# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| A.1. [Course or program](#Proposal) | **MAT program** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Program**:[**revision**](#revision) |
| A.3. [Originator](#Originator) | **Martha Horn** | [Home department](#home_dept) | **Elementary Education** |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to explain the revisions to the Elementary Education Master of Arts in Teaching (MAT) program and to list all proposed changes so the current catalog may be aligned. The Elementary Education Department’s MAT faculty carefully reviewed its program and have proposed changes to ensure a deeper and broader preparation for our MAT teacher candidates. Changes are based on our own understandings of the changing landscape of teaching and learning; a growing need to better prepare our teacher candidates, and the most recent feedback from Elementary Educator partners, MAT graduates and present students; and RI Department of Education’s Report. All Elementary Education MAT students who successfully complete all program requirements will graduate with a Master of Arts in Teaching leading to RI Certification in Elementary Education. They will complete the program with coursework in TESL, Special Education, computer technology and computer science, adding to their marketability. When redesigning the program, the MAT faculty considered the RI Department of Education’s expectations and initiatives, including (but not limited to) attention to diversity, equity, technology, communication with parents, English Language Learners, data-driven instruction… The addition of four courses has increased the total credits from 37/38 to 45. What the Committee presents in this proposal is a redesigned, One-Year Intensive program. Students can opt for a slower entry into the Intensive Program, taking the three foundational courses (ELED 500; CEP 552; FNED 546) during the previous fall and spring before the cohort begins in May. Since all methods courses are offered in the fall only, there is no longer an option for a traditional route (designing a program that spans two or more years). Teacher candidates do not have a choice between practicum and non-practicum courses as they once did; all content courses are offered as practicum as the major focus is to ensure that all candidates have more field experiences under the guidance of, and in coordination with classroom teachers and faculty. This intense, and on-going classroom time ensures that teacher candidates will be better prepared, have the knowledge and understanding of day-to-day school life, and show an ability to apply appropriate standards--RIPTS, Common Core, NGSS…The following summarizes the changes to the program:**ADDITIONS OF NEW ELEMENTARY EDUCATION COURSES**• Add the following two courses to broaden and deepen students’ skill with computer science and technology**:**ELED 515 – Educational Technology for Teaching and LearningELED 517 – Computer Science for Elementary and Middle School• Add two TESL courses: TESL 539 Language Acquisition and Learning; TESL 546 Teaching English as a Second Language; and one new Special Education Course: SPED 533 Special Education: Practical Applications. Of the three, students will select two—either the special education course and one TESL course; or two TESL courses. **CHANGES IN ELED: Course Names**• Change ELED 500 to: ELED 500 Literacy and the Art and Science of Teaching(formerly ELED 500 Reflections: The Art and Science of Teaching)**•** Change ELED 522 to: ELED 522 MAT Teaching Reading Practicum(formerly ELED 522 Reading MAT Practicum I)• Change ELED 527 to: ELED 527 MAT Teaching Writing Practicum (formerly ELED 527: Teaching the Language Arts in Elementary School);• Change ELED 537: to ELED 537 MAT Teaching Science Practicum(formerly ELED 537 Science MAT Practicum);• Changes ELED 538 to: ELED 538 MAT Teaching Mathematics Practicum(formerly ELED 538 Mathematics MAT Practicum)**OTHER CHANGES**Because there is no longer a choice between practicum and non-practicum courses (all are offered as practicum), the following courses need to be removed from the catalog:ELED 504 Mathematics in the Elementary SchoolELED 508 Language Arts in the Elementary SchoolELED 518 Science in the Elementary schoolELED 534 Developmental ReadingBecause there is no longer a choice between practicum and non-practicum courses (all are offered as practicum), the following course needs to be removed from the MAT program, *but* *not from the catalog*:FNED 502 Social Issues in Education |
| A.5. [Student impact](#student_impact) | • Students will have a better sense of what to expect from the course; revisions to the program are will likely 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. • Increase of credits from 37/38 to 45. |
| A.6. Impact on other programs | **no** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **No impact** |
| [*Library*:](#library) | **No impact other than changing reserves** |
| [*Technology*](#technology) | Classrooms with technology available, such as document cameras, smart boards, iPads, and educational apps are necessary  |
| [*Facilities*](#facilities): |  |
| Promotion/ Marketing needs  |  |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall |  |

