# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

# graduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#1v1yuxt)

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| A.1. [Course or program](#gjdgxs) | **MLED 531: Critical Inquiry in Middle Level Education** |  |
| [Replacing](#3znysh7)  |  |
| A.2. [Proposal type](#2et92p0) | **New Course** |
| A.3. [Originator](#1t3h5sf) | **Brittany Ahnrud** | [Home department](#4d34og8) | **Educational Studies** |
| A.4. [Rationale](#2s8eyo1)/Context | **We are developing this course to help students have a grounding in middle level context and inquiry stance before the school year begins. Having a two credit introductory course will help students ease into the program before the middle school year begins.** **This introductory course addresses the historical context and critical inquiry at the middle level. The Essential Question for MLED 531 is:** * **How can a foundation in critical inquiry improve my teaching practice?**

**Through readings and activities, this course introduces teacher candidates to the historical context of middle level education. Middle level policy is explored through a critical inquiry framework.** **This course will be offered in Summer Session II.**  |
| A.5. [Student impact](#19c6y18) | **Addition of a summer requirement and 2 credits.**  |
| A.6. Impact on other programs | **None** |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#17dp8vu):  | **None** |
| [*Library*:](#3rdcrjn) | **None** |
| [*Technology*](#26in1rg) | **None** |
| [*Facilities*](#lnxbz9): | **None** |
| Promotion/ Marketing needs  | **Nothing beyond what we already do.**  |
| A.8. [Semester effective](#28h4qwu) | **Spring 2020 (class will begin Summer II 2020)** | A.9. Rationale if sooner than next fall |  |

B. [NEW OR REVISED COURSES](#nmf14n):

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|  | Old ([for revisions only](#37m2jsg) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#1ksv4uv)  |  | **MLED 531** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio)  |  | **Critical Inquiry in Middle Level Education** |
| B.4. [Course description](#2jxsxqh)  |  | **Students examine the historical context of middle level education and, using a critical inquiry framework, explore policy on both the micro and macro levels.** |
| B.5. [Prerequisite(s)](#z337ya) |  | **Initial Teacher Certification (Elementary or Secondary), at least 21 credits in the content area, or consent of department chair.**  |
| B.6. [Offered](#1mrcu09) | **|**  |  **| Summer |** |
| B.7. [Contact hours](#1y810tw)  |  | **2** |
| B.8. [Credit hours](#4i7ojhp) |  | **2** |
| B.9. [Justify differences if any](#2xcytpi) |  |
| B.10. [Grading system](#46r0co2)  |  | **Letter grade**  |
| B.11. [Instructional methods](#1ci93xb) |  | **Hybrid** |
| B.12.[Categories](#3whwml4) |  | **Required for program |Required for Certification** |
| B.13. [How will student performance be evaluated?](#2bn6wsx) |  | **| Class participation || Exams | | Papers | Class Work | | Quizzes |** |
| B.14. [Redundancy with, existing courses](#qsh70q) |  | **None** |
| B. 15. Other changes, if any |  |

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| B.16**.** [**Course learning outcomes**](#3as4poj)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#1pxezwc)**, if relevant**  | [**How will the outcome be measured?**](#49x2ik5) |
| **Observe and critique middle level policy and structure**  | **AMLE 3a, 3b; RIPTS 11** | **Policy Critique** |
| **Demonstrate how historical context influences a critical inquiry framework.**  |  | **Paper** |

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| B.17. [**Topical outline**](#2p2csry)**: Do NOT insert a full syllabus, only the topical outline** |
| 1. Introduction to the Middle Level Education Program
	1. Program Essential Questions and Objectives
	2. Dispositions
2. Middle School Structures
	1. Advisory
	2. Scheduling structures
3. History of MLED
	1. Middle vs. Junior High
	2. MLED through a political lens
4. Policy of MLED
	1. Understanding Middle School Policy
	2. Critiquing Middle School Policy
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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 originated the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

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| Name | Position/affiliation | [Signature](#_111kx3o) | Date |
| Brittany Ahnrud, M.Ed | Program Director of MLED |  |  |
| Lesley Bogad, Ph.D.  | Chair of Educational Studies |  |  |
| Gerri August, Ph.D.  | Dean of FSEHD |  |  |

##### 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. 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.

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
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