A picture containing text

Description automatically generated

# **graduate COMMITTEE curriculum PROPOSAL FORM**

## A. Cover page (rover over text for more instructions- please delete red instructions)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_vx1227) | Advanced Studies of Teaching and Learning | | | | |  |
| Academic Unit | School of Education and Human Development | | | | |
| A.2. [Proposal type](#3znysh7) | Program[:](#3fwokq0) [revisio](#tyjcwt)[n](#tyjcwt) | | | | |
| A.3. [Originator](#3dy6vkm) | Julie Horwitz | | [Home department](#1t3h5sf) Educational Studies | |  | |
| A.4. [Rationale](#4d34og8)  Additional Information for [new programs](#3znysh7) | The M.Ed. in Advanced Studies in Teaching and Learning advances the knowledge base and practices of current professional educators. The updated strands support market needs. Some concentrations have been removed due to low enrollment. These changes will reduce the number of IMED’s and the teacher shortage. Updated concentrations include:   1. Middle Level Certification 2. Teach for America Elementary 3. Teach for America Secondary 4. Teach for America Special Education 5. Teacher Leader Strand   **Background Information:** The program has not accepted new students since 2020 while the FSEHD focused on certification programs for the Rhode Island Department of Education. It is time to open admission with revisions to meet the current needs of Rhode Island educators. The program has always had a core group of classes with room for specific concentrations. This proposal will update the core required courses and possible strands. The program will continue to require at least 30 credit hours. | | | | | |
| A.5. [Student impact](#4f1mdlm) | Students who often look for individualized master's programs will now have an avenue of study. Students who are seeking expertise beyond their certification will now have an option in FSEHD. | | | | | |
| A.6. [Impact on other programs](#2u6wntf) | The strands come from existing CGS programs and/or current courses. This program will bring a master's degree option to those already taking MLED CGS or TFA Certification. The impact on other programs will be a potential increase in enrollment. | | | | | |
| A.7. [Resource impact](#19c6y18) | [Faculty PT & FT](#2s8eyo1): | All courses will be covered by current faculty and adjuncts. | | | | |
| [Library:](#17dp8vu) | No impact | | | | |
| [Technology](#3rdcrjn) | No impact | | | | |
| [Facilities](#26in1rg): | No impact | | | | |
| A.8. [Semester effective](#3tbugp1) | Fall 2024 | A.9. [Rationale if sooner than next Fall](#3tbugp1) | |  | | |
| A.10 [Changes to the website](#2grqrue) | The site will need to be updated. | | | | | |

|  |
| --- |
| 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” on the graduate committee’s website  <https://www.ric.edu/department-directory/graduate-curriculum-committee/forms-and-information>  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, making sure that program totals are correct when adding or deleting course credits. |

