UNDERGRADUATE CURRICULUM COMMITTEE (UCC)  
PROPOSAL FORM

## **Cover page** scroll over blue text to see further important [instructions](#bookmark=id.3znysh7): [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](#bookmark=id.2et92p0) | **ELEMENTARY EDUCATION B.A. ENGLISH WITH MIDDLE LEVEL CERTIFICATION** | | | |  |
| [Replacing](#bookmark=id.tyjcwt) |  | | | |
| A. 1b. Academic unit | **School of Education** | | | |  |
| A.2. [Proposal type](#bookmark=id.3dy6vkm) | **Program:** [**revision**](#bookmark=id.2s8eyo1) | | | |  |
| A.3. [Originator](#bookmark=id.3rdcrjn) | Carolyn Obel-Omia, Anne Goodrow and Julie Horwitz | [Home department](#bookmark=id.26in1rg) | Elementary Education | | |
| A.4. [Context and Rationale](#bookmark=id.lnxbz9) Must include additional information listed in smart tip for all [new programs](#bookmark=id.35nkun2). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery. | The proposed revisions to the ELED BA English with Middle Level program are designed to:   1. Increase options for ELED BA majors by reopening the ELED English with Middle Level concentration. Admission to this program was suspended in Fall 2019, with the intention of reopening it after redesigning the ELED Math and ELED Science concentrations. Incoming students have requested an additional concentration option to Mathematics, General Science, and Special Education. In addition, there is a growing need in the state for middle school English teachers. Finally, an ELED English with Middle Level program provides a good foundation at the undergraduate level for those students who wish to receive their reading certification through FSEHD’s growing graduate program, the M.Ed in Reading. The reopening of this concentration will provide an additional concentration option for Elementary Education majors, in addition to ELED/Mathematics Middle, ELED/Science Middle, and ELED/Special Education. Re-opening the English concentration will increase student choice while not requiring any new courses or administration credits. 2. Update the Elementary Education course requirements for the English concentration to match those of the two other Elementary Education content concentrations, but not include ELED 330 Physical Sciences for Elementary School Teachers. These changes were made to the course sequence to update the courses to better align with the skills and knowledge needed for elementary school teaching. Specifically: one TESL course was added to add to candidate knowledge about teaching multilingual learners; the introductory elementary education course was changed from ELED 300 to ELED/SPED 202 to increase teacher candidate knowledge of special education practices and policies and how they interact with elementary classroom teachers; FNED 101 was added, a new literacy sequence was substituted for the three prior literacy courses to align with Science of Reading pedagogies; and a new Project-Based-Learning capstone course was added. 3. Update admissions requirements to reflect changes made to ELED BA programs in Mathematics and Science since the ENGL program was last run. 4. Require the three MLED courses so that graduates of the program receive two certifications from RIDE, as middle school English teachers grades 6-8 and as Elementary School teachers grades 1-6. This requirement increases career options for graduates and meets the needs of the state for middle school English teachers. 5. Decrease the number of credits and semesters so that the program is 120 credits and all requirements can be completed in four years. This proposed change will allow Elementary Education majors to be eligible for the Hope Scholarship. 6. Reduce the number of required content credits in English to 20 to align with the Rhode Island Department of Education (RIDE)’s certification requirement. Based on a review of the Rhode Island Middle Level English Teacher Standards and the content of the Middle Level English Praxis Exam, we identified British Literature, American Literature, Adolescent Literature and Creative Writing, along with the General Education literature course as the five courses that will meet the content competencies for middle school English teaching. Additionally, English content knowledge is integrated with pedagogy in the three required Middle Level courses (MLED 230, MLED 331 and MLED 332) and the three required Elementary Education literacy courses (ELED 222, ELED 324, and ELED 326). | | | | |
