# UNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#1v1yuxt): 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.**

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| A.1. [Course](#gjdgxs)  | **ELED 222 FOUNDATIONS OF LITERACY I: GRADES 1-3** |  |
| [Replacing](#3znysh7)  | **ELED 422 Developmental Reading** |
| A.2. [Proposal type](#2et92p0) | **Course: creation**  |
| A.3. [Originator](#1t3h5sf) | **Natasha Axelson****Carolyn Obel-Omia** | [Home department](#4d34og8) | **Elementary Education** |
| A.4. [Context and Rationale](#2s8eyo1)  | The Elementary Education Department has carefully reviewed the course sequence in the Elementary Education program. Some new courses have been added, and existing courses re-sequenced and modified to provide learning opportunities that mirror the changing field of elementary education in RI and across the country, especially its integration with Special Education. The new sequence of literacy courses consists of three new Elementary Education literacy courses and a revised Special Education literacy course. The old courses will be phased out once their cohorts have completed.The proposed new course (ELED 222 Foundations of Literacy, Grades 1-3) is the first in a series of three Elementary Education literacy courses. This course emphasizes the five critical components of reading instruction, with an explicit focus on phonemic awareness, phonics, and word recognition as well as evidence based writing instruction. Teacher candidates will reflect critically on on what constitutes high quality core curriculum in grades K-3. |
| A.5. [Student impact](#17dp8vu) | This new course will provide teacher candidates with the core knowledge and skills for readiness for literacy instruction. |
| A.6. [Impact on other programs](#4f1mdlm)  | Changes will affect the Special Education Roadmap and Program of Study. In addition, this course will be a prerequisite for SPED 412: Intensive Intervention in Reading. |
| A.7. [Resource impact](#2u6wntf) | [*Faculty PT & FT*](#19c6y18):  | No impact. |
| [*Library*:](#3tbugp1) | No impact other than changing reserves. |
| [*Technology*](#28h4qwu) | Classrooms with technology tools such as document cameras, white boards, and iPads will be needed to meet the RIDE recommendations of integrating more technology into the program. |
| [*Facilities*](#nmf14n): | No impact. |
| A.8. [Semester effective](#35nkun2) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#35nkun2) |  |

B. [NEW OR REVISED COURSES](#37m2jsg)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#1mrcu09))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](#1ksv4uv)  |  | ELED 222 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio)  |  | Foundations of Literacy I: Grades 1-3 |
| B.4. [Course description](#2jxsxqh)  |  | In this course, students will learn and reflect critically on effective high quality core literacy curriculum for grades K-3. Students design standards-aligned literacy instruction and reading assessments. |
| B.5. [Prerequisite(s)](#z337ya) |  | ELED 202 with a minimum grade of B-; admission to the Elementary Education program or consent of the Department Chair. |
| B.6. [Offered](#46r0co2) |  | Fall and Spring  |
| B.7. [Contact hours](#1y810tw)  |  |  |
| B.8. [Credit hours](#4i7ojhp) |  | 3 |
| B.9. [Justify differences if any](#2xcytpi) |  |
| B.10. [Grading system](#111kx3o)  |  | Letter grade  |
| B.11. [Instructional methods](#1ci93xb) |  | Lecture and Practicum  |
| B.12.[Categories](#3whwml4) |  | Required for major |
| B.13. Is this an Honors course? |  | NO |
| B.14. [General Education](#2bn6wsx)N.B. Connections must include at least 50% Standard Classroom instruction. |  | NO |
| B.15. [How will student performance be evaluated?](#qsh70q) |  | **Attendance | Class participation | Presentations | Papers |** **Class Work | Quizzes | Exams** **Performance Protocols |**  |
| B.16. [Redundancy statement](#3as4poj) |  |  |
| B. 17. Other changes, if any |  |

