# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## **Cover page** scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SED 306W INQUIRY INTO DISCOURSES, LITERACIES, AND POLICIES**  **SECONDARY EDUCATION BA MAJOR PROGRAMS (ALL)** | | | |  |
| [Replacing](#Ifapplicable) | **SED 301W Discourses, Literacies and Technologies of Learning; SED 302 Teaching and Learning:  Humanities in Communities and SED 303 Inquiry into stem (to be deleted)** | | | |
| A. 1b. Academic unit | **| School of Education |** | | | |  |
| A.2. [Proposal type](#type) | **Course creation**  **Course deletion**  **Program revision** | | | |  |
| A.3. [Originator](#Originator) | **Janet Johnson & Jeremy Benson** | [Home department](#home_dept) | **Educational Studies** | | |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery. | Currently, secondary education majors take SED 301W and SED 302 or SED 303 in the same semester. All secondary education majors take SED 301W, which meets the first 7 weeks of the semester. The students then split into SED 302 (the Humanities course which includes students in English, History, Social Studies, and World Languages) or SED 303 (the STEM course which includes math and science majors) for the second 7 weeks. SED 301W, SED 302, and SED 303 are all 2-credit courses, so all students end up with 4 credits.  We also found that students did not get enough time to study literacies and discourses in SED 301W. Therefore, we are creating one 4-credit course SED 306W  Inquiry into Discourses, Literacies, and Policies that focuses mostly on literacy and discourses, but also includes some of the key themes from SED 302 and SED 303 that students require to be successful in their classrooms. It will replace SED 301W as a Writing in the Discipline course in the major. Those older courses will be deleted. Students who have not yet taken SED 301W and 302 and 303 will take the new SED 306W which will be substituted for those requirements in their programs  Returning to a semester-long class will fit the prevailing pattern of other RIC classes that students expect. | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | We feel this change will benefit students because it will provide them with continuity not available within the two classes. Learning content will be less confusing and more streamlined. Also, students will only need to register for one course instead of two. | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*Library*:](#library) | **None** | | | |
| *Technology (for in person delivery)*  The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_X\_\_RIC Campus \_\_\_NEC \_\_\_Other \_\_\_\_ None**  **Projector | Smartboard | Doc camera |**  **No change.** | | | |
| *Technology: (for online delivery. Must be RIC supported)*  The VP of Information Services should be consulted prior to submission and their approval signature included. | **N/A** | | | |
| [*Facilities*](#facilities): | Regular RIC classrooms | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2024 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised:  **None come up on a search.** | | | | | |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C:/Users/SAbbotson/Documents/Curriculum/ManualandWebsite/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** | | | | | |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. | | | | | |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | SED 301W, 302, and 303 | SED 306W |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | SED 301W: Discourses, Literacies and Technologies of Learning  SED 302: Teaching and Learning:  Humanities in Communities  SED 303: Inquiry into stem | Inquiry into Discourses, Literacies, and Policies |
| B.4. [Course description](#description) | SED 301W: Candidates learn about educational policy discourses, engage in the literacy practices of their discipline, and enhance their knowledge of digital literacies for teaching and communication. 5 hours clinical preparation.  SED 302: Candidates will learn to exercise a critical perspective on life and learning in underserved schools/neighborhoods. Candidates will work with local organizations, advocates, and/or schools. 20 hours clinical preparation.  SED 303: Candidates learn about and engage in Science, Technology, Engineering and Mathematics activities that can be implemented in secondary math and science classrooms or with youth organizations. 20 hours clinical preparation. | Candidates explore educational policy discourses, engage in the literacy practices of their discipline, and enhance their understanding of the role critical literacies play in communities. 16 hours clinical preparation included. |
| B.5. [Prerequisite(s)](#prereqs) | **SED 201 and SED 202; acceptance into the FSEHD** | **Admission to FSEHD and SED 206 (or SED 201 and SED 202) or permission of department chair** |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. | **Fall |** | **Fall | Spring |** |
| B.7. [Contact hours](#contacthours) | **4** | **4** |
| B.8. [Credit hours](#credits) | Each course was 2 credit hours. All students took SED 301, and then either took SED 302 or 303, for a total of 4 credit hours. | **4** |
| B.9. [Justify differences if any](#differences) | SED 306W will have 16 hours of fieldwork instead of 25 that are spread out at different times during the semester. 25 was excessive and we can meet the RIDE requirement with 16 hours. Class time will be adjusted when students are out in the field so that they will not need to spend more than 4 contact hours per week. | |

