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The Two Hundred and Ninety-Second Report of the Curricular Affairs Committee: Proposed Changes in the Bachelor's Degree in Elementary Education

University of Rhode Island Faculty Senate

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THE UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island
FACULTY SENATE
BILL
Adopted by the Faculty Senate

TO: President Robert L. Carothers

FROM: Chairperson of the Faculty Senate

1. The attached BILL, titled The Two Hundred and Ninety-Second Report of the Curricular Affairs Committee: Proposed Changes in the Bachelor's Degree in Elementary Education, is forwarded for your consideration.
2. The original and two copies for your use are included.
3. This BILL was adopted by vote of the Faculty Senate on November 12, 1992. (date)
4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Governors, completing the appropriate endorsement below.
5. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective December 3, 1992, three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Governors for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Governors, it will not become effective until approved by the Board.

November 13, 1992
(date)

Leonard M. Kahn
Leonard M. Kahn
Chairperson of the Faculty Senate

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

Returned.

- a. Approved ✓ .
- b. Approved subject to final approval by Board of Governors ✓ .
- c. Disapproved _____ .

4/15/93

11/16/92
(date)

Robert L. Carothers
President

FACULTY SENATE

October 23, 1992

Faculty Senate Curricular Affairs Committee
Two Hundred and Ninety-Second Report

Proposal for Changes to the Bachelor's Degree
in Elementary Education

On October 19, 1992, the Faculty Senate Curricular Affairs Committee approved the proposal from the College of Human Science and Services in conjunction with the College of Arts and Sciences to change the current Elementary Education Bachelor's degree program from a Bachelor of Science Degree to a Bachelor of Arts Degree with a double major, a major in the College of Arts and Sciences as well as a major in Education.

The Curricular Affairs Committee recommends that the Faculty Senate approve the proposal for the change to the Bachelor's degree in Elementary Education as follows (The proposal is in the format required by the Board of Governors for Higher Education.)

PROPOSAL FOR CHANGES TO THE BACHELOR'S DEGREE
IN ELEMENTARY EDUCATION

A. Program Information

1. Name of Institution

University of Rhode Island

2. Department and College

Department of Education
College of Human Science and Services in
consultation with the College of Arts and Sciences

3. Title of proposed program

Bachelor of Arts Degree in Elementary Education

4. Intended date of program change implementation

July 1, 1993

5. Anticipated date of granting first degree

June 1995

6. Intended location

University of Rhode Island, Kingston

7. Institutional review and approval process

| | <u>Approval date</u> |
|---|----------------------|
| Education Department | 5/04/90 |
| College of Human Science and Services | 12/13/90 |
| College of Arts and Sciences | 9/2/92 |
| Faculty Senate Curricular Affairs Committee | 10/19/92 |
| Faculty Senate | _____ |
| President of the University | _____ |

8. Summary Description

This is a proposal for a change to the current Elementary Education Program. The change would require a Bachelor of Arts degree with a double major. Students would select a major in the College of Arts and Sciences as well as a major in Education. The program would require a ninth semester to complete.

9. Statement of resources

No additional resources will be required.

10. Signature of the President

Robert L. Carothers

11. Persons to be contacted during the review

| | |
|---|---------------------------------------|
| Leo O'Donnell | Blair M. Lord |
| Associate Dean College of Human Science & Services | Vice Provost for Academic Programs |
| 792-2125 | 792-2447 |

B. Rationale

The purpose of the Elementary Education Program at the University of Rhode Island is to prepare the best possible entry level teachers who will be ready to provide quality educational experiences for their students and who will continue to progress along a path toward excellence in teaching. The graduates of our program should be characterized by several important features including the following:

Teachers should have studied a liberal arts discipline in depth so they are models of the scholarship that they will

later require of students. Teachers should be creative and enthusiastic life-long learners.

Teachers should have a clear understanding of the concepts and skills found in all areas of the elementary school curriculum.

Teachers should know how to convert their knowledge of the subject matter into teachable integrated units for a wide range of elementary pupils.

Teachers should possess effective oral and written communication skills.

Teachers should be critical thinkers and should integrate the use of critical thinking in all exchanges with their pupils.

Teachers should treat all children and their parents with dignity and show a sensitivity toward cultural differences and special learning needs.

Teachers should respect their role in shaping values, a role which includes socializing children and teaching responsibility as citizens of this country and the world.

Teachers should be committed to continuous learning in the area of teaching, learning and effective school practices. Teachers should be consumers of educational research and should practice reflection of their own teaching as a means for improving their classroom effectiveness.

