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

# graduate COMMITTEE curriculum PROPOSAL FORM

## Cover page

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| A.1. [Course or program](#gjdgxs) | **Certificate of Graduate Study - Middle Level Education** | | | | |  |
| [Replacing](#3znysh7) |  | | | | |
| A.2. [Proposal type](#2et92p0) | **Program:** **revision** | | | | |
| A.3. [Originator](#1t3h5sf) | **Brittany Ahnrud** | | [Home department](#4d34og8) | | **Educational Studies** | |
| A.4. [Rationale](#2s8eyo1)/Context | **Given the recent RIDE accreditation report of the FSEHD, the Middle Level Education program is redesigning the program/coursework for certification to not only address the feedback but improve the candidate experience. The feedback called for additional clinical preparation, inclusion of RIDE initiatives and state standards, clearer focus on K-12 student standards, technology, family communication and a renewed focus on diversity.**  **As part of the entire FSEHD redesign process, this proposal is to revise the certificate of graduate study in middle level education program. The MLED CGS program provides a foundation for graduates to teach Middle Grades English, Math, Science, or Social Studies as an extension to their Elementary or Secondary certification with a content area focus in English, Math, Science, or Social Studies. This program fulfills the RIDE requirements of 45 practicum hours and meets the pedagogical competencies of the Association for Middle Level Education (AMLE).**  **Through the program, teacher candidates explore the following essential question: ”*How, as a middle level educator, can I cultivate and sustain a more just and equitable world through critically reflective practices?“* Each course is also centered on additional essential questions including:**   * **MLED 531: How can a foundation in critical inquiry improve my teaching practices?** * **MLED 532: How can I question and cultivate my own professional identity in an established system? How can I create a safe, open space for my students to question and cultivate their individual and collective identities?** * **MLED 533: How can I question and cultivate my own literacy practices? How can I ensure that all of my students have access to content regardless of their primary literacy and are able to use a variety of literacy practices to further their development?** * **MLED 534: How can I implement and critically reflect on my own literacy practices? How can I collect and use data to ensure my all of my students have access to content regardless of their primary literacy and are able to use a variety of literacy practices to further their development?** * **MLED 535: 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?** * **MLED 536: How has an inquiry stance influenced my learning and improved my teaching practices? How has an inquiry stance helped me create successful learning opportunities for my students?**   **The following summarizes the changes to the program:**  **NEW OUTLINE OF MIDDLE LEVEL EDUCATION COURSES**   * **MLED 531, a 2 credit course to be offered in the summer, as a way to frame the program with a critical inquiry focus.** * **MLED 532 (a combination of the former MLED 510 and 520) which focuses on adolescent identity development and the history, politics, and structure of middle school.** * **MLED 533 and 534 as 2 credit courses (formerly MLED 530) which emphasizes disciplinary literacy. 533 sets the framework for disciplinary literacy and 534 focuses on implementation of and reflection on disciplinary literacy.** * **MLED 535 (formerly MLED 540) which explores curriculum and assessment.** * **MLED 536, a 1 credit capstone course that allows students to answer the program essential question “*How, as a middle level educator, can I cultivate and sustain a more just and equitable world through critically reflective practices?“***   **These courses replace the following existing courses:**  **MLED 510, 520, 530 and 540**  **OTHER CHANGES**   * **Time frame of program: The old program began each cohort in January and ended in December. With the revision, a new cohort will begin each summer and end the following summer.** * **Program credits: The program will be revised from 13 to 15 credits to meet the full requirements of a Certificate of Graduate Study program.** * **Total number of courses: The program will be revised from 4 classes to 6 classes.** * **Video analysis will also embedded into the courses.**   **Deleted Courses: (keep in 19-20 catalogue; we will revisit next year)**  **MLED 510, 520, 530 and 540** | | | | | |
| A.5. [Student impact](#19c6y18) | **These changes are designed to provide a more comprehensive experience for teacher candidates to develop their understanding of middle level education and their teacher identity. The new sequence will help to refine and expand professional skills and dispositions in support of teacher agency in their middle level contexts. Addition of 2 credits.** | | | | | |
| A.6. Impact on other programs | **None** | | | | | |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#17dp8vu): | **No impact** | | | | |
| [*Library*:](#3rdcrjn) | **No Impact** | | | | |
| [*Technology*](#26in1rg) | **No Impact** | | | | |
| [*Facilities*](#lnxbz9): | **No Impact** | | | | |
| Promotion/ Marketing needs | **Nothing beyond what we already do.** | | | | |
| A.8. [Semester effective](#28h4qwu) | **Spring 2020** | A.9. Rationale if sooner than next fall | |  | | |

### C. [Program Proposals](#147n2zr)

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|  | [Old (for revisions only)](#3o7alnk) | New/revised |
| C.1. [Enrollments](#23ckvvd) | **5-15** | **5-15** |
| C.2. [Admission requirements](#ihv636) | **Completion of all FSEHD admissions requirements.**  **Elementary Certification with required content area coursework in Math, Science, English, or Social Studies**  **OR**  **Secondary Certification in Math, Science, English, or Social Studies** | **Completion of all FSEHD admissions requirements.**  **Elementary Certification with required content area coursework in Math, Science, English, or Social Studies**  **OR**  **Secondary Certification in Math, Science, English, or Social Studies** |
| C.3. [Retention requirements](#32hioqz) | **B or better in each course** | **B or better in each course** |
| C.4. [Course requirements](#1hmsyys) for each program option | **MLED 510**  **MLED 520**  **MLED 530**  **MLED 540** | **MLED 531 (2 credits)**  **MLED 532 (4 credits)**  **MLED 533 (2 credits)**  **MLED 534 (2 credits)**  **MLED 535 (4 credits)**  **MLED 536 (1 credit)** |
| C.5. [Credit count](#41mghml) for each program option | **13 credits** | **15 credits** |
| C.6. Requirement for thesis, project, or comprehensive exam | **N/A** | **N/A** |
| 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](mailto: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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