 433 | Adaptation of Instruction for Inclusive Education | 3 |   Total Credit Hours: 46  Content Major Course Requirements  • Content majors include: (A) Multidisciplinary Studies, (B) English, (C) General Science, (D) Math, and (E) Social Studies.  • Students who would like to be eligible to pursue a middle grades certificate (5-8) must choose a content major in English, general science, social studies, or math. See Middle Grades Certification coursework for further information.  Students who do not want to pursue a middle grades certificate may choose any content major, but multi-disciplinary studies is strongly recommended.  C. Content Major in General Science  In addition to completing required courses in elementary education, students electing a content major in general science must complete the following courses, with a minimum grade point average of 2.50 in the major. Students may not proceed to student teaching without the required GPA.  Cognates   |  |  |  | | --- | --- | --- | | ART 210 | Nurturing Artistic and Musical Development | 4 | | BIOL 111 | Introductory Biology I | 4 | | MATH 143 | Mathematics for Elementary School Teachers I | 4 | | MATH 144 | Mathematics for Elementary School Teachers II | 4 | | POL 201 | Development of American Democracy | 4 | | PHYS 102 | General Physics II | 4 |   Note: ART 210, BIOL 111, MATH 144, POL 201, PHYS 102: These courses may also apply to General Education requirement.  Total Credit Hours: 24  Content major courses in General Science   |  |  |  | | --- | --- | --- | | BIOL 112 | Introductory Biology II | 4 | | PHYS 101 | General Physics I | 4 |   ONE CHEMISTRY SEQUENCE from   |  |  |  |  | | --- | --- | --- | --- | | CHEM 103 | General Chemistry I | 4 |  | |  | -And- |  |  | | CHEM 104 | General Chemistry II | 4 |  | |  | -Or- |  |  | | CHEM 105 | General, Organic and Biological Chemistry I | 4 |  | |  | -And- |  |  | | CHEM 106 | General, Organic, and Biological Chemistry II | 4 |  |   ONE COURSE from   |  |  |  |  | | --- | --- | --- | --- | | PSCI 212 | Introduction to Geology | 4 |  | | PSCI 217 | Introduction to Oceanography | 4 |  | | TWO 200 level or above | courses from BIOL, CHEM, HSCI, PHYS or PSCI | 8 |  |   Total Credit Hours: 28 | **ELEMENTARY EDUCATION BA TEACHING CONCENTRATION IN MIDDLE LEVEL GENERAL SCIENCE**  **COURSE REQUIREMENTS**  **Professional Courses**  FNED 101: Introduction to Teaching and Learning (2)  FNED 246: Schooling for Social Justice (4)  CEP 215: Educational Psychology (4)  ELED 202/SPED 202: Teaching All Learners: Foundations and Strategies (4)  ELED 222: Foundations of Literacy I: Grades 1-3 (3)  ELED 324: Foundations of Literacy II: Grades 3-6 (3)  ELED 326: Assessment and Intervention in Literacy: Tier 2 (3)  ELED 330: Physical Sciences for Elementary School Teachers (2)  ELED 436: Teaching Social Studies to Diverse Learners (3)  ELED 437: Elementary School Science and Health Education (3)  ELED 438: Teaching Elementary School Mathematics (3)  ELED 439: Student Teaching in the Elementary School (9)  ELED 440: Capstone: STEAM/Project-Based Learning (2)  ELED 469: Best Practices: Instruction, Assessment, Classroom Management (3)  (48 credits)  **Professional Courses in Special Education And Teaching English As A Second Language**  TESL 401: Introduction to Teaching Emergent Bilinguals (4)  SPED 433: Special Education: Best Practices/Practical Applications  (3)  (7 credits)  **Professional Courses in Middle Level**  MLED 230: Young Adolescent Development in the Context of Schools, Families, and Communities (4)  MLED 331: Exploring Disciplinary Literacies with Young Adolescents (4)  MLED 332: Curriculum and Assessment for the Young Adolescent (4)  (12 credits)  Total credits for Professional Courses: 67  **Cognates**  ART 210: Nurturing Artistic and Musical Development (4)  BIOL 111: Introduction to Biology I (4)  GEOG 200: World Regional Geography (4) or  POL 202: American Government (4)  MATH 143: Mathematics for Elementary Teachers I (4)  MATH 144: Mathematics for Elementary Teachers II (4)  Total credits for Cognates: 20  ART 210, BIOL 111, GEOG 200 or POL 202, and MATH 144 course credits may also apply to General Education requirements.  Note: If taking GEOG 200 then must choose HIST 107 from the General Education History distribution. If taking POL 202 any HIST General Education is accepted.  Note: All cognates require a minimum grade of C.  **General Science Content Courses**  BIO 112: Introduction Biology II (4)  CHEM 103: General Chemistry I (4)  CHEM 104: General Chemistry II (4)  PHYS 101: Physics for Science and Mathematics I (4)  PHYS 102: Physics for Science and Mathematics II (4). (AQSR)  Two PSCI from:  PSCI 211: Introduction to Astronomy (4)  PSCI 212: Introduction to Geology (4)  PSCI 214: Introduction to Meteorology (4)  PSCI 217: Introduction to Oceanography (4)  Total Credits for General Science: 28 |
| C.5. [Credit count](#2grqrue) for each program option | 93 | 115 (48 + 7 + 12 +20 + 28)  + 20 remaining GenEds = 135 |
| 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 |  | The revised ELEMENTARY EDUCATION CONCENTRATION IN MIDDLE LEVEL GENERAL SCIENCE  leads to dual certification in Elementary Education and Middle Level Education in General Science |

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 |  |  |
| Julie Horwitz/Gerri August | Co-Dean of Feinstein School of Education and Human Development |  |  |
| Earl Simson | Dean FAS |  |  |

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| Sarah Knowlton | Chair of Physical Science |  |  |

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| Michelle Brophy-Baermann | Chair, Political Science |  |  |
| Mark Motte | Director, Geography |  |  |

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##### 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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