In order to more effectively achieve these important goals, the faculty in elementary education have proposed a series of changes in the undergraduate program in elementary education.

C. Institutional Role

The goals and objectives of all teacher education programs at the University of Rhode Island are congruent with the mission of the University which is rooted firmly in the tradition of America's unique Land Grant idea - that universities exist to expand knowledge, to transmit it, and to foster its application in the daily life of the nation. The proposed changes to the Elementary Education Program reflect the philosophy expressed in the Core Beliefs about Teacher Education which has been adopted by the faculty in teacher education. This document states, in part:

Initial teacher education programs at the University of Rhode Island seek to prepare beginning professional teachers who have the potential to become master teachers. We seek to attract candidates who are intellectually curious and academically ambitious, who are eager to teach a diverse population of learners, and who understand that becoming a master teacher is a career-long journey. URI seeks to develop teachers who are inquiring, competent problem

solvers; who reflect upon and learn from their experience, and who seek to become members of a learning community, working collaboratively with their peers and learning from their students as well as teaching them.

Preparation of beginning teachers includes: a broad education in the liberal arts and sciences; deepening competence in the skills of communication and numeracy; a rich understanding of the content and modes of thinking in the disciplines they will teach (understanding the *how* and *why* of a discipline, as well as the *what*); ...

D. Interinstitutional Considerations

These changes will have no impact on other postsecondary institutions in Rhode Island. Transfer policies for students at other institutions will not be affected although students will need to be advised that the program will require an additional semester to complete. Current and future agreements and affiliations with CCRI and RIC are not likely to be affected. This program would not be available to regional students as part of the NEBHE program.

E. Content

Following is a summary of the proposed changes:

The requirement of a Bachelor of Arts degree which includes a major in the College of Arts and Sciences in addition to the major in Elementary Education;

A specification of certain of the General Education courses that will provide the breadth of knowledge required of elementary teachers;

Expansion of the field component of the program to provide better linkages between educational concepts and school settings and allow students to utilize knowledge and skills throughout the program;

An extended sequence of methods courses that provide a stronger knowledge base in language arts, science, mathematics, and social studies;

An extended undergraduate program that will require four and one-half years.

Following is a specific description of the proposed changes:

1. Increase the total number of credits from 120 to 139 (This would normally require a 9th semester).
2. Require a Bachelor of Arts major in the College of Arts and Sciences to replace the current 30 credit specialization.

3. Add the following new required courses:

EDC 452 Evaluation of Elementary Students (I, 2) Purposes and means of evaluating elementary school children will be critically analyzed. Types of tests and measurement tools will be examined, such as observation checklists, sociograms, rating scales and portfolios. (Seminar) Pre: open only to students accepted into the Elementary Education Program or permission of the department. Not for graduate credit. Staff

EDC 455 Language Arts Methods in Elementary Teaching (II, 2) Language arts and reading principles and practices of guiding children in skillful use of basic means of communication (speaking, listening, writing and reading). (Lec. 2) Pre: open only to students accepted into the Elementary Education Program or permission of the department. Not for graduate credit. Staff

EDC 456 Mathematics Methods in Elementary Teaching (II, 2) Principles and practices of developing knowledge and skills in mathematics with elementary school children. (Lec. 2) Pre: open only to students accepted into the Elementary Education Program or permission of the department. Not for graduate credit. Young and Staff

EDC 457 Science Methods in Elementary Teaching (II, 2) Principles and practices of developing knowledge and skills in science with elementary school children. (Lec. 2) Pre: open only to students accepted into the Elementary Education Program or permission of the department. Not for graduate credit. Young and Staff

EDC 458 Social Studies Methods in Elementary Teaching (II, 2) Principles and practices of developing knowledge and skills in social studies with elementary school children. (Lec. 2) Pre: open only to students accepted into the Elementary Education Program or permission of the department. Not for graduate credit. Staff

EDC 459 Supervised Methods Practicum (II, 2) Supervised field experience related to evaluation of elementary students and methods courses: language arts, social studies, mathematics and science. Students will observe and teach. Pre: concurrent enrollment in 455, 456, 457, 458. Not for graduate credit. Young and Staff

EDC 460 Post Student Teaching Seminar (I, 1) Consideration of curricular, social, political and cultural issues in education based on reflection of the student teaching experience. (Seminar) Pre: must be taken concurrently with 484. Not for graduate credit. Staff

4. Require the following courses:

EDC 453 Individual Differences
EDC 454 Individual Differences Field Component
EDC 360 Foundations of American Education
EDC 302 Children's Literature or
EDC 425 Use of Trade Books in the Reading Program
A one credit Health Education course or equivalent