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| --- | --- | --- |
| B.10. [Grading system](#grading) | **Letter grade | |** | **Letter grade |** |
| B.11. [Type of cours](#instr_methods)e | **Fieldwork | Lecture | |** | **Fieldwork | | Lecture |** |
| B.12. CATEGORIES  12. a. [How](#required) to be used | **Required for major/minor | |Required for Certification** | **Required for major/minor || Required for Certification** |
| 12 b. Is this an Honors  course? | **| NO** | **| NO** |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. | **| NO**  **category:** | **| NO**  **category:** |
| 12. d. Writing in the  Discipline (WID) | **| YES—for SED 301W** | **|YES––SED 306W** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations |Papers |**  **Class Work | Interviews | Quizzes |**  **Performance Protocols | Projects | | Field Work | | Reports of outside supervisor | LMS participation** | **Attendance | Class participation | Exams | Presentations |Papers |**  **Class Work | Interviews | Quizzes |**  **Performance Protocols | Projects | | Field Work | | Reports of outside supervisor | LMS participation** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) | **20** | **20** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  | |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured?**](#measured) |
| --- | --- | --- |
| Identify and analyze her/his own beliefs and literacy practices and how they shape her/his identities as learners and future teachers. | RIPTS 10 | Literacy Profile |
| Understand and apply current research on reading strategies. | RIPTS 2 | Science of Reading Module |
| Take a critical theoretical perspective on how educational policy discourses shape how students, particularly students of color, multilingual students, and students with disabilities, are positioned in schools. | RIPTS 1, 3, 4 | Policy Analysis Protocol |
| Develop a lesson on the academic discourses of their discipline. | RIPTS 2 | Lesson Plan |
| Identify and participate in the literacies of their specific academic discipline. | RIPTS 2 | Lesson Plan |
| Explore how education can be reworked to include youth and families from disenfranchised groups and sustain multiple ways of knowing and being. | RIPTS 1, 2, 4, 5 | Asset mapping project |
| Identify ways in which communities mobilize various literacy practices to enact social change. | RIPTS 1,2, 8 | Fieldwork journal; asset mapping project |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. Perspectives on literacy   1. Structured literacy 2. Culturally responsive literacy instruction 3. Critical literacy 4. Racial literacy   2. Disciplinary Literacy in Secondary Education   1. Reading comprehension in the disciplines 2. The Science of Reading 3. Writing in the disciplines 4. Digital literacies   3. Literacy and Educational Policy   1. Policy as discourse 2. Textbooks and standardized testing 3. Scripted curriculum 4. Critical policy analysis   4. Communities and Literacies of Power   1. Funds of knowledge 2. Community literacies and the language of organizing 3. Literacy, action, and struggles for liberation |

### **E.** [**Program Proposals**](#program_proposals) **For IN-Person or mixed modalities (for fully online programs: see section F):**

### **Complete only what is relevant to your proposal. Delete section E. if not needed. PLease add in the 2020 CIP number for MAJOR revisions or new programs in E 2; these can be found at** [**https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56**](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56) **consult with Institutional research to be sure you select the correct one.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| E.1. [Enrollments](#enrollments)  Must be completed. | **Avg. of all SED SP 22 thru SP 24**  **~90 registered per semester** | We expect enrollments to remain similar. |
| E. 2. [2020 CIP number](#CIPnumber" \o "THESE CAN BE FOUND AT HTTPS://NCES.ED.GOV/IPEDS/CIPCODE/BROWSE.ASPX?Y=56 CONSULT WITH INSTITUTIONAL RESEARCH TO BE SURE YOU SELECT THE CORRECT ONE.) |  |  |
| E.3. [Admission requirements](#admissions) | Candidates must be accepted into the FSEHD to enroll in SED 301/302/303. | Candidates must be accepted into the FSEHD to enroll in SED 306. |
| E.4. [Retention requirements](#retention) |  |  |
| E.5. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | Courses   |  |  |  |  | | --- | --- | --- | --- | | CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su | | FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su | | FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su | | SED 201 | Introduction to Lesson Planning | 2 | F, Sp, Su | | SED 202 | Introduction to Assessment | 2 | F, Sp, Su | | SED 301W | Discourses, Literacies and Technologies of Learning | 2 | F | | SED 420/TECH 420/WLED 420 | Introduction to Student Teaching | 2 | Early Sp | | Courses   |  |  |  |  | | --- | --- | --- | --- | | CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su | | FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su | | FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su | | SED 206 | Educational Assessment and Pedagogy | 2 | F, Sp, Su | | SED 306W | Inquiry into Discourses, Literacies, and Policies | 4 | F | | SED 420/TECH 420/WLED 420 | Introduction to Student Teaching | 2 | Early Sp | |
| E.6. [Credit count](#credit_count) for each program option |  | **The credit count for the general education courses will go up by 2: 35 to 37, but all the individual Major discipline totals will go down by 2 as they are losing the SED 302 or 303—see catalog copy for details.**  **Overall total credits are thereby not changed.** |
| E.7. Note any needs for program accreditation (if relevant). | 60 credit hours of fieldwork are required prior to residency, which begins with SED 31X. The 25 hours were part of that total of 60. | 60 credit hours of fieldwork are required prior to residency, which begins with SED 31X. The 16 hours are part of that total of 60. We found that we were over on the hours in the program, so we adjusted the total to 16 to reflect that. |
| E.8 Program modality. Online percentage of delivery; calculate % within required hybrids and the total for the program cannot go over 49% |  | **Fully in-person** |
| E.9 Will any classes be offered at sites other than RIC campus or the RI Nursing Ed. Center?\* | **NO** | **| NO** |
| E. 10. Do these revisions reflect more than 25% change to the [program?\*](file:///Users/sabbotson/Documents/Curriculum/Program%20goals) |  | **| NO** |
| E.11. [Program goals](file:///Users/sabbotson/Documents/Curriculum/Program%20goals)  Needed for all new programs |  |  |
| E.12. Other changes if any |  |  |

\* If answered YES to either of these questions will need to inform Institutional Research and get their acknowledgement on the signature page.

**G. 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 their 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) to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Janet Johnson | Program Director of English Education | Janet D. Johnson | 4.4.24 |
| Jeremy Benson | Program Director of English Education | Jeremy Benson | 4.4.24 |
| Charlie McLaughlin | Chair of Educational Studies | Charles H. McLaughlin, Jr. | 4/4/24 |
| Carol Cummings | Dean of FSEHD | Carol A. Cummings | 4/18/24 |
| Michael Michaud | Coordinator of Writing in the Discipline |  |  |