# GRADUATE CURRICULUM COMMITTEE (GCC) PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#ihv636): please read.

**N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. Course | **FNED 546 Contexts of Schooling** | | | |  |
| Revision |  | | | |
| A.2. [Proposal type](#2et92p0) | **Course: revision** | | | |
| A.3. [Originator](#tyjcwt) | **Gerri August/Lesley Bogad** | [Home department](#3dy6vkm) | **Department of Educational Studies** | | |
| A.4. [Context and Rationale](#1t3h5sf) | **Following the FSEHD expansive redesign of our teacher preparation programs at the undergraduate level, we are now revising the graduate courses to align with said changes.**  **FNED 546, a four credit course, will offer MAT candidates expanded opportunities to study education through a social justice lens. The newly designed course has the following distinctions:**   1. **Deeper exploration of TESOL and Special Education concepts** 2. **Description and interpretation of clinical observations** 3. **Expanded fieldwork** 4. **Explicit study of relevant RIDE Initiatives** 5. **First checkpoint for dispositions evaluations** 6. **Incorporation of video analysis as a tool for observing model practices.** 7. **Introduction of common textbook, *Readings for Diversity and Social Justice*, which will be integrated throughout the MAT program** | | | | |
| A.5. [Student impact](#4d34og8) | **Increased clinical practice hours prepare candidates for the expanded RIDE certification requirements. Clinical hours changed from 15 hrs to 25 hrs in the field.** | | | | |
| A.6. [Impact on other programs](#32hioqz) | **No impact** | | | | |
| A.7. [Resource impact](#1hmsyys) | [*Faculty PT & FT*](#41mghml): | **No change** | | | |
| [*Library*:](#2grqrue) | **No change** | | | |
| [*Technology*](#vx1227) | **No change** | | | |
| [*Facilities*](#3fwokq0): | **No change** | | | |
| A.8. [Semester effective](#3rdcrjn) | **Summer 2020** | A.9. [Rationale if sooner than next Fall](#3rdcrjn) | | **This course is one of the first in a graduate student’s plan of study and it is offered in summer 2020.** | |
| 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 acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#1v1yuxt)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#4f1mdlm)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#1ksv4uv) | **FNED 546** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio) | **Contexts of Schooling** |  |
| B.4. [Course description](#2jxsxqh) | **The social and cultural forces that affect schools are examined. Fifteen hours of field-based experience is required.** | **Graduate students critically examine the purposes of schooling as a tool of oppression or liberation and the sociocultural forces that affect learning. 25 hours of clinical practice are required.** |
| B.5. [Prerequisite(s)](#z337ya) |  | **Graduate status or consent of department chair** |
| B.6. [Offered](#2u6wntf) | **Fall | Spring | Summer |** | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#1y810tw) | **4** | **4** |
| B.8. [Credit hours](#4i7ojhp) | **4** | **4** |
| B.9. [Justify differences if any](#2xcytpi) | **N/A** | |
| B.10. [Grading system](#19c6y18) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#1ci93xb) |  | **Clinical practice/service learning | Lecture | Small group |** |
| B.12.[Categories](#3whwml4) | **Required for program | Required for Certification** | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#qsh70q) | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Quizzes | Projects |**  **| Reports of outside supervisor** | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Quizzes | Projects |**  **| Reports of outside supervisor** |

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| B.18**.** [**Course learning outcomes**](#1pxezwc)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#49x2ik5)**, if relevant** | [**How will each outcome be measured**](#2p2csry)**?** |
| 1. Policy and Practice: to examine the role of history, politics, and culture in shaping current American educational policy and practice | RIPTS: 1, 5, 11; CF: General Knowledge, Knowledge of Contexts; FSEHD Outcomes: 4; RI Initiatives: IDEA; English Learner Programs | See B.13 |
| 2. Schooling for Social Justice: to question the assumptions about the purposes of schooling, the student-teacher relationship, and the role of schools in promoting or hindering equitable opportunities for academic and social growth | RIPTS: 1, 5; CF: Knowledge of Contexts, Professional Ethics; FSEHD Outcomes: 3; RI Initiatives: Bullying and School Violence, Social-Emotional Learning | See B.13 |
| 3. Personal Dispositions: to recognize, critically examine, and thoughtfully respond to the complicated dynamics of power that manifest in personal attitudes and approaches to ethnicity, race, language, social class, religion, gender, sexual orientation, and exceptionality | RIPTS: 4, 5; CF: General Knowledge, Knowledge of Contexts, Cultural Diversity, Collaboration/Advocacy; FSEHD Outcomes: 3 | See B.13 |
| 4. Service Learning: to gain insight into the perspectives and experiences of students from historically under-represented groups (or to reflect upon one’s own experiences as a member of those groups) through engagement in service learning activities in approved public K-12 schools or other educational institutions serving diverse populations | RIPTS: 3, 4, 5, 6, 7, 10; CF: Knowledge of Contexts, Cultural Diversity, Collaboration/Advocacy; FSEHD Outcomes: 2, 5; RI Initiatives: Bullying and School Violence; InfoWorks, SurveyWorks; Social-Emotional Learning | See B.13 |
| 5. Critical Literacy: to develop and hone receptive and expressive communication skills (reading, writing, speaking, and digital formats) in order to analyze and interpret the world as it is and as we wish it to be. | RIPTS: 5, 8; CF: General Knowledge; FSEHD Outcomes: 3 | See B.13 |

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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| Service Learning   * + Personal Dispositions and Implicit Bias   + School Context and Community   + Sociocultural factors that affect learning   + Hidden curriculum   + Student-Teacher Relationships   + RI Initiative: InfoWorks and Survey Works   + RI Initiative: Social-Emotional Learning   Social Justice Frameworks and Key Vocabulary   * + Individualism versus Systems and Structures   + Critical Stance   + Media Literacy   + Privilege, Power and Difference   + Oppression (Features of)   Race-based systems   * + Historical context   + Social construction of race   + School segregation   + Effect of race on academic achievement   + Why Black lives matter   + InfoWorks and Survey Works (RI Initiatives)   Class-based systems   * + Historical context   + Definitions of social class   + The culture of class: privilege and poverty   + Effect of social class on academic achievement   + InfoWorks and Survey Works (RI Initiatives)   Language-based systems   * + Historical context   + English-Only Ideology vs. Translanguaging   + Effect of primary language on academic achievement   + RI Initiative: English Learner Programs   + InfoWorks and Survey Works (RI Initiative)   Ability-based systems   * + Historical context   + Ableism   + Inclusion   + IDEA (RI Initiative)   + InfoWorks and Survey Works (RI Initiative)   Sex and Gender-based systems   * + Historical context   + Sex versus Gender   + LGBTQ+ communities   + Heterosexism, homophobia and transphobia   + Bullying and School Violence (RI Initiative)   How Shall We Then Teach? (Integration of theory and practice)   * Interpretation of theoretical frames in light of current events, clinical observations, and service learning * Personal dispositions (extended reflection): What kind of teacher do you want to be? |

## 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 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](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this 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. may include multiple departments, e.g., for joint/interdisciplinary proposals.

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| Name | Position/affiliation | [Signature](#_3tbugp1) | Date |
| Carol Cummings | Chair of Health and P.E. |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Jeannine Dingus-Eason | Dean of FSEHD |  |  |

##### D.2. [Acknowledgements](#3o7alnk): REQUIRED from OTHER PROGRAMS/DEPARTMENTS 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

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| Name | Position/affiliation | [Signature](#23ckvvd) | Date |
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