| A.5. [Student impact](#bookmark=id.1ksv4uv)  Must include to explain why this change is being made? | The impact on students will be positive in that it will shorten their time to graduation, without weakening the program’s effectiveness in preparing elementary and middle school teachers. Re-opening the English concentration will provide additional options to students, both academically and professionally. | | | | |
| A.6. [Impact on other programs](#bookmark=id.44sinio) | There is no negative impact on other programs. There is likely to be increased enrollment in English content courses. | | | | |
| A.7. [Resource impact](#bookmark=id.2jxsxqh) | [*Faculty PT & FT*](#bookmark=id.z337ya): | No additional faculty will be needed for any of the proposed changes. The re-opening of the ELED English concentration will not require any additional faculty because the course requirements for the three concentrations in FSEHD are identical; all ELED BA majors take the same ELED, Middle Level, and FSEHD courses. | | | |
| [*Library*:](#bookmark=id.3j2qqm3) | No impact | | | |
| *Technology (for in person delivery)*  The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_\_\_RIC Campus \_\_\_NEC \_\_\_Other X None**  **Lecture capture (in the classroom) | Computer lab | Special software (explain whether available at RIC and whether there will be additional cost to students) | Other (explain)** | | | |
| *Technology: (for online delivery. Must be RIC supported)*  The VP of Information Services should be consulted prior to submission and their approval signature included. | **Lecture capture (online) | Video captioning | Special software (explain whether available at RIC and whether there will be additional cost to students) | Other (list)**  N/A | | | |
| [*Facilities*](#bookmark=id.1y810tw): | No impact | | | |
| A.8. [Semester effective](#bookmark=id.4i7ojhp) | Spring 2025 | A.9. [Rationale if sooner than next Fall](#bookmark=id.2xcytpi) | | Because the General Education requirements are currently in effect, because the student eligibility for the Hope Scholarship is impacted by this revision, and because no new courses need to be developed for this program revision, it is requested that the changes could be effective beginning in the Spring of 2025. | |
| 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: | | | | | |
| A. 12 **Check to see if your proposal will impact any of our transfer** **agreements, 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. | | | | | |

### **E.** **[Program Proposals](#bookmark=id.30j0zll) 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)](#bookmark=id.2szc72q) | New/revised |
| --- | --- | --- |
| E.1. [Enrollments](#bookmark=id.184mhaj)  Must be completed. | There are currently no ELED/English majors enrolled because the concentration has been closed since 2019. |  |
| E. 2. [2020 CIP number](#bookmark=id.3s49zyc) |  |  |
| E.3. [Admission requirements](#bookmark=id.279ka65) | [When last offered]  -Completion of 24 credits upon admission.  -Completion of FYW 100 or FYW 100P (grade of B or higher) -Completion of BIOL 100, MATH 143, and POL 201 (grade of C or higher)  -Completion of FNED 246 (grade of B- or higher)  -Submission of two (2) reference forms from the service learning project in FNED 246  -Successful completion of both the RIC writing requirement and mathematics competency requirement -Cumulative college GPA of 2.75 GPA based on all college level course at RIC  -Successful completion of basic skills testing. | * Completion of 24 credits upon admission. * Completion of FYW 100 or FYW 100P (grade of C or higher) * Completion of BIOL 100 and MATH 143 (grade of C or higher) * Completion of FNED 101 (grade of S) * Completion of FNED 246 (grade of B- or higher) * Submission of three (3) disposition forms (self, clinical supervisor, course instructor) from the service-learning project in FNED 246 * Successful completion of both the RIC writing requirement and mathematics milestone requirement * Cumulative college GPA of 2.75 GPA based on all college level course at RIC * Submission of basic skills test scores. |
| E.4. [Retention requirements](#bookmark=id.meukdy) | Grade of B- or higher in all ELED and SPED courses  Minimum GPA of 2.75 | * Grade of B- or higher in all ELED and SPED courses * Minimum GPA of 2.75 |
