# 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 470: Best practices: early childhood settings iI** |  |
| [Replacing](#Ifapplicable)  |  |
| 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 redesigned as Part II of a two-part series to accompany the year-long student teaching experience. In this course candidates will deepen their understanding of the role of ‘teacher’ through an in-depth study of current issues at the national, state, and local level and apply this to their teaching. Candidates will be expected to study their own practices within the classroom and further develop their own professional identity. |
| A.5. [Student impact](#student_impact) | Candidates will complete this course as part II after completing Part I in the previous semester.  |
| 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) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | ECED 470 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | Best Practices: Early Childhood Settings II |
| B.4. [Course description](#description)  |  | Teacher candidates analyze the teaching profession, and examine current national, state, and local issues and practices in early childhood teaching in order to contextualize their place in the larger field.  |
| B.5. [Prerequisite(s)](#prereqs) |  | Concurrent Enrollment in ECED 441 |
| B.6. [Offered](#Offered) |  | **Spring** |
| B.7. [Contact hours](#contacthours)  |  | 3 |
| B.8. [Credit hours](#credits) |  | 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** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **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)**?** |
| --- | --- | --- |
| Address current state and national initiatives, problems, and issues relevant to early childhood education in order to engage in informed advocacy for children and the profession | RIPTS 10NAEYC 6e | Professional Development Portfolio |
| Develop a professional identity within the field of early childhood education and engage with other related disciplines. | RIPTS 10RIDE – WKC D6NAEYC 6a | Professional Development Portfolio |
| Analyze critical incidents in teaching and apply skills for reflective action; applying ethical frameworks. | RIPTS 7RIDE – WKC D6NAEYC 6d | In-class facilitated discussions |
| Using data from instruction and standardized testing to understand student growth trajectories to monitor student and school progress. |  | SLO Student Data Project |
| Refine professional educational philosophy and identity. |  | Written Philosophy Statement |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| 1. Orientation to Course
	1. Review SMART Goals
	2. Examination of Personal Assumption and Beliefs
2. Dispositions in Early Childhood
	1. Professional Dispositions
	2. Learner Dispositions
3. “An Evolutionary, Democratic Learning Community,” P. Johnston
	1. Social Justice in Educational Settings
	2. Autonomy for Students
4. Data Review and Analysis
	1. District Performance Data
	2. School and Classroom Progress Monitoring Data
5. Analysis of Critical Incidents within School Context
	1. Refining Reflection Skills
	2. Utilizing Ethical Frameworks
6. Looking Ahead
	1. Personal Development
	2. Professional Development
	3. Professional Educational Philosophy
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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 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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