# 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 326: Social Studies and Social/Emotional methods** | | | |  |
| [Replacing](#Ifapplicable) | **ECED 303: Creating an early childhood learning community** | | | |
| 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 Social Emotional development and learning, as well, Social Studies. The old ECED 303 Creating An Early Childhood Learning Community will be continued until the current cohort has completed.  The new course focuses on appropriate and effective social emotional and social studies 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 preschool/preK community-based program with ECED 305 Intentional Teaching in the Early Years. | | | | |
| A.5. [Student impact](#student_impact) | Because this course will eventually replace ECED 303 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 303 | ECED 326 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | Creating an Early Childhood Learning Community | Social Studies and Social/Emotional Methods |
| B.4. [Course description](#description) | This course will explore the principles of care and education in the early childhood environment including the importance of creating a community through relationships, physical space, and the organization of time. | ECED candidates will understand the importance of social competence; and the connectedness of being socially competent to social studies through an in-depth practicum experience that utilizes observation, reflection, and co-teaching. |
| B.5. [Prerequisite(s)](#prereqs) |  | Admission to the FSEHD EC Program; or consent of department chair Taken concurrently with ECED 305. |
| B.6. [Offered](#Offered) |  | **Spring** |
| B.7. [Contact hours](#contacthours) |  | **8** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) | This course is moving from a lecture only course to a practicum course. Due to the new practicum/methods model candidates will spend a full day in a classroom (shared with ECED 305) 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 that appropriate environments and effective curriculum creates a secure base from which young children are able to explore and confidently address challenging problems; as well as supports their social emotional development and social competence. | *NAEYC 5c*  *RIDE – WKC D3, 4* | Classroom Case Studies review and respond |
| Understand the social, emotional, and intellectual skills related to social competence in young children; and examine own personal level of Emotional Competence. | *NAEYC 4a, b, c* | *Emotional Intelligence Journal and Reflection Paper* |
| Establish a learning environment for ALL young children that supports positive relationships, children’s self-regulation, and social competence through respect and understanding of cultural, gender, and ability differences. | *NAEYC 5c*  *RIDE – WKC D4* | *Video-based Analysis and Reflection Paper of Classroom Environment and Interactions* |
| Understand the content of early childhood Social Studies including state and national student learning standards. | *NAEYC 5c*  *RIDE – WKC D4, 5* | *Content Paper* |
| Utilize effective strategies and tools to engage students in inquiry related to social studies issues and topics. | *NAEYC 5b, c* | *SS Unit/ Lesson Plans* |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Introduction to the Course    1. Context within ECED Program and Review of Key Program Concepts/Knowledge    2. Review Teacher Candidate Professional Goals 2. Social and Emotional Learning    1. Awareness and management of emotions    2. Social-awareness    3. Interpersonal Skills 3. Content of SE Learning    1. SEL Standards    2. Benchmarks for K-2 4. Content of Social Studies    1. RI GSES    2. NCSS-C3 Framework 5. Establishing an Environment to meet SE Learning Goals    1. Emotional Intelligence in yourself    2. Supporting students’ self-awareness and self-management 6. Establishing an Environment to meet SE Learning Goals    1. Supporting Positive Relationships    2. Supporting Decision-making skills 7. SS Teaching/Learning Strategies    1. Inquiry-Based Teaching and Learning    2. Problem-Based Teaching and Learning 8. Setting Instructional Outcomes    1. Value, Sequence, and Alignment    2. Writing Clear and Balanced Instructional Outcomes    3. Differentiating Instruction 9. Designing Coherent Instruction    1. Learning Activities and Grouping    2. Instructional Materials and Resources    3. Lesson and Unit Structure 10. Designing Student Assessments     1. Congruence with instructional outcomes     2. Criteria and Standards     3. Design of Formative Assessments     4. Use in Planning 11. Communicating with Students     1. Expectations for learning     2. Directions and Procedures 12. Using Questioning and Discussion Techniques     1. Quality of Questions     2. Discussion Techniques & Student Engagement 13. Engaging Students in Learning     1. Grouping of Students     2. Structure and Pacing 14. Reflecting on Teaching     1. Use in Future Teaching     2. 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](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 |  |  |