# 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 469: Best practices: early childhood settings i** | | | |  |
| [Replacing](#Ifapplicable) | **eced 469: Best practices 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 redesigned as Part I of a two-part series to accompany the year-long student teaching experience. The focus of this course in part I will be on developing a deep understanding of school, community, and student context to be able effectively teach and support positive student outcomes. Candidates will analyze district and school data and identify strategies for supporting the students in their assigned classroom through assessment and responsive instructional decisions. | | | | |
| A.5. [Student impact](#student_impact) | Candidates will complete this course as part I and then in the following semester Part II. | | | | |
| 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 | | | |
| [*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 469 | ECED 469 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | Best Practices in Early Childhood Settings | Best Practices: Early Childhood Settings I |
| B.4. [Course description](#description) | Candidates analyze the teaching profession, and examine current issues and practices in early childhood teaching in order to understand collaborations among school personnel, families, community agencies, assessment, and classroom management. | Teacher candidates analyze district and school level policies and data, collaborations among school personnel, families, community agencies and specific school curriculum in order to develop profession-ready early childhood teaching skills. |
| B.5. [Prerequisite(s)](#prereqs) | Concurrent Enrollment in ECED 439 | Concurrent Enrollment in ECED 439 |
| B.6. [Offered](#Offered) | **Spring** | **Fall** |
| B.7. [Contact hours](#contacthours) | 3 | 3 |
| B.8. [Credit hours](#credits) | 3 | 3 |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **| Lecture |** |
| 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** |
| 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)**?** |
| --- | --- | --- |
| Develop the knowledge and skills needed for planning developmentally appropriate curriculum, assessing student development and learning, and using data from instruction and standardized testing to make informed decisions related to planning and future instruction | RIPTS 1, 2, 3, 4, 5, 8, 9  RIDE – WKC D4, 5  NAEYC 1, 3, 4, 5 | TCWS |
| Analyze critical incidents in teaching and apply skills for reflective action | RIPTS 7  RIDE – WKC D6  NAEYC 6d | In-class facilitated discussions |
| Develop the role of the professional early childhood educator who collaborates with families, colleagues and community agencies. | RIPTS 7  RIDE – WKC D6  NAEYC 6c | TCWS |
| Understand principles of effective classroom management, improve skills of systematically managing individual and groups of students, and develop a plan for a well-managed classroom. | RIPTS 6  RIDE – WKC – D4  NAEYC 1c | Professional Development Portfolio - Critical Incident |
|  |  |  |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Orientation to Course    1. Expectations of course and student teaching    2. Review and Reflection of SMART GOALS 2. Context of Teaching    1. Community Research    2. District, School, Classroom Context 3. Establishing Effective Professional Relationships    1. Community and Families    2. Colleagues 4. Data Collection and Analysis    1. District Performance Data    2. School and Classroom Baseline Data 5. Developing SLOs    1. Literacy    2. Mathematics 6. Instructional Unit Decision Making    1. Assessment Plan    2. Instructional Decisions 7. Classroom Management    1. Managing students    2. Managing classroom procedures and record keeping 8. Analysis of Critical Incidents within the School Context    1. Refining Reflection Skills    2. Developing an Action Plan 9. Looking Ahead    1. Personal Development    2. Professional Development |

## 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 ELED |  |  |
| 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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