# 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](#bookmark=id.3o7alnk): please read.

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| A.1. Course | **SED 520: Introduction to Student Teaching** | |  |
| A.2. [Proposal type](#bookmark=id.3dy6vkm) | **Course: creation (for FSEHD MAT Secondary Education Program)** | |
| A.3. [Originator](#bookmark=id.4d34og8) | **Lesley Bogad** | [Home department](#bookmark=id.1fob9te) **Educational Studies** | |
| A.4. [Context and Rationale](#bookmark=id.17dp8vu) | The FSEHD is undergoing an expansive redesign of our teacher preparation programs in order to upgrade and to respond to accreditation needs.  As part of this redesign, the secondary education programs are changing the credit structure around student teaching in order to ensure that teacher candidates will have more clinical hours in the field. SED 520 will introduce the student teaching experience in the early spring term and begin the teacher candidate’s work in the student teaching classroom. | | |
| A.5. [Student impact](#bookmark=id.2s8eyo1) | SED 520 is a new required course in the **early spring term** so it will give credits for the introductory student teaching work students often have to do over winter break. | | |
| A.6. [Impact on other programs](#bookmark=id.23ckvvd) | **none** | | |
| A.7. [Resource impact](#bookmark=id.ihv636) | [*Faculty PT & FT*](#bookmark=id.32hioqz): | **none** | |
| [*Library*:](#bookmark=id.1hmsyys) | **none** | |
| [*Technology*](#bookmark=id.41mghml) | **none** | |
| [*Facilities*](#bookmark=id.2grqrue): | **none** | |
| A.8. [Semester effective](#bookmark=id.2et92p0) | **Fall 2020** |  | |
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B. [NEW OR REVISED COURSES](#bookmark=id.vx1227)

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|  | New |
| B.1. [Course prefix and number](#bookmark=id.35nkun2) | **SED 520** |
| B.3. [Course title](#bookmark=id.3whwml4) | **Introduction to Student Teaching** |
| B.4. [Course description](#bookmark=id.3j2qqm3) | **Teacher candidates will participate in a three-week clinical preparation in the field. This induction phase will orient secondary education teacher candidates to their student teaching semester.** |
| B.5. [Prerequisite(s)](#bookmark=id.lnxbz9) | **Concurrent enrollment in SED 521 and** [**SED 52**](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SED-Secondary-Education/400/SED-422)**2 or permission of department chair.** |
| B.6. [Offered](#bookmark=id.3fwokq0) | **Early Spring** |
| B.7. [Contact hours](#bookmark=id.1y810tw) | **2 (plus 3 weeks of clinical preparation)** |
| B.8. [Credit hours](#bookmark=id.z337ya) | **2** |
| B.9. [Justify differences if any](#bookmark=id.1ksv4uv) | **This course will have two hours of face to face contact per week, plus some online modules introducing some of the student teaching requirements that teacher candidates will complete as class assignments. The course also involves three weeks of clinical practice in their student teaching placement.** |
| B.10. [Grading system](#bookmark=id.1v1yuxt) | **S, U** |
| B.11. [Instructional methods](#bookmark=id.1ci93xb) | **Seminar, Fieldwork/Clinical practice, hybrid** |
| B.12.[Categories](#bookmark=id.2bn6wsx) | **Required for Program | Required for Certification** |
| B.15. [How will student performance be evaluated?](#bookmark=id.4i7ojhp) | **Attendance | Performance Protocols | Reports of outside supervisor** |

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| B.18**.** [**Course learning outcomes**](#bookmark=id.3as4poj)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.1pxezwc)**, if relevant** | [**How will each outcome be measured**](#bookmark=id.49x2ik5)**?** |
| * To begin the induction phase of   student teaching | Each content area will draw from their own SPAs for appropriate alignment | * OPP Orientation |
| * To become familiar with the context and community of the student teaching placement site | Each content area will draw from their own SPAs for appropriate alignment | * Draft of TCWS Contextual Factors section |
| * To become familiar with the teachers and staff in the student teaching site | Each content area will draw from their own SPAs for appropriate alignment | * Collect all contact information for cooperating teacher and school per the Student Teaching Handbook |
| * To reflect on issues of personal and professional identity related to this new professional role | Each content area will draw from their own SPAs for appropriate alignment | * Reflection journal |

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| B.19. [**Topical outline**](#bookmark=id.2p2csry)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| **1. What does it mean to be a Student Teacher?**   1. **Orientation with Office of Partnerships and Placements** 2. **Review school policies and procedures**   **2. The School and Community**   1. **Contextual Factors in the TCWS** 2. **Relationships with Teachers, Staff, Students, and Community**   **3. Teacher Identity in the Field**   1. **Professional dress and presentation of self** 2. **Learning from alumni**   **4. Preparing for Reflections of Practice**   1. **Starting a Reflection Journal** 2. **Orientation to the TCWS**   **5. Preparing for Teaching Tools and Technology**   1. **Orientation to Chalk and Wire** 2. **Orientation to SMART goals** |
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##### D.1. Approvals:

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| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#_heading=h.4f1mdlm) | Date |
| Jeannine Dingus-Eason | Dean, FSEHD |  |  |
| Lesley Bogad | Chair, Educational Studies |  |  |

##### D.2. [Acknowledgements](#bookmark=kix.okh6zwk4bym4): 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](#_heading=h.4f1mdlm) | Date |
| Earl Simson | Dean, FAS |  |  |
| Alison Shonkwiler | Chair, English |  |  |
| Stephanie Costa | Chair, Mathematics |  |  |