# 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 439: Student Teaching: Early Childhood Settings I** | | | |  |
| Replacing | **ECED 439: Student Teaching in Early Childhood Settings** | | | |
| A.2. [Proposal type](#type) | **Course: | revision |** | | | |
| A.3. [Originator](#Originator) | **Leslie Sevey** | [Home department](#home_dept) | **ELED** | | |
| A.4. [Context and Rationale](#Rationale) | This course has been revised to better reflect the overall revised ECED program goals and outcomes in response to the RIDE Program Report and best practice in the field. This course is in actuality Part I of a two-part Student Teaching Experience for ECED candidates. It meets RIDE’s requirement of a year-long residency and is designed to build upon the practicum experience and content from ECED program coursework through a more extensive student teaching experience. Candidates will have the opportunity to begin an academic year in a classroom and establish positive relationships with the students and a develop a deep understanding of the school/community context. In the first semester of the student teaching experience candidates will co-teach with a cooperating teacher in order to facilitate continuous feedback and coaching. | | | | |
| A.5. [Student impact](#student_impact) | Because the revised ECED program incorporates a two-part student teaching experience; admission into the ECED program has been moved to the Spring of year two (or fourth semester of a 8 semester program). It will be important that this change is clearly communicated 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) | NA | | | |
| [*Technology*](#technology) | NA | | | |
| [*Facilities*](#facilities): | NA | | | |
| 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 439 | ECED 439 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | Student Teaching in Early Childhood Settings | Student Teaching: Early Childhood Settings I |
| B.4. [Course description](#description) | In this culminating field experience, candidates complete a teaching experience in a preschool or elementary school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. | Teacher candidates focus on refining effective teaching practices within an early childhood setting; developing deep understanding of context, planning, preparation, and professionalism. |
| B.5. [Prerequisite(s)](#prereqs) |  | **No change.** |
| B.6. [Offered](#Offered) | **Spring** | **Fall** |
| B.7. [Contact hours](#contacthours) | **28** | **28** |
| B.8. [Credit hours](#credits) | **9** | **9** |
| B.9. [Justify differences if any](#differences) | As this is a practicum students will be spending 420 hours in a school setting over the course of the semester | |
| B.10. [Grading system](#grading) |  | **Pass/Fail |** |
| 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**  **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)**?** |
| --- | --- | --- |
| Teacher Candidate will utilize knowledge of content and students to design appropriate learning outcomes aligned with assessment results. | NAEYC 3C  ILA  ISTE-T  RIPTS 9 | *RI - ICEE* |
| Teacher Candidate will design and implement effective instruction using appropriate pedagogy and coherent instructional design, including learning activities, instructional materials and groupings. | NAEYC 3b  RIPTS 9 | *RI - ICEE* |
| Teacher Candidate will design teaching and learning experiences; respect individual differences among learners; and appreciate the worth of individuals through planning and assessing instruction that is sensitive to differences in economic status, gender, ethnicity, race, age, culture and special needs of their students. | NAEYC 1b  RIPTS 4 | *RI - ICEE* |
| Teacher Candidate will use formal and informal assessment strategies in the evaluation of teaching and learning; use and analyze student data to plan instruction; and adapt instructional strategies and professional decisions. | NAEYC 5b  RIPTS 2 | *RI - ICEE* |
| Teacher Candidate will actively engage in professional learning community, identify measurable areas for professional growth, utilize professional development opportunities, participate in professional interactions with colleagues, families, agencies and members of the community; and apply professional, social, ethical and moral standards in a democratic, pluralistic society | NAEYC 5c  RI – WKC D6 | *RI - ICEE* |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| This is a full semester practicum experience and as such will not have weekly topics. Instead the experience will focus on the candidate developing competency in the following components.  RICEE Components for ECED 439  1 Planning & Preparation  1.1a Knowledge of Content  1.1b Knowledge of Content and Students  1.2 Establishing Instructional Outcomes  1.3 Designing Coherent Instruction  1.3a Learning Activities, lesson structure, content related pedagogy  1.3b Instructional materials and resources  1.3c instructional groups  1.4 designing student assessment  4.1 Reflecting on Practice  4.2 Communicating with Families  4.3 Showing Professionalism  4.3a Maintaining accurate records  4.3b Commitment to Professional Standards  4.4 Growing and Developing Professionally  4.4a Growing and Developing a Professional Learning Community  4.4b Evidence for approval of Professional Growth goal  4.4c Evidence for attainment of Professional Growth Goal |

## 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 |  |  |

##### 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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