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

# **A. Cover Page**

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| A.1. [Course or program](#bookmark=id.1fob9te) | **New course: SED 516: Teaching and learning: humanities in communities**  |  |
| A.2. [Proposal type](#bookmark=id.3dy6vkm) | **Course creation****:**  |
| A.3. [Originator](#bookmark=id.tyjcwt) | **Lesley Bogad** | [Home department](#bookmark=id.1t3h5sf) **Educational Studies** |
| A.4. [Context and Rationale](#bookmark=id.3znysh7)  | This is the fourth course in the pedagogical sequence of the secondary education program. It follows SED 501, which focuses on lesson planning, SED 502, which focuses on assessment, and SED 503, which focuses on discourses, literacy practices, and technology. SED 501 and SED 502 replace SED 506. Along with SED 501, SED 503 and SED 516 replace SED 507. Candidates in English, History, Social Studies and World Languages will take SED 516 which focuses on the Humanities, while candidates in Mathematics and Science will take SED 505 which focuses on STEM (Science, Technology, Engineering and Math). This two credit/seven week interdisciplinary course with 20 hours of clinical preparation will be taken in the second seven weeks of the semester, after candidates have taken SED 503. While these courses are offered “concurrently” in the same semester, a student who does not pass SED 503 can still continue in 505/516 and retake 503 in a different semester. Clinical preparation hours will take place outside of class time and will be supervised by the instructor. This teacher research-oriented course builds on SED 503 by taking a critical, social justice perspective on the communities in which K-12 students and their families live. We will investigate how social and material conditions impact spaces and lived experiences, which have significant implications for family access to and student learning in schools. Through collaboration and research with individuals and organizations, candidates will understand how social, cultural and economic contexts, in addition to physical spaces, are connected to educational opportunities, experiences, and trajectories. Communities (school and beyond), collaboration and research serve as the organizational framework for this course in alignment with the FSEHD’s mission to prepare professionals to be “...engaged and deeply committed to the values of equity, diversity, and social advocacy.” Candidates will spend time in racially, culturally, and economically diverse communities in and around neighborhood schools; work with individuals and organizations on advocacy and/or research projects; and learn and practice critical quantitative and qualitative research skills to explore issues or problems. We will consider the implications of these findings for teaching and learning in English, Social Studies, History, and World Languages.  |
| A.5. [Student impact](#bookmark=id.z337ya) | Students in the secondary education programs, along with World Languages (K-12) take this course as part of the methods sequence which is part of the overall redesign.  |
| A.6. [Impact on other programs](#bookmark=id.3j2qqm3)  | This course will be required of students in these secondary education programs: English, Social Studies, and History, along with World Languages (K-12).  |
| A.7. [Resource impact](#bookmark=id.1y810tw) | [*Faculty PT & FT*](#bookmark=id.4i7ojhp):  | **FSEHD faculty will teach this course.** |
| [*Library*:](#bookmark=id.2xcytpi) | **None** |
| [*Technology*](#bookmark=id.1ci93xb) | **None** |
| [*Facilities*](#bookmark=id.3whwml4): | **None** |
| A.8. [Semester effective](#bookmark=id.30j0zll) | **Fall 2019** |  |  |

B. [NEW OR REVISED COURSES](#bookmark=id.2bn6wsx)

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|  | New |
| B.1. [Course prefix and number](#bookmark=id.qsh70q)  | SED 516 |
| B.3. [Course title](#bookmark=id.3as4poj)  | Teaching and Learning: Humanities in Communities |
| B.4. [Course description](#bookmark=id.1pxezwc)  | Candidates will learn to exercise a critical perspective on life and learning in underserved schools and neighborhoods. Candidates will work with local organizations, advocates, and/or schools. 20 hours clinical preparation. |
| B.5. [Prerequisite(s)](#bookmark=id.49x2ik5) |  Concurrent with SED 503; or permission of department chair |
| B.6. [Offered](#bookmark=id.2p2csry) | **Fall |**  |
| B.7. [Contact hours](#bookmark=id.147n2zr)  | **2** |
| B.8. [Credit hours](#bookmark=id.3o7alnk) | **2** |
| B.9 Justify differences if any | The course is 2 credits and includes20 hours of level 3 clinical preparation outside of class time in order to participate with organizations that support the community.  |
| B.10. [Grading system](#bookmark=id.23ckvvd)  | **Letter grade |**  |
| B.11. [Instructional methods](#bookmark=id.ihv636) | **| Lecture | Small group | Individual | Clinical preparation** |
| B.12.[Categories](#bookmark=id.32hioqz) | **Required for major/minor Required for Certification** |
| B.13. Is this an Honors course? | **NO** |
| B.14. [General Education](#bookmark=id.1hmsyys)N.B. Connections must include at least 50% Standard Classroom instruction. | **NO**  |
| B.15. [How will student performance be evaluated?](#bookmark=id.41mghml) | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work | Quizzes | Projects | Clinical Preparation** |

