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# **graduate COMMITTEE curriculum PROPOSAL FORM**

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

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| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_acknowledge) | CURR 520: Early Educator Identity and Professionalism | | | | |  |
| Academic Unit | | School of Education | | | | | |  |
| A.2. [Proposal type](#type) | Course: creation | | | | | |  |
| A.3. [Originator](#Originator) | Janet D. Johnson | | [Home department](#home_dept) | | Educational Studies | |
| A.4. [Rationale](#Rationale)  Additional Information for [new programs](#type) | New Teacher Camp has served as a successful professional development program for new educators as part of the Rhode Island Writing Project. The RIWP wants to attract more teachers by offering graduate credit for those who want to earn credit while participating. Over three summers, we have hosted 20+ K-12 educators and believe those numbers will grow with the option of credit. The RIWP helps early career teachers thrive by providing community, mentoring, and professional development that is empowering and culturally responsive through literacy practices with an emphasis on writing.  As current teachers retire, there is an influx of new educators, including traditional college graduates and second-career, adult students who are on emergency certification. The first years of teaching can be difficult, with 44% of teachers leaving the profession within five years. 20% of PPSD teachers leave in the first few years.  CURR 520 is designed to support teachers by offering strategies for successful teaching practices, efficient daily routines, self-care, classroom management, strategies for working with parents and a community of support during the first, and hardest, years of teaching. | | | | | |
| A.5. [Student impact](#student_impact) | This elective will benefit teachers in the yet-to-be-designed MAT program for emergency certified teachers, teachers in other FSEHD graduate programs, including MAT teachers in their own classrooms, TFA teachers, the redesigned ASTL program, and ELED and SPED programs. | | | | | |
| A.6. [Impact on other programs](#impact) | This course will serve as an elective for graduate programs in the FSEHD. | | | | | |
| A.7. [Resource impact](#Resource) | [Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.): | This course is currently taught by adjuncts and continues to be taught by adjuncts. | | | | |
|  | [Library:](#library) | Students can use regular library services. | | | | |
|  | [Technology](#technology) | Existing technology will be used. | | | | |
|  | [Facilities](#facilities): | Existing classrooms will be used. | | | | |
| A.8. [Semester effective](#Semester_effective) | Summer 2024 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | | This Professional Development is currently scheduled for Summer 2024. Offering graduate credit will attract more participants. Given the emergency certification numbers in the state, there is a need for more summer coursework. | | |
| A.10 [Changes to the website](#Signature_2) |  | | | | | |

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| 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.  This course will be added to the website.  (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

|  | 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) | N/A | CURR 520 |
| B.2. Cross listing number if any | N/A | N/A |
| B.3. [Course title](#title) | N/A | Early Educator Identity and Professionalism |
| B.4. [Course description](#description) | N/A | Using writing as a basis, early-career educators cultivate their professional identity, culturally relevant pedagogical practice, equitable classroom management, and reciprocal family relationships. Building community and mentoring are central. |
| B.5. [Prerequisite(s)](#prereqs) | N/A | N/A |
| B.6. [Offered](#Offered) | N/A | | Summer |  | Annually |
| B.7. [Contact hours](#contacthours) | N/A | 3 |
| B.8. [Credit hours](#credits) | N/A | 3 |
| B.9. [Justify differences if any](#differences) | N/A | |
| B.10. [Grading system](#grading) | N/A | Letter grade |
| B.11. [Instructional methods](#instr_methods) | N/A | Seminar | Small group | Individual | |
| B.11.a [Delivery Method](#instr_methods) | N/A | On campus |
| B.12.[Categories](#required) | N/A | | | Free elective | |
| B.13. [How will student performance be evaluated?](#performance) | N/A | Attendance | Class participation | | Presentations | Papers |  Class Work |  | Projects |  | |
| B.14. [Redundancy with, existing courses](#competing) | N/A |  |
| B. 15. Other changes, if any |  | |

| B.16. [Course learning outcomes](#outcomes): List each outcome in a separate row | [Professional organization standard(s)](#standards), if relevant | [How will each outcome be measured?](#measured) |
| --- | --- | --- |
| See below: |  |  |
|  |  |  |
|  |  | Click Tab from here to add rows |

|  |  |  |
| --- | --- | --- |
| **RIWP: New Teacher Camp** | | |
| **Learning Outcomes** | **Professional Standards** | **Measurement** |
| New Teacher Camp has 4 main areas of focus:  **Teacher Self**   * Develop reflective practices aimed at enriching the teaching & learning experiences within the classroom * Develop self-care practices toward a more resilient teacher-self   **Writer Self**   * Incorporate various types of writing into curricula * Engage with students and teachers as writers * Write with students   **Social Justice and Equity**   * Use writing as a tool for engaging with issues of justice in society and the classroom * Analyze internal bias and privilege to critique systems of oppression and inequality   **Teacher development and planning**   * Use both data and personal experience to plan curriculum, instruction, and assessment * Develop and reflect on utility and purpose of classroom resources | [RIPTS Standards](https://ride.ri.gov/sites/g/files/xkgbur806/files/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-main-page/RIPTS-with-preamble.pdf)  **Teacher Self** Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.  **Writer Self** Standard 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.  **Social Justice and Equity** Standard 1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live    **Teacher development and planning** Standard 7: Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement. | “Tent Stakes” are anchor assignments for the course: *each camper must complete one.*     * Knapsack: A representation of the physical and metaphysical things you bring to your teaching * Creative Writing: Finish / elaborate on a piece of writing started during the course * Before & After: Revise a teaching material/ resource to reflect diversity, equity, and inclusion * Tornado Plan: A ready-to-go lesson or resource to be deployed when needed   Final Project: *required for graduate credit, along with completion of all 4 tent stakes*  Develop a digital portfolio that represents you as a teacher, learner, and writer.     * Include pieces of original writing (professional and personal) * Include resume and career qualifications * Samples of student work and/or teaching materials |

| B.17. [Topical outline](#outline): Please do not include a full syllabus |
| --- |
| Course Topics and Learning Activities   1. Unpacking Teacher Qualities   1. What’s in your knapsack? (what do you bring to teaching)   * 1. Reading and Reflection      1. Contribute to shared resources   ii. Reflect on assigned readings   * 1. Self-Care      1. What does self-care look like to you?      2. Gendered and capitalistic elements of self-care      3. Create a self-care plan  1. Planning (Time and Space)    1. Drawing classroom maps    2. Creating “tornado plans” (pre-made plans for anticipated classroom situations)    3. Time management & organization 2. Storytelling and Personal Writing    1. Daily journal prompts    2. Instructor storytelling (early career experiences)    3. Tips for teaching writing    4. Writing bingo 3. Planning (Curriculum and Assessment)    1. Writing across the curriculum    2. Revising teaching materials    3. Reading and Reflection 4. Social Justice    1. Recognizing dominant cultures / traits    2. Analyzing internal bias & privilege    3. Revising teaching materials with an emphasis on equity |
|  |

## C. [Program Proposals](#program_proposals)

## 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](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Janet Johnson | Program Director of English Education and Site Director of RI Writing Project | Janet Johnson | 4.3.24 |
| Charlie McLaughlin | Chair of Educational Studies | Charlie McLaughlin | 4/4/24 |
| Carol Cummings | Dean of FSEHD | Carol A. Cummings | 4.4.24 |

##### D.2. [Acknowledgements](#acknowledge):

##### 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](#Signature_2) | Date |
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