## B. NEW OR REVISED COURSES

## C. [Program Proposals](#2p2csry)

|  | [Old (for revisions only)](#147n2zr) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#3o7alnk) | 12- 15 |  |
| C.2. [Admission requirements](#23ckvvd) | 1. A completed application form accompanied by a $50, nonrefundable application fee. 2. Official transcripts of all undergraduate and graduate records. 3. Three letters of recommendation. 4. Professional Goals Essay 5. Performance Based Evaluation     For MLED Strand:   1. A copy of the candidate’s teaching certificate. | No change |
| C.3. [Retention requirements](#ihv636) | GPA of 3.0 |  |
| C.4. [Course requirements](#32hioqz) for each program option | **Old Core Required Courses**   * SED 561 Socio-cultural Theory, Education Policy, and Pedagogy 3 * SED 562 Inquiry into Classroom Practice 3 * SED 563 Educational Measurement and Assessment 3 * SED 564 Learning Theory and Student Engagement 3 * SED 565 Disciplinary Literacies and Curriculum Research 3 * INST 516 Integrating Technology into Instruction 3   Academic disciplines Component:  12 credits in academic field in which certification is held or other approved Plan of Study. | **Core Required Courses**   * FNED 547: Intro to Practitioner Action Research – 3 * INST 516 Integrating Technology into Instruction 3 * SED 563 Educational Measurement and Assessment 3   **Choose one of the following:**   * [SPED 531 Overview of Special Education: Policies/Practices](https://ric.smartcatalogiq.com/en/2023-2024/catalog/courses/sped-special-education/500/sped-531) – 3 * [YDEV 520 Youth Social Policy and Action](https://ric.smartcatalogiq.com/en/2023-2024/catalog/courses/ydev-youth-development/500/ydev-520)- 4   **Choose one of the following:**   * FNED 502: Social Issues in Education * EDC 540: Teaching of Writing: Practice and Inquiry   **MLED Concentration (12 credits+ 1 Elective)**   * MLED 532: Contextualizing Young Adolescent Development (4 credits) * MLED 534: Disciplinary Literacies with Young Adolescents (4 credits) * MLED 535 Curriculum and Assessment for Young Adolescents (4 credits) * One Elective   **Teach for America Elementary (12 credits + 1 Elective)**   * ELED 540 Curriculum and Assessment * ELED 541 Teaching Literacy across Curricula * ELED 542 Educating All Students * ELED 543 Integrating Theory and Methods   **Teach for America Secondary (15 credits)**   * SED 511: Content & Pedagogy in Sec& Pedagogy in Sec Ed (4) * SPED 531: Universal Design for educating all students (3) * SPED 501 Assessment of Students with Mild/Moderate Disabilities (3) * SED 512 Field Practicum in Secondary Education (2) * SED 523 Teaching Seminar in Secondary Education (3)   **Teach for America Special Education (22 credits)**   * SED 511: Content & Pedagogy in Sec& Pedagogy in Sec Ed (4) * SPED 531: Universal Design for educating all students (3) * SPED 501 Assessment of Students with Mild/Moderate Disabilities (3) * SED 512 Field Practicum in Secondary Education (2) * SED 523 Teaching Seminar In Secondary Education (3) * SPED 524 Literacy Instruction for Adolescents: Intensive Interventions (4) * SPED 427 Career Exploration and Vocational Preparation of Middle School and Secondary Level Students with Disabilities (3)   **Teacher - Leader Strand**  Courses chosen with advisor.  Courses will be focused on leadership and come from both inside FSEHD and in other RIC schools. (15 credits) |
| C.5. [Credit count](#1hmsyys) for each program option |  | 15 credits of Core requirements + at least 15 in strand (might include electives) |
| C.6. Requirement for thesis, project, or comprehensive exam |  | No |
| C.7. Program Accreditation |  | No |
| C.8 [Program goals](about:blank)  Needed for all new programs |  | ASTL graduates will be able to:   1. Critically examine inequities in their education context to improve learning for all community members. 2. Apply an inquiry stance to critically evaluate current educational policy and research. 3. Demonstrate professionalism through ethical conduct, reflection, and external leadership. 4. Advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain socially just and equitable educational environments. 5. Integrate ongoing research in their professional settings, resulting in innovative and culturally responsive practices. |
| C.9. Other changes if any | None |  |
| C.10 [CIP number](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56) | None |  |

## D. Signatures

##### You must obtain all signatures before the executive committee can consider your proposal.

##### **Signatures should be obtained electronically: a script font and acknowledgment by email suffices.**

Changes that directly impact more than one department or program must include the signatures of all relevant department chairs, program directors, and deans. This applies to creating or modifying programs which include courses from a different department

Send electronic files of the proposal, accompanying catalog copy, and the completed signature page to graduatecommittee@ric.edu.

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](#_46r0co2) | Date |
| --- | --- | --- | --- |
| Julie Horwitz | Program Director of ASTL | *Julie Horwitz* | 4/3/24 |
| Charles McLaughlin | Chair of Department of Educational Studies | Charles H. McLaughlin, Jr. | 4/3/2024 |
| Carol Cummings | Dean of FSEHD | Carol A. Cummings | 4/4/24 |

##### D.2. [Acknowledgements](#41mghml):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

| Name | Position/affiliation | [Signature](#2grqrue) | Date |
| --- | --- | --- | --- |
| Elizabeth Holtzman | Co-Graduate Director | Elizabeth Holtzman | 4/3/24 |
| Paul LaCava | Chair - SPED | Paul LaCava | 4/3/2024 |
|  |  |  |  |

|  |
| --- |
|  |
|
|
|
|
|