# 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 328: Science and technology methods** |  |
| [Replacing](#Ifapplicable)  | **ECED 429: Early childhood science and social studies** |
| 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 revised ECED program goals and outcomes in response to the RIDE Program Report and best practice in the field including a greater emphasis on software engineering (SE) development and curriculum. The old ECED 429 Early Childhood Science and Social Studies will be continued until the current cohort has completed.The new course focuses on appropriate science and technology 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 first or second grade with ECED 322 English Language Arts: Methods and Assessment.  |
| A.5. [Student impact](#student_impact) | Because this course will eventually replace ECED 429 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 429  | ECED 328 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Early Childhood Science and Social Studies | Science and Technology Methods |
| B.4. [Course description](#description)  | Students use developmentally appropriate methods, content and materials to establish positive learning environments. Practicum: prekindergarten and grade one. | ECED Candidates develop an understanding of essential content and effective teaching approaches for science & technology in early childhood (K-2) through in-depth practicum experience that utilizes observation, reflection, and co-teaching. |
| B.5. [Prerequisite(s)](#prereqs) |  | ECED 305; ECED 326 (minimum grade of B-), or consent of department chair; taken concurrently with ECED 322. |
| B.6. [Offered](#Offered) |  | **Fall** |
| 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 322) 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) |  | **| 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 EC Candidates will:** | [**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**RI 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 course A) Context within ECED Program and Review of Key Program Concepts/Knowledge B) Review Teacher Candidate Professional Goals2) Content of EC Science A) Earth Science Content B) Earth Science Practices C) Physical Science Content D) Physical Science Practices E) Life Science Content F) Life Science Practices3) Content of Technology  A) Empowered Learner B) Digital Citizen C) Knowledge Constructor D) Innovative Designer4) Science Teaching/Learning Strategies A) Inquiry-Based Teaching and Learning B) Problem-Based Teaching and Learning5) Setting Instructional Outcomes A) Value, Sequence, and Alignment B) Writing Clear and Balanced Instructional Outcomes C) Differentiating Instruction6) Designing Coherent Instruction A) Learning Activities and Grouping B) Instructional Materials and Resources C) Lesson and Unit Structure7) Designing Student Assessments A) Congruence with instructional outcomes B) Criteria and Standards C) Design of Formative Assessments D) Use in Planning8) Communicating with Students A) Directions and Procedures B) Explanation of Content9) Using Questioning and Discussion Techniques A) Quality of Questions B) Discussion Techniques & Student Engagement10) Engaging Students in Learning A) Grouping of Students B) Structure and Pacing11) Using Assessment in Instruction A) Monitoring Student Learning B) Feedback to Students12) 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

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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