# 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](#bookmark=id.3o7alnk): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not ever delete any of the numbered categories—if they do not apply leave them blank. ALL numbered categories in section (A) must be completed. If there are no resources impacted it is okay to put “none” in A. 7**

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| A.1. [Course or program](#bookmark=id.gjdgxs) | **CURR 232 foundational SCHOOL mathematics for teachers** |  |
| [Replacing](#bookmark=id.3znysh7)  |  |
| A. 1b. Academic unit | **School of Education**  |  |
| A.2. [Proposal type](#bookmark=id.2et92p0) | **Course: creation**  |  |
| A.3. [Originator](#bookmark=id.3dy6vkm) | **Karen Capraro** | [Home department](#bookmark=id.1t3h5sf) | **ELED/Educational Studies** |
| A.4. [Context and Rationale](#bookmark=id.4d34og8) Note: Must include this additional information for all [new programs](#bookmark=id.2et92p0) | One requirement for admission to the Feinstein School of Education and Human Development (FSEHD) initial certification programs is a ‘passing test score’ for the mathematics component of the SAT, ACT or the Praxis Core test. The passing score requirements are set by the Rhode Island Department of Education (RIDE) and posted on our admissions requirements page: [http://www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/assessment-admissions.aspx](https://w3.ric.edu/feinsteinschooleducationhumandevelopment/Pages/assessment-admissions.aspx) In summer 2019, FSEHD and RIDE agreed upon a conditional admissions pathway for the FSEHD initial certification applicants whose mathematics scores on the SAT, ACT or Core tests fell below but within a range of the required test score. This course, therefore, is only available for students who score 480-520 on the SAT Mathematics, 22-21 on the ACT Mathematics, or 166-169 on the Core Mathematics. [required scores are respectively 530, 22 and 170]. This mathematics content module has been created for students whose scores fall into the conditional range. Students earning a B or higher in the content module would not be required to retake the entrance test and would be granted full admission.The course is designed to strengthen students’ mathematical knowledge and skills in preparation for their respective education programs. The assessments will help students evaluate their strengths and deficits in the content areas assessed on the SAT, ACT or Praxis Core math test. |
| A.5. [Student impact](#bookmark=id.2s8eyo1) | This one credit course will have minimal impact on student’s time, and no financial impact as FSEHD pays the cost to students. |
| A.6. [Impact on other programs](#bookmark=id.23ckvvd)  | none |
| A.7. [Resource impact](#bookmark=id.ihv636) | [*Faculty PT & FT*](#bookmark=id.32hioqz):  | none |
| [*Library*:](#bookmark=id.1hmsyys) | none |
| [*Technology*](#bookmark=id.41mghml) | Technology required; students and faculty will have access.  |
| [*Facilities*](#bookmark=id.2grqrue): | none |
| A.8. [Semester effective](#bookmark=id.26in1rg) |  | A.9. [Rationale if sooner than next Fall](#bookmark=id.26in1rg) |  |
| 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 preferred. Send catalog copy as a separate single Word file along with this form. |

B. [NEW OR REVISED COURSES](#bookmark=id.vx1227)  **DELETE SECTION B IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE. AS IN SECTION A. DO NOT HIGHLIGHT BUT SIMPLY DELETE SUGGESTED OPTIONS NOT BEING USED. ALWAYS FILL IN B. 1 AND B. 3 FOR CONTEXT.**