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| B.18**.** [**Course learning outcomes**](#bookmark=id.44sinio)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.1ksv4uv)**, if relevant** | [**How will each outcome be measured**](#bookmark=id.35nkun2)**?** |
| Understand critical perspectives on marginalized groups, particularly in honoring different groups’ funds of knowledge, creativity and agency. | FSEHD 1\*RIPTS 1, 4, 5 | * Active class engagement: discussions, weekly blogs or journal posts
* Group Inquiry Project
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| Read and interpret demographic data through a critical lens.  | FSEHD 2, 3RIPTS 1, 2 | * Active class engagement: discussions, weekly blogs or journal posts
* Group Inquiry Project
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| Analyze the material and ideological boundaries that seal off educational spaces from full community participation. | FSEHD 1,4RIPTS 1, 4, 7 | * Active class engagement: discussions, weekly blogs or journal posts
* Group Inquiry Project
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| Explore how education can be reworked to include youth and families from disenfranchised groups and sustain multiple ways of knowing and being.  | FSEHD 2, 3, 5RIPTS 1, 2, 4, 5 | * Active class engagement: discussions, weekly blogs or journal posts
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| Write thick descriptions and memos based on observations. | FSEHD 2-5RIPTS 1, 2, 8 | * Active class engagement: discussions, weekly blogs or journal posts
* Group Inquiry Project
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| Identify ways in which communities mobilize various literacy practices to enact social change. | FSEHD 2, 3, 4RIPTS 1, 2, 8 | * Active class engagement: discussions, weekly blogs or journal posts
* Group Inquiry Project
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| Work with faculty, classmates, organizations, and community members on a project of mutual interest (i.e., adult literacy; after school youth programs). | FSEHD 1, 2, 3, 5RIPTS 1, 3, 5 | * Active class engagement: discussions, weekly blogs or journal posts
* Group Inquiry Project
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| Engage in a collaborative/participatory inquiry project with faculty, classmates, and community members that focuses on a topic connecting communities and schools: for example, educational opportunities in out-of-school contexts, etc. | FSEHD 2-6RIPTS 2-5, 7, 8 | * Group Inquiry Project
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\*RIPTS: Rhode Island Professional Standards

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| B.19. [**Topical outline**](#bookmark=id.2jxsxqh)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. **Communities**
	1. Think about how we are all implicated in one another’s lives and discuss our obligations to one another;
	2. Take a critical perspective to honor the multiple forms of knowledge, creativity and solidarity that arise from experiences in underserved communities;
	3. Research demographic data on an economically, culturally, racially diverse local community (e.g.., Olneyville);
	4. Analyze the material and ideological boundaries that seal off educational spaces from full community participation, and explore how education can be reworked to include youth and families from disenfranchised groups and sustain multiple ways of knowing and being;
	5. Write thick descriptions from multiple locations in this community.
2. **Collaboration**
	1. Identify ways in which disenfranchised communities mobilize various literacy practices to enact social change;
	2. Work with faculty, classmates, organizations, and community members on a project of mutual interest (i.e., adult literacy; after school youth programs);
	3. Focus on the knowledge present in communities as people come together to take action on matters that directly impact their lives.
3. **Research**
	1. Learn quantitative and qualitative educational research skills from critical theoretical and participatory perspectives;
	2. Engage in a collaborative/participatory inquiry project with classmates and community members that focuses on, for example, educational opportunities, even in out-of-school contexts.
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##### D.1. Approvals:

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| Name | Position/affiliation | [Signature](#_heading=h.2grqrue) | Date |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Jeannine Dingus-Eason | Dean, FSEHD  |  |  |

D.2. Acknowledgements: 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.2grqrue) | Date |
| Alison Shonkwiler | Chair of English |  |  |
| Earl Simson | Dean, Arts and Sciences |  |  |

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