# 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 324: ENglish Lanaguage ARTS: methods ANd assessment II** |  |
| [Replacing](#Ifapplicable)  | **ECED 425: Developmental literacy and Language arts Ii** |
| 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 425 Developmental Literacy and Language Arts II 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 321 Mathematics: Methods and Assessment  |
| A.5. [Student impact](#student_impact) | Because this course will eventually replace ECED 425 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 425  | ECED 324 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Developmental literacy and Language arts II | English Language Arts: Methods and Assessment II |
| B.4. [Course description](#description)  | Teacher candidates learn about the development of early literacy from infancy through second grade from diverse populations. Study includes managing classroom literacy learning programs through grade two | Students explore evidence-based curriculum, instruction, and assessment that promote literacy and language skills for all children through an in-depth practicum experience that utilizes observation, reflection, and co-teaching. |
| B.5. [Prerequisite(s)](#prereqs) |  | ECED 305; 326; 328; 322 (minimum B-) or consent of department chair; taken concurrently with ECED 321. |
| B.6. [Offered](#Offered) |  | **Spring**  |
| B.7. [Contact hours](#contacthours)  |  | **8 contact hours** |
| 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 321) 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 | Exams | Presentations | Papers |** **Class Work | Interviews | Quizzes |****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** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| **the development of reading:** what we do when we read; what young children do when they read; skills readers use when learning to read; skills needed when reading to learn; choosing texts to support readers; why reading needs writing; creating an environment conducive to reading and supportive of readers | RIPTS 1, 2, 3, 8NAEYC 4c, 4d, 5c | Reading and Writing from the InsideBook TalkBook BoxesReading Lesson PlanReading Reflections and Responses |
| **the development of writing:** what we do when we write; what’s involved in composing thinking on paper; creating an environment conducive to writing and supportive of writers; skills needed when learning to write; skills needed for writing to learn; choosing topics; responding to writers; why writing needs reading | RIPTS 1, 2, 3NAEYC 4c, 4d, 5c | Reading and Writing from the InsideWriting Lesson PlanWriting Reflections and Responses |
| **the place of oral language in learning to read and write:** how language develops; the role of the expert language user; oral language support for early literacy; the role of listening in teaching reading and writing | RIPTS 2, 3, 8NAEYC 4c, 4d, 5c | Neighborhood map and research related to school environment (context)Focused Observation Shared Reading lesson plan |
| **assessing readers and writers:** the importance of assessment, variety of assessments (formative and summative) | RIPTS 2, 9NAEYC 4c, 4d, 5c | Reading lesson planReading Reflection and ResponsesWriting lesson planWriting Reflection and Responses |
| **how to effectively initiate instructional practice:** based on knowledge of the many programs available, current research  and theory, personal experience and knowledge of the field | RIPTS 1, 2NAEYC 4c, 4d, 5c | Focused observationsReading lesson planReading Reflection and ResponsesWriting lesson planWriting Reflection and Responses |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Intro to the Course
	1. Overview of Language and Literacy Development, K-2
	2. Review Teaching Candidate Professional Goals
2. Knowledge of Content – Development of Reading Part 1
	1. skills readers use when learning to read; skills needed when reading to learn;
	2. Why reading needs writing; creating an environment conducive to reading and supportive of readers
	3. Exploring reading programs– American Reading Company (ARC), promoting DLLs
	4. choosing high quality texts to support readers;
3. The Development of Writing
	1. what we do when we write; what’s involved in composing thinking on paper;
	2. creating an environment conducive to writing and supportive of writers;
	3. skills needed when learning to write; skills needed for writing to learn;
	4. choosing topics; responding to writers; why writing needs reading
4. The place of Oral Language in learning to read and write
	1. how language develops; the role of the expert language user;
	2. oral language support for early literacy; the role of listening in teaching reading and writing
5. Knowledge of Content and Students
	1. Using appropriate screening tools to identify literacy needs
	2. Establishing instructional outcomes aligned to standards (CCSS)
6. Designing Coherent Instruction
	1. Learning Activities, lesson structure, content related pedagogy
	2. Developing instructional materials and classroom resources
	3. Appropriate instructional groups, K-2
	4. Designing formative language and literacy assessments
7. Educational Environments
	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 3rd Grade Reading outcomes
	4. Discussing the importance of content and expectations for learning and achievement
8. Improving Language and Literacy Instruction
	1. Revising lesson plans: Communicating with students expectations for learning
	2. The importance of clear directions and procedures
9. Engaging Students in Literacy Learning
	1. Implementing: Projects, activities, and assignments
	2. Instructional materials and supportive technologies – selecting appropriate strategies
10. Using Assessment in Instruction
	1. Assessment criteria are measureable and aligned to outcomes
	2. Procedures for monitoring student learning and providing feedback to students, maintaining accurate records
11. Professional Growth and Responsibilities
	1. Reflecting on literacy practices in the classroom, revising professional goals
	2. Communicating children’s learning with Families
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## 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