# graduate COMMITTEE curriculum PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page

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| A.1. [Course or program](#gjdgxs) | **MLED 535: Curriculum and Assessment for Young Adolescents** |  |
| [Replacing](#3znysh7)  |  |
| A.2. [Proposal type](#2et92p0) | **New Course** |
| A.3. [Originator](#1t3h5sf) | **Brittany Ahnrud** | [Home department](#4d34og8) |  |
| A.4. [Rationale](#2s8eyo1)/Context | **Through readings, activities, and clinical preparation, students examine curriculum and assessment at the middle level. This course challenges students to interrogate the curriculum and assessment choices they make and to cultivate their learners’ agency****The Essential Question include:** * **How can I be a critical consumer of middle level curriculum and assessment?**
* **How can I create and implement curriculum and assessment that fosters learner agency?**

**.****This course will be offered in Spring** **Video Analysis: Students will video the implementation of their unit and use at least one of the videos as an artifact for analysis with the professor (also using sections of RI-ICEES).** **Clinical Preparation: Students will complete at least 25 hours of clinical preparation in a middle level setting, potentially in their own classroom. They will use this time to plan, implement, and reflect on differentiated and personalized learning unit. The professor will conduct at least 2 observations for each candidate.** |
| A.5. [Student impact](#19c6y18) | **Required course; no negative impact** |
| 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 Spring 2021)** | 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 535** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio)  |  | **Curriculum and Assessment for Young Adolescents** |
| B.4. [Course description](#2jxsxqh)  |  | **Students examine and apply curriculum and assessment at the middle level. Students also learn to interrogate the curriculum and assessment choices they make and to cultivate their learners’ agency.** |
| B.5. [Prerequisite(s)](#z337ya) |  | **Admission to C.G.S. and MLED 533 or consent of department chair** |
| B.6. [Offered](#1mrcu09) |  | **Spring**  |
| B.7. [Contact hours](#1y810tw)  |  | **4** |
| B.8. [Credit hours](#4i7ojhp) |  | **4** |
| 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 | Presentations | Papers | Class Work | Projects | |**  |
| 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) |
| **Choose appropriate instructional and assessment strategies for meeting the diverse needs of all students, especially emergent bilinguals and students with special needs** | **FSEHD 1; AMLE 2, 4; RIPTS 1, 2, 6, 9** | **Unit implementation and reflection** |
| **Use data to critically reflect on the use of differentiation, personalization, and blended learning in the classroom** | **FSEHD 2, 3, 4; AMLE 5a, 5b, 5c, 5d; RIPTS 5, 10, 11** | **Unit implementation and reflection** |
| **Design and implement units and curriculum that incorporate communication with families, appropriate standards, and foster student agency** | **FSEHD 5; AMLE 5; RIPTS 1, 7, 8** | **Unit implementation and reflection** |

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| B.17. [**Topical outline**](#2p2csry)**: Do NOT insert a full syllabus, only the topical outline** |
| 1. **Critically Reflective Professional Educator**
	1. **Critical consumer of teaching initiatives**
	2. **Politics of differentiation, curriculum, pedagogy and teacher expectations**
2. **Curriculum, Instruction, and Assessment for Student Agency and Success**
	1. **Differentiation**
	2. **Personalization**
	3. **Blended Learning**
3. **Collecting and Using Data for Critical Reflection**
	1. **Assessment vs. Grading**
	2. **What counts as data?**
	3. **Analyzing data**
	4. **Using data for decision making - continuous improvement model**
4. **Clinical Preparation - Planning, Implementing, Reflecting on a Differentiated Unit**
	1. **Collaboration with cooperating teacher, special education and ESL teachers**
	2. **Learning from and communicating with families**
	3. **Planning and Implementing Instruction**
	4. **Video analysis**
	5. **Data driven adjustments and reflection**
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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.

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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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