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|  | Old ([for revisions only](#bookmark=id.3fwokq0))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| B.1. [Course prefix and number](#bookmark=id.lnxbz9)  |  | CURR 232 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.35nkun2)  |  | Foundational School Mathematics for Teachers |
| B.4. [Course description](#bookmark=id.1ksv4uv)  |  | Students will evaluate strengths and deficits in content areas assessed on entrance exams. Successful completion, ‘B’ or higher, will replace the Mathematics test requirement for entrance to respective education programs. |
| B.5. [Prerequisite(s)](#bookmark=id.44sinio) |  | Basic Skills Math score must fall within the conditional range of scores. See FSEHD Admission Requirements. |
| B.6. [Offered](#bookmark=id.1v1yuxt) |  | Fall | Spring  |
| B.7. [Contact hours](#bookmark=id.3j2qqm3)  |  | 1 |
| B.8. [Credit hours](#bookmark=id.1y810tw) |  | 1 |
| B.9. [Justify differences if any](#bookmark=id.4i7ojhp) | **While this is a one credit course, like the MATH 010 (which is 4 credits), its credit will not count toward college credit, as like the MATH 010, the course content is not of a level to count toward college-bearing credit.** |
| B.10. [Grading system](#bookmark=id.2u6wntf)  |  | S/U for records; instructors will need to assign a letter grade in addition to this to meet RIDE requirements—this will be done just to the department |
| B.11. [Instructional methods](#bookmark=id.2xcytpi) |  | Online content delivery; video presentations, instructions, subject information, guided practice, assessment  |
| B.11.a [Delivery Method](#bookmark=id.2xcytpi) |  | Synchronous |Hybrid  |
| B.12.[Categories](#bookmark=id.1ci93xb) |  | Required for conditionally admitted students whose scores fall within a range of scores. |
| B.13. Is this an Honors course? |  | NO |
| B.14. [General Education](#bookmark=id.3whwml4)N.B. Connections must include at least 50% Standard Classroom instruction. |  | NO |
| B.15. [How will student performance be evaluated?](#bookmark=id.2bn6wsx) |  | Attendance | Class participation | Exams | Class Work |  |
| B.16 [Recommended class-size](#bookmark=id.qsh70q) |  | 15 |
| B.17. [Redundancy statement](#bookmark=id.3as4poj) |  |  |
| B. 18. Other changes, if any |  |

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| B.19**.** [**Course learning outcomes**](#bookmark=id.1pxezwc)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.nmf14n)**, if relevant** | [**How will each outcome be measured**](#bookmark=id.37m2jsg)**?** |
| Demonstrate competence in knowledge and skills in math content areas assessed on the ACT, SAT, and Core Math tests | RIPTS 2Common Core StandardsStandardized Testing: ACT, SAT, Praxis CORE | Online Modules/HomeworkQuizzesPosttest |
| Identify strengths and deficits in their mathematical knowledge and skills. | RIPTS 2, 10 Common Core StandardsStandardized Testing: ACT, SAT, Praxis CORE | ACT, SAT, or Praxis Core test resultsPre-test, Post-test, QuizzesOnline Modules/Homework |
| Identify resources designed to assist in continued professional development of math content and skills | RIPTS 10 | Homework |
| Demonstrate positive disposition towards the learning and teaching of mathematics | RIPTS 10 | Completion of all assignments |

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| B.20. [**Topical outline**](#bookmark=id.49x2ik5)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| 1. Number & Quantity
	1. Solve problems involving integers, decimals, and fractions
	2. Solve problems involving ratios and proportions
	3. Solve problems involving percent
	4. Solve problems involving constant rates
	5. Demonstrate an understanding of place value, decimal numbers, and ordering numbers
	6. Demonstrate an understanding of the properties of whole numbers
	7. Identify counterexamples to statements using basic arithmetic
	8. Solve real-life problems by identifying relevant numbers, operations, or information (including rounding)
	9. Solve problems involving units including unit conversion and measurements
2. Algebra & Geometry

a) Demonstrate an understanding of the properties of the basic operationsb) Demonstrate the ability to follow an arithmetic or algebraic procedure c) Use properties of operations to identify or generate equivalent algebraic expressionsd) Write an equation or expression that models a real-life or mathematical probleme) Solve word problems, including problems involving linear relationships and problems that can be represented by Venn diagramsf) Solve linear equations in one variable algebraicallyg) Solve simple quadratic equationsh)Utilize basic properties of two-dimensional shapes to solve problemsi) Utilize facts about angles to solve problemsj) Utilize facts about congruency and similarity of geometric figures to solve problemsk) Use the formulas for area and circumference of a circle to solve problemsl)Use the formulas for the perimeter and area of a triangle and a rectangle and the formula for the volume of a rectangular prism to solve problems |

## 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 their 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 signature copy of this whole 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. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

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| Name | Position/affiliation | [Signature](#_heading=h.1mrcu09) | Date |
| Lesley Bogad | Chair of Educational Studies | Verbal approval at DLC meeting. | 03/17/21 |
| Jeannine Dingus-Eason | Dean of Feinstein School of Education and Human Development | Jeannine E. Dingus-Eason  | 3/18/21  |

##### D.2. [Acknowledgements](#bookmark=id.2p2csry): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are 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; all faculty are welcome to attend.

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| Name | Position/affiliation | [Signature](#bookmark=id.147n2zr) | Date |
| Rebecca Sparks | Chair Mathematical Sciences | \*approved by email | 4/9/2021 |
| Ear Simson  | Dean FAS | **Earl Simosn** | 4/8/2021 |
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