# 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 322: english language arts Methods and ASsessment I** | | | |  |
| [Replacing](#Ifapplicable) | **ECED 423: Developmental Literacy and Language Arts I** | | | |
| A.2. [Proposal type](#type) | **Course:** **Creation** | | | |
| A.3. [Originator](#Originator) | **Leslie Sevey** | [Home department](#home_dept) | **ELED** | | |
| A.4. [Context and Rationale](#Rationale) | This course 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 English Language Arts instruction. The old ECED 423 Developmental Literacy and Language Arts I will be continued until the current cohort has completed.  The new course focuses on appropriate and effective data-driven English Language Arts 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 328 Science and Technology Methods. | | | | |
| A.5. [Student impact](#student_impact) | Because this course will eventually replace ECED 423 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 423 | ECED 322 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | Developmental Literacy and Language Arts I | English Language Arts: Methods and Assessment I |
| B.4. [Course description](#description) | Developmentally appropriate methods and materials for promoting literacy and language skills, strategies, and dispositions for young children are explored, including children’s literature. Practicum: kindergarten and grade one. | ECED candidates learn evidence-based and equitable practices enhancing early language and literacy development of children, Birth-5. Students implement observation and assessment protocols to inform curriculum development during a practicum experience. |
| B.5. [Prerequisite(s)](#prereqs) |  | ECED 305; ECED 326 (minimum grade of B-) or consent of department chair; Concurrent with ECED 328. |
| B.6. [Offered](#Offered) |  | **Fall** |
| B.7. [Contact hours](#contacthours) |  | **8** |
| B.8. [Credit hours](#credits) |  | **4** |
| 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 328) 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 |**  **| 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 assessment as an ongoing process integral to curriculum, planning, and instruction; and issues of equity and diversity in assessment practices | RIPTS 9  NAEYC 3C | Design and implement observation and literacy assessment plan |
| Utilize appropriate assessment tools and strategies to evaluate young children’s language and literacy development | RIPTS 9  RI WKC – D5  NAEYC 3b | Analyze assessment data, evaluate student outcomes including an RTI approach to understanding literacy outcomes |
| Understand the role of culture and diversity in early language and literacy development in young children | RIPTS 4  NAEYC 1b | Neighborhood map and research related to school environment (context) |
| Examine current research, philosophies, and best practices related to language and literacy development in young children; including local, state, and national initiatives | RIPTS 2  NAEYC 5b | Research project |
| Utilize research-based strategies and relevant early learning and development standards to design and implement effective ELA curriculum to support ALL young children’s literacy and language development | RI WKC – D3, 4, 5  NAEYC 5c | Lesson plans |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| 1. Intro to Course    1. Overview of Language and Literacy Development, Birth-5 yrs    2. Review Teaching Candidate Professional Goals 2. Knowledge of Content – Alphabet Knowledge    1. Alphabet Knowledge: Letter Recognition and Production    2. Working with families to support learning in the home 3. Knowledge of Content – Phonological Awareness    1. Phonological Awareness – the sounds of language    2. Using children’s work samples to assess alphabet knowledge and phonological awareness 4. Knowledge of Content – Concepts of Print    1. Concepts of Print and Writing    2. Planning emergent writing experiences in the early childhood classroom 5. Knowledge of Content – Oral Language Development    1. Oral Language Development – building concepts from birth    2. Children’s literature and Dialogic Reading to intentionally building language development 6. Knowledge of Content and Students    1. Using appropriate screening tools to identify literacy needs    2. Establishing instructional outcomes aligned to standards (RIELDS) 7. Designing Coherent Instruction Aligned to RI-ICEE    1. Learning Activities, lesson structure, content related pedagogy    2. Developing instructional materials and classroom resources    3. Individual and small group instructional groups, Birth-5    4. Designing formative language and literacy assessments 8. Educational Environments Aligned to RI-ICEE    1. Self-assessing the literacy environment to determine adequacy of materials.    2. Educator and Student interactions and Interactions Between Students    3. Establishing a culture for language and literacy learning – Connections to RI 3rd Grade Reading outcomes    4. Discussing the importance of content and expectations for learning and achievement 9. Improving Language and Literacy Instruction    1. Revising lesson plans: Communicating with students expectations for learning    2. The importance of clear directions and procedures 10. Engaging Students in Literacy Learning     1. Projects, activities, and assignments     2. Instructional materials and supportive technologies – selecting appropriate strategies 11. Using Assessment in Instruction     1. Developing assessment criteria that are measureable and aligned to outcomes     2. Procedures for monitoring student learning and providing feedback to students, maintaining accurate records 12. Professional Growth and Responsibilities     1. Reflecting on literacy practices in the classroom     2. Communicating children’s learning with Families |

## 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 |  | Tab to add rows |

##### 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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