# 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.**

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| --- | --- | --- | --- | --- | --- |
| A.1. Course | **ECED 305: Intentional teaching in the early years** | | | |  |
| [Replacing](#Ifapplicable) | **ECED 301: developmental approaches to teaching and learning** | | | |
| A.2. [Proposal type](#type) | **Course: Creation** | | | |
| A.3. [Originator](#Originator) | **Leslie Sevey** | [Home department](#home_dept) | **ELED** | | |
| A.4. [Context and Rationale](#Rationale) | ECED 305 has been created to better reflect the revised ECED program goals and outcomes in response to the Rhode Island Department of Education/RIDE Program Report and best practice in the field including a greater emphasis on curricula development and methods in the preschool/prek setting. The old ECED 301 Developmental Approaches to Teaching and Learning will be continued until the current cohort has completed.  The new version of the course focuses on appropriate curriculum and methods for the early years (preschool and preK) and is designed to include a more in-depth practicum experience for the Early Childhood candidates. As part of the new program redesign, candidates will take two methods courses each semester in which the practicum will take place in a shared placement. This course will share a practicum placement in a community-based preschool/prek program with ECED 326 (which replaces ECED 429). | | | | |
| A.5. [Student impact](#student_impact) | Because this course will eventually replace ECED 301 it will be important that this change is communicated clearly to potential candidates (Intended Majors) through the admission, orientation, and advising process. | | | | |
| A.6. [Impact on other programs](#impact) | **NA** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | The proposed revision to the ECED program continues to highlight the need for additional early childhood faculty both full time and part time. | | | |
| [*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) | |  | |

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) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **ECED 301** | **ECED 305** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Developmental Approaches to Teaching and Learning** | **Intentional Teaching in the Early Years** |
| B.4. [Course description](#description) | Developmentally appropriate approaches and teaching models for all early childhood education students, including atypical/exceptional, are learned through supervised practice. Observations and a multicultural/urban practicum are required. | The practicum course introduces developmentally effective approaches for teaching/learning in the early years (3-5). ECED candidates observe, evaluate, design, implement curriculum and environments supportive of children’s development and learning. |
| B.5. [Prerequisite(s)](#prereqs) |  | Admission to the FSEHD EC Program; or consent of department chair Taken concurrently with ECED 326. |
| B.6. [Offered](#Offered) |  | **Spring** |
| B.7. [Contact hours](#contacthours) |  | **8 hours per week** |
| B.8. [Credit hours](#credits) |  | **4 credit hours** |
| B.9. [Justify differences if any](#differences) | Due to the new practicum/methods model candidates will spend a full day in a classroom (shared with ECED 326) and then a 3 hour 50 minute lecture on another day each week. | |
| B.10. [Grading system](#grading) |  | **Letter grade |** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Practicum** |
| B.12.[Categories](#required) |  | **Required for major/minor**  **Required for Certification** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO |**  **category:** | **NO |**  **category:** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Papers |**  **Class Work |**  **Performance Protocols | Projects |**  **| Reports of outside supervisor** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row**  **As a result of this course ECED Candidates will:** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Understand positive relationships and supportive interactions as the foundation of teaching in the early years. | RIPTS 6  NAEYC 4a | Observations and aligned journal entries. |
| Explore and understand the various research-based teaching strategies and tools for effective teaching in the early years in order to meet individual learner needs; including current state initiatives. | RIPTS 2  NAEYC 4b | Curriculum and lesson study   * Creative Curriculum * Boston Public Schools K-2 (BPS) |
| Utilize understanding of child development and learning to evaluate effective curriculum and environments for the early years. | RIPTS 3  NAEYC 5c | Observations and alignment with RIELDS |
| Design, implement, and evaluate meaningful, challenging curriculum for ALL young children that utilizes appropriate inquiry tools and structure of the academic disciplines; and assessment protocols. | RIPTS 3  NAEYC 5b | Integrated lesson plans |
| Demonstrate understanding of curriculum content/disciplines in the early years including language and literacy; the arts (music, creative movement, dance, drama, and visual arts); mathematics; science; physical activity, physical education, health and safety; technology; and social studies to design and implement meaningful, challenging curriculum for ALL young children. | RIPTS 2 and 3  NAEYC 5c | Integrated lesson plans |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| 1. Community of Learners - Relationships    1. Understanding social, cultural context of students and families    2. Understanding the community context and impact on children’s development across all domains of learning 2. Community of Learners - Classroom Environment    1. Positive guidance and social-emotional environment    2. Essential elements of high quality early learning environments 3. Community of Learners – Group Identity    1. Social Constructivism    2. Student agency in learning 4. Assessment – Environment    1. Observation – focused classroom environment    2. Early Childhood Environmental Rating Scale (ECERS ) 5. Assessment – Child I    1. Observation – focused child development    2. Using RI Early Learning and Development Standards (RIELDS) 6. Assessment – Child II    1. Critically selecting valid and reliable tools    2. Ages & Stages, Teaching Strategies GOLD, Work Sampling System 7. Assessment – Instruction    1. Reading and interpreting assessment outcomes    2. Utilizing data to make instructional decisions 8. Curriculum – What is Curriculum?    1. Defining curriculum – sequence matters    2. Understanding curriculum frameworks, including all domains of learning and development 9. Curriculum – The Teaching Cycle    1. Using assessment to guide, inform lesson planning, and decision making in the classroom    2. Designing appropriate curriculum-based measures (CBMs) and Assessment Plan 10. Curriculum – Designing Effective Curriculum     1. Components of effective unit and lesson plans to meet needs of all classroom learners.     2. Selecting individual learning goals, classroom materials, and approaches to learning to develop lesson plans 11. Curriculum – Designing Effective Teaching / Learning Formats     1. Learning formats: small group, large group, and play learning centers     2. Learning formats: teachable moments within the daily routines 12. Intentional Teaching – Best Practices     1. Best practices in early childhood instruction     2. Understanding importance of teacher-child interactions, supporting critical thinking – its more than just praise 13. Intentional Teaching - Instruction     1. Setting and delivery: putting it all together – delivery model and teacher’s intentional roles     2. Components of effective teaching strategies to engage all students and support learning (critical thinking, problem solving). 14. Intentional Teaching – Reflective Practice     1. Evaluating effectiveness of lessons and unit     2. Evaluating student outcomes     3. Professional reflection |

### C

## 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](mailto: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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