| E.5. [Course requirements](#bookmark=id.36ei31r) for each program option. Show the course requirements for the whole program here. | **Professional Curriculum in Elementary Education**   * CEP 215 Educational Psychology (4) * ELED 300: Concepts of Teaching Diverse Learners (3) * ELED 420: Children’s Literature and the Integrated Arts (3) * ELED 422: Developmental Reading (3) * ELED 435: Language Arts and ELL Instruction (3) * ELED 400: Curriculum & Assessment with IT (3) * ELED 436: Teaching Social Studies to Diverse Learners (3) * ELED 437: Science & Health Education (3) * ELED 438: Teaching Elementary Education Mathematics (3) * ELED 439: Student Teaching in Elementary Schools (9) * ELED 469: Best Practices: Instruction, Assessment & Classroom Management (3) * FNED 246: Schooling for Social Justice (4) * SED 445: The Teaching of Writing in Secondary Schools (4) * SPED 433: Special Education: Best Practices and Applications (4)   **Optional for MLED Certification**   * MLED 230: Young Adolescent Development in Social Contexts (4) * MLED 331: Disciplinary Literacies with Young Adolescents (4) * MLED 332: Curriculum & Assessment for Young Adolescents (4)   **Cognates**   * Art 210: Nurturing Artistic & Musical Development in Children (4) * BIO 100: Fundamental Concepts of Biology (4) * Math 143: Math for Elementary School Teachers 1 (4) * Math 144: Math for Elementary School Teachers 2 (4) * POL 102: American Government (4)   **English Content Courses**   * ENGL 200: Reading Literature & Culture (4) * ENGL 208: British Literature (4) * ENGL 209: American Literature (4) * ENGL 210: Children’s Literature: Interpretation and Evaluation (4) * ENGL 212: Adolescent Literature: Images of Youth (4) * ENGL 300: Introduction to Theory and Criticism (4) * Any ENG 200 level writing course (4) | **Professional Curriculum in Elementary Education**   * CEP 215: Educational Psychology (4) * ELED/SPED 202: Teaching all Learners: Foundations & Strategies (4) * ELED 222: Foundations of Literacy 1 grades 1-3 (3) * ELED 324: Foundations of Literacy 2 grade 3-6 (3) * ELED 326: Assessment & Intervention in Literacy- Tier 2 (4) * ELED 436: Teaching Social Studies to Diverse Learners (3) * ELED 437: Elementary School Science and Health Education (3) * ELED 438: Mathematics in the Elementary School (3) * ELED 439: Student Teaching in Elementary Schools (9) * ELED 469: Best Practices: Instruction, Assessment & Classroom Management (3) * FNED 101: Introduction to Teaching & Learning (2) * FNED 246: Schooling for Social Justice (4) * MLED 230: Young Adolescent Development in Social Contexts (4) * MLED 331: Disciplinary Literacies with Young Adolescents (4) * MLED 332: Curriculum & Assessment for Young Adolescents (4) * SPED 433: Special Education: Best Practices and Applications (4) * SPED 460: Specialized Language Program Capstone (2) * TESL 401: Introduction to Teaching Emergent Bilinguals (4)   **Cognates**   * Art 210: Nurturing Artistic & Musical Development in Children (4) * BIO 100: Fundamental Concepts of Biology (4) * ENGL 120 Studies in Lit and Identity (4) * Math 143: Math for Elementary School Teachers 1 (4) * Math 144: Math for Elementary School Teachers 2 (4) * POL 102: American Government (4)   **English Content Courses**   * ENGL 208 British Literature (4) * ENGL 209 American Literature (4) * ENG 212 Adolescent Literature (4) * ENGL 220W: Introduction to Creative Writing (4) * ENGL 120 (Gen Ed) (4) |
| E.6. [Credit count](#bookmark=id.1ljsd9k) for each program option | 112 (Including optional MLED certification courses) | 106 (Including required MLED certification courses)  Note: 5 courses (20 credits) can double count with General Education. |
| E.7. Note any needs for program accreditation (if relevant). |  |  |
| 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** | **Fully in-person** |
| E.9 Will any classes be offered at sites other than RIC campus or the RI Nursing Ed. Center?\* | **NO** | **YES |**  Portions of practicum courses are held on site in classrooms. |
| E. 10. Do these revisions reflect more than 25% change to the program?\* | **NO** | **YES |** |
| E.11. Program goals  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](#bookmark=id.3x8tuzt) | Date |
| --- | --- | --- | --- |
| Carolyn Obel-Omia | Program Co-Coordinator ELED BS | Carolyn Obel-Omia | 9/25/24 |
| Anne Goodrow | Program Coordinator ELED BA | Anne Goodrow | 10/16/24 |
| Leslie Sevey | Chair of Elementary Ed | Leslie A. Sevey | 9/11/24 |
| Julie Horwitz | Program Coordinator of Middle Level Programs | Julie Horwitz | 10/16/24 |

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| Alison Shonkwiler | Chair of English Department | \*Approved by email | 10/25/24 |

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| Carol Cummings | Dean of FSEHD | Carol A. Cummings | 10/16/24 |