B

### C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
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| C.1. [Enrollments](#enrollments) | **2013 (14) 2014 (7) 2015 (10) 2016 (14) 2017 (17) 2018 (12)** | **2019 (projected: 15)** |
| C.2. [Admission requirements](#admissions) | 1. A completed application form accompanied by a $50 nonrefundable application fee.2. Official transcripts of all undergraduate and graduate course work. 3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.4. ~~An official report of passing scores on one of the Assessment of Basic Skills Tests. See web page for cutoff scores for SAT, ACT, Core and GRE.~~5. An official report of passing scores on the Praxis II - Elementary Education Multiple Subjects test. 6. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.7. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.8. A Statement of Education Philosophy.9. A current résumé.10. An interview with an advisor in the M.A.T. program in elementary education, after initial application approval.11. A plan of study approved by the advisor and appropriate dean, after initial application approval. | 1. A completed application form accompanied by a $50 nonrefundable application fee.2. Official transcripts of all undergraduate and graduate course work. 3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.5. An official report of passing scores on the Praxis II - Elementary Education Multiple Subjects test. 6. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.7. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.8. A Statement of Education Philosophy.9. A current résumé.10. An interview with an advisor in the M.A.T. program in elementary education, after initial application approval.11. A plan of study approved by the advisor and appropriate dean, after initial application approval. |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option | **MAT**ELED 500 Reflections on the Art and Science of Teaching; (3)CEP 552 Psychological Perspectives of Teaching and Learning (3)FNED 546 Contexts of Schooling (4)SPED 531- Overview of Special Education: Policies and Practices (3)ELED 552 Developmental Reading MAT Practicum; (3)ELED 527 Language Arts in the Elementary School; (3)ELED 528 Social Studies in the Elementary School (3)ELED 537 Science MAT Practicum; (3)ELED 538 Mathematics MAT Practicum (3)ELED 559 Student Teaching in the Elementary School (7)ELED 569 Student Teaching Seminar in Elementary Education (2) | **MAT** ELED 500 Literacy and the Art and Science of Teaching; (3)CEP 552 Psychological Perspectives of Teaching and Learning (3)FNED 546 Equity, Opportunity, and Culturally Responsive Schools (4)SPED 531- Overview of Special Education: Policies and Practices (3)ELED 552 MAT Teaching Reading Practicum; (3)ELED 527 MAT Teaching Writing Practicum; (3)ELED 528 Social Studies in the Elementary School (3)ELED 537 MAT Teaching Science Practicum; (3)ELED 538 MAT Teaching Mathematics Practicum (3)ELED 559 Student Teaching in the Elementary School (7)ELED 569 Student Teaching Seminar in Elementary Education (2)ELED 515 Educational Technology for Teaching and Learning (1)ELED 517 Computer Science for Elementary and Middle School (1)SPED 533 - Special Education: Practical Applications (3)(choose this or TESL 546)TESL 539 Language Acquisition and Learning (3)TESL 546 Teaching English as a Second Language (3)(Choose this or SPED 533) |
| C.5. [Credit count](#credit_count) for each program option |  |  |
| C.6. Requirement for thesis, project, or comprehensive exam  |  |  |
| C.7. Other changes if any |  |  |

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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee 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.  |

## D. Signatures

* 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).
* 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 graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee 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 prposals.

| Name | Position/affiliation | [Signature](#_Signature) | Date |
| --- | --- | --- | --- |
| Martha Horn | Program Director of MAT |  |  |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Julie Horwitz/Gerri August | Dean of FSEHD |  | Tab to add rows |
| Sarah Hesson | TESL |  |  |
| Ying Hui-Michael | SPED |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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