# 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): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. Course  | **ECED 201: Introduction to Early Childhood Education** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: |****creation** |
| A.3. [Originator](#Originator) | **Leslie Sevey** | [Home department](#home_dept) | **ELED** |
| A.4. [Context and Rationale](#Rationale)  | The proposed new course (ECED 201: Introduction to Early Childhood Education) is intended to introduce early childhood candidates to basic principles of early childhood education including educational theories and models.  |
| A.5. [Student impact](#student_impact) | This course is included as part of the revised ECED BS major.  |
| A.6. [Impact on other programs](#impact)  | **None** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | Additional ECED faculty may be needed for the overall program revision.  |
| [*Library*:](#library) | No impact other than changing reserves. |
| [*Technology*](#technology) | Classrooms with technology available, such as document cameras, white boards, ipads, and educational apps will be important to have available in order to meet the RIDE recommendations of integrating more technology into the program. |
| [*Facilities*](#facilities): | Classroom space to accommodate changes to program schedule, cohort/practicum model are important to the success of the proposed changes. |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| 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” page on the UCC website. 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 form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | ECED 201 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | Introduction to Early Childhood Education |
| B.4. [Course description](#description)  |  | Using a social justice framework, students study theories of learning and models of early childhood education to understand components of curricula including content, process, teaching, facilitating, and contexts of learning. |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  | **Spring**  |
| B.7. [Contact hours](#contacthours)  |  | **3 hours per week** |
| B.8. [Credit hours](#credits) |  | **3 credit hours** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture**  |
| B.12.[Categories](#required) |  | **Required for major/minor |**  |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO |****category:** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers |** **Class Work** **Projects |**  |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |

| B.18**.** [**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)**?** |
| --- | --- | --- |
| Early Childhood Candidates will understand theories of learning and connections to research-based models of early childhood education. | NAEYC 4a, bRIPTS 1, 3, 4RI WKC D3 | Student designed Visual/media representation ECED models and connections between theories of learning |
| Early Childhood Candidates will understand diversity and equity issues as applicable to children’s development and early childhood education. |  | Position paper based on selected diversity/equity in education readings |
| Early Childhood Candidates will know about National and State education initiatives including student development and learning standards; and their role in designing early childhood curricula. | NAEYC 4b, 5cRIPTS 11 | Review of Current State and National Educational Initiatives – Mini Paper and Presentation |
| Early Childhood Candidates will understand and identify components of high-quality early learning environments that are respectful, supportive, challenging and responsive. | NAEYC 1cRIPTS 2, 3RI WKC D4 | Classroom ObservationAnd Exemplar Video Analysis |
| Early Childhood Candidates will understand and are able to apply current research, theory, and best practice to designing intentional early childhood curricula. | RI WKC D3, 4, 5 | Unit and Lesson Study |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Introduction to Early Childhood Education
	1. Developmentally Appropriate Practice
	2. RIPTS, RIELDS, & Conceptual Framework
2. Theories of Development: Cognitive

a) Piaget’s Theory of Cognitive Developmentb) Vygotsky’s Sociocultural Perspective1. Theories of Development: Personal, Social, and Moral
	1. Bronfenbrenner and the Social Context for Development
	2. Erikson and Identity, Self-Concept
	3. Kohlberg and Theories of Moral Development
2. Research-Based Models of Early Childhood Education
	1. Constructivist Models of ECE (Reggio Emilia Approach, Montessori, Project Approach)
	2. High Scope, Head Start, Bank Street, & Creative Curriculum
3. Supporting Diverse Students
	1. Students with Disabilities: Laws and Requirements
	2. Best Practices to support students with disabilities
4. Supporting Linguistically Diverse Students
	1. Language Development and Emergent Literacy
	2. English Language Learners
5. Diversity and Equity Issues in Early Childhood Education
	1. Racism and Classism
	2. Gender Issues and Ableism
6. The Learning Environment
	1. Relationships Shape Curriculum
	2. Creating a Responsive Positive Learning Environment
7. National Educational Trends
	1. Student Learning Standards
	2. Data-driven Instruction
	3. Multi Tiered Support Systems
8. Intentional Early Childhood Curricula
	1. The Early Years
	2. Early Elementary
9. Integrated Curricula
	1. Project-based curricula
	2. Technology and the Arts
10. Assessment in Education
	1. Basics of Assessment: Measurement, Reliability, Validity
	2. Classroom Assessment
	3. Child Assessment
11. Curricula Planning
	1. Play-based curricula and Instructional Planning
	2. Content-based curricula and Instructional Planning
12. Becoming a Professional
	1. Understanding RI EC Workforce Knowledge and Competencies
	2. Developing a Personal Philosophy of Education
	3. Using the NAEYC Code of Ethical Conduct
 |

## D. 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 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 and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

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

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Gerri August/Julie Horwitz | Co-Deans of FSEHD |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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