# 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 321: mathematics methods and assessment** |  |
| [Replacing](#Ifapplicable)  | **ECED 420: Early childhood mathematics, PK-2** |
| 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 321 has been created to better reflect the overall revised ECED program goals and outcomes in response to the RIDE Program Report and best practice in the field including a greater emphasis on data-driven mathematics instruction. The old ECED 420 Early Childhood Mathematics, Prek-2will be continued until the current cohort has completed.The new course focuses on appropriate and effective data-driven mathematics curriculum methods for early childhood education; 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 concurrently each semester in a shared practicum placement. This course will share a practicum placement in a first or second grade with ECED 324 English Language Arts Methods and Assessment II.  |
| A.5. [Student impact](#student_impact) | Because this course will eventually replace ECED 420 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) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **ECED 420**  | **ECED 321** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Early Childhood Mathematics, Prek-2**  | **Mathematics: Methods and Assessment** |
| B.4. [Course description](#description)  | mathematics education in prekindergarten through second grade is examined. also explored are the development of appropriate teaching/learning strategies, content, and materials related to teaching all young children. practicum required. | ECED Candidates develop an understanding of essential content and effective data-driven teaching approaches for mathematics in early childhood (K-2) through an in-depth practicum experience that utilizes observation, reflection, and co-teaching. |
| B.5. [Prerequisite(s)](#prereqs) |  | Any mathematics general education distribution; ECED 305; 326; 328; 322 (minimum B-) or consent of department chair; taken concurrently with ECED 324. |
| 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 324) 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 | Quizzes |****Performance Protocols | 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** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Understand how classroom environments and curriculum support young children to value and become confident in their ability to engage with mathematics, become mathematical problem solvers, and to communicate mathematically. | *NAEYC 1, 4c**RIDE – WKC D3, 4* | *Observation of video exemplars* *classroom observation Journal**Video self-evaluation and reflection* |
| Know and understand the content of early childhood mathematics including state and national student learning standards; and discipline related resources. | *NAEYC 5c**RI – WKC D4* | *Mathematical Concept Paper**CCSS-M Quiz* |
| Utilize a variety of strategies and tools to design and implement effective curriculum that engages ALL students in mathematical thinking and problem solving. | *NAEYC 5b, c**RIDE – WKC D4* | *Instructional Unit Plan**RI-ICEE Formal Observation* *Video self-evaluation and reflection* |
| Design effective assessment strategies and tools to track student progress and guide instructional decisions, as well monitor own teaching effectiveness. | *NAEYC 3c, 4d**RIDE – WKC D5* | *Unit Instructional Assessment Plan**Student Data Analysis* |
| Integrates Engineering, Science, Technology and the Arts in the design of Mathematics curriculum. | *NAEYC 5b**ISTE-T 1, 5, 6**RIDE – WKC D4* | *Unit Instructional Plan* |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1) Introduction to the course a) Context within ECED Program and Review of Key Program Concepts/Knowledge b) Review Teacher Candidate Professional Goals2) Content of Mathematics I a) CCSS-M Standards for Mathematical Practice b) Connecting the Standards for Practice to Standards for Mathematical Content c) Number Sense d) Counting & Cardinality e) Operations & Algebraic Thinking f) Number & Operations in Base Ten g) Measurement and Data h) Geometry3) Mathematics Teaching/Learning Strategies a) Problem-Based Teaching and Learning b) Integrating Engineering, Science, Technology and the Arts4) Setting Instructional Outcomes a) Value, Sequence, and Alignment b) Writing Clear and Balanced Instructional Outcomes5) Designing Coherent Instruction a) Learning Activities and Grouping b) Instructional Materials and Resources c) Lesson and Unit Structure6) Designing Student Assessments a) Congruence with instructional outcomes b) Criteria and Standards c) Design of Formative Assessments d) Analysis of Data and Use in Planning7) Communicating with Students a) Expectations for learning b) Directions and Procedures c) Explanation of Content8) Using Questioning and Discussion Techniques a) Quality of Questions b) Discussion Techniques & Student Engagement9) Engaging Students in Learning a) Grouping of Students b) Structure and Pacing10) Using Assessment in Instruction a) Monitoring Student Learning b) Feedback to Students11) Reflecting on Teaching a) Use in Future Teaching b) Self-Evaluation and Goal Setting |

## 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