5. Contingent upon approval and implementation of #3 and #4, delete the following as required courses:

EDC 102, EDC 371, EDC 427, and EDC 428

It is important to note that under this proposal, no students could enroll in or graduate from a B.A. program with an Elementary Education major only; they must also have a major in the College of Arts and Sciences. We believe that this arrangement is reflective of the partnership of the College of Arts and Sciences and the College of Human Science and Services in preparing elementary teachers and note that in at least 25 comparable institutions, education students can earn the B.A. degree. In addition, students: would have two advisors; one in their Arts and Sciences field, one in Elementary Education; could choose to have their Arts and Sciences major or their Elementary Education major listed first; and would graduate from the College of the first major listing.

F. Evaluation

This proposal has been reviewed by the faculties in both the College of Human Science and Services and the College of Arts and Sciences as part of the regular program approval process. Once the program has been established periodic reviews will be conducted by the program faculty. In addition the program will be subject to the periodic internal program review process which is required at the University.

Teacher education programs at the University are subject to the quality standards established by the National Council for the Accreditation of Teacher Education (NCATE). This program will be subject to NCATE standards and will be reviewed periodically along with all other teacher education programs at the University. In addition, all teacher education programs are currently required to meet the standards established by the Commissioner of Elementary and Secondary Education for state approval. This review process occurs on a five year cycle.

UNIVERSITY OF RHODE ISLAND
The Graduate School

CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE
REPORT NO. 1992-93-2

At its Meeting No. 299 held on October 16, 1992, the Graduate Council considered and approved the following curricular matters which are now submitted to the Faculty Senate for information or confirmation as indicated.

I. Matters of Information.

A. College of Engineering

1. Department of Chemical Engineering
a. Temporary Course

CHE 503X Dynamics of Chemical Engineering Applications I,3
The course emphasizes analytical and/or numerical techniques commonly used in analysis arising from classical chemical engineering applications, and necessary for understanding more complex problems. (Lec 3) Rivero-Hudec

B. College of Human Science and Services

1. Department of Communicative Disorders
a. Temporary Course

CMD 598X Interdisciplinary Seminar in Classroom-based Language Intervention I,3
Team taught course on collaborative service delivery, collaborative strategies, and the integration of language intervention in reading and math. Education and CMD students will learn intervention strategies in least restrictive environments. (Lec 3) Pre: Graduate standing and/or permission of instructor. Trostle/Barton/Long/Culatta

2. Department of Human Development, Counseling and Family Studies
a. Temporary Course

HCF 558X Diversity in Family Systems II,3
Exploration of diversity in contemporary family systems including the effects of racial, ethnic-cultural, and sexual orientation differences and their implications for education, family therapy, and other human service fields. (Sem) Pre: Senior or graduate standing and a course in family development or sociology. Rae

II. Matters Requiring Confirmation by the Faculty Senate.

A. College of Arts and Sciences

1. Department of Library and Information Studies
a. Add (New)

LSC 524 Library Instruction: Philosophy, Methodology and Materials II,3
An introduction to all aspects of instructing a diverse clientele in effective library use. Philosophy, cognition aspects, methodologies, media and administration, coordination and evaluation of library instruction will be considered. (Lec 3) Pre: LSC 504 or permission of instructor. Gilton

LSC 539 Business Reference I,3
An introduction to all aspects of business, reference sources and business information services, including unique aspects of business information services and resources and companies, industry, statistical, investment, and other information. (Lec 3) Pre: LSC 504. Gilton

LSC 545 Indexing and Abstracting I or II or SS,3
Principles and techniques of indexing for the purpose of information storage and retrieval. Includes periodical indexing, book indexing, automatic indexing, abstracting, and thesaurus construction. (Lec 3) Pre: LSC 504 Kellerman

b. Changes

LSC 537 Health Science Librarianship - description to read: Serves an introduction to the field. Covers the literature, vocabulary, computer applications, reference tools, information retrieval, and environments relating to health sciences libraries.

LSC 564 Introduction to Library Conservation - title/description to read:
LSC 564 Introduction to library Preservation Organization, management, principles and techniques as they apply to the development and administration of a library preservation program. Includes causes of deterioration of materials, deacidification, reformatting and selecting for preservation.

c. Change in program requirements for the MAMA degree program

Deletion of MAF 571 Marine Geography as a required course. (The total minimum number of credits (45) required for the degree will remain the same.)

B. Graduate School of Oceanography

1. Change in qualifying requirements for Physical Oceanography students:

OCG 605 to replace MCE 551 as a qualifying requirement