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| B.18**.** [**Course learning outcomes**](#1pxezwc)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#49x2ik5)**, if relevant** | [**How will each outcome be measured**](#2p2csry)**?** |
| Elementary Education teacher candidates will recognize the role of phonemic awareness, phonics, fluency, vocabulary, and comprehension as they apply to the reading process in grades K-3 and align with the ELA CCSS (Grades 1-3). | RIPTS 1-9ILA 1.1-1.4; 2.1-2.3; 3.1; 4.3; 5.1 | Lesson plans and teaching performance (RI-ICEE), Curriculum Analysis Project, Common Core ELA assignment, written reflections, and reading responses |
| Teacher Candidates will develop skills in designing standards-based lessons and use these skills to assess student proficiency in the Rhode Island student standards (e.g., ELA CCSS). | RIPTS 3-6ILA 1.1, 1.3, 2.1-2.3, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1ISTE 1-3 | Lesson plans and teaching performance (RI-ICEE), Curriculum Analysis Project, written reflections, reading responses |
| Teacher Candidates will identify major theories of language and literacy development and based on current research will demonstrate understanding of effective and ineffective instructional practices (in phonemic awareness, phonics, fluency, vocabulary, and comprehension). | RIPTS 1-6, 9, 10ILA 3.1 | Lesson plans and teaching performance (RI-ICEE), Curriculum Analysis Project, written reflections, reading responses |
| Teacher Candidates will recognize the foundational place of oral language, speaking, and listening with the effective use of language and vocabulary and the reciprocal nature of oral/written language in learning to read. | RIPTS 2ILA 1.1, 1.3, 2.1-2.3, 3.2, 4.1, 4.2, 5.1, 5.2 | Lesson plans and teaching performance (RI-ICEE), Curriculum Analysis Project, written reflections, reading responses |
| Teacher Candidates will recognize the culturally and linguistically diverse compositions of classrooms and plan, act, and reflect on this diversity in designing and implementing instruction. | RIPTS 1-6, 8-10ILA 2.1-2.3; 3.1-3.3; 4.3, 5.1, 5.2 | Lesson plans and teaching performance (RI-ICEE), written reflections, reading responses |
| Teacher Candidates will develop skills necessary for analyzing and assessing children’s ongoing language and literacy development including students with disabilities. | RIPTS 1-6, 8-10ILA 1.1, 1.3, 2.1-2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2ISTE 2 | Analysis of reading assessments, including Running Records, Curriculum Analysis Project, written reflections, reading responses |
| Teacher Candidates will develop competency in sequential and systematic phonics instruction at the K-3 core level. | RIPTS 1-3ILA 1 | Online phonics module, Lesson plans and teaching performance (RI-ICEE), Curriculum Analysis Project, written reflections, reading responses |
| Teacher Candidates will develop competency in research-based literacy strategies that support vocabulary, comprehension, and writing at the K-3 level. | RIPTS 1-3ILA 1ISTE 2 | Lesson plans and teaching performance (RI-ICEE), Curriculum Analysis Project, written reflections, reading responses |
| Teacher Candidates will develop basic skills in designing, implementing, and assessing digital age learning experiences and assessment in core literacy curriculum, grades K-3. | RIPTS 1-6, 8-10ISTE 1-4 | Lesson plans and teaching performance (RI-ICEE), written reflections, reading responses |
| Teacher candidates will continue to develop basic skills in designing and implementing strategies that are effective when working with families in diverse communities. | RIPTS 7ILA 4 | Parent letter, written reflections |
| Teacher Candidates will continue to reflect on their own biases and develop a deeper awareness of their own worldviews, the experiences of students and families from other cultures, and the impact of poverty on issues related to literacy learning. | RIPTS 1-10 | Letters of reflection, written reflections, reading responses |
| Teacher Candidates will develop the knowledge, skills, and practices embedded in key Rhode Island educational initiatives and Rhode Island educational laws and policies related to students with language development and communication needs (MTSS/RTI, Dyslexia) | RIPTS 1-10ILA 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 4.1 | Lesson plans and teaching performance (RI-ICEE), written reflections, reading responses |
| Teacher candidates will engage in analysis of videos of high quality core instruction as models. | RIPTS 4, 9ISTE5 | Video analysis tool, letters of reflection, papers |

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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Overview of Balanced Literacy (5 Components of Literacy)
	1. Phonemic Awareness
	2. Phonics
	3. Fluency
	4. Vocabulary
	5. Comprehension
2. Common Core Literacy Standards
	1. Progression of Skills
	2. Skill mastery at each grade
	3. Access to CCSS for all learners
3. The Structure of English
	1. Phonemes
	2. Letter-Sound Correlation
	3. Syllables
	4. Onset-Rime
	5. Morphemes
4. Early Literacy
	1. Print Awareness
	2. Print Knowledge
5. Decoding/Word Recognition (Phonics)
	1. Systematic and explicit phonics instruction
	2. Approaches to phonics instruction
	3. Effective instructional techniques
	4. Phonics scope and sequence
	5. Syllable types and cutting patterns
	6. Decodable text
	7. Word work for encoding and decoding
6. Irregular Word Reading
	1. Sight Words
	2. Irregular Words
	3. High Frequency Words
7. Fluency
	1. Assessment
	2. Instruction
8. Vocabulary in the Early Grades
	1. Specific word instruction (Anita Archer)
	2. Concept/experiential instruction
	3. Word learning strategies
9. Comprehension
	1. Literacy Text
	2. Informational Text
	3. Guided Reading
10. Writing Instruction Practices
	1. Writing workshop (writing process elements)
	2. Writing assessment
11. Assessment
	1. Running Records
	2. Grade-Level expectations in reading and writing (circling back to CCSS)
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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 proposals.

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| Name | Position/affiliation | [Signature](#_3l18frh) | Date |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Julie Horwitz/Gerri August | Co-Dean of Feinstein School of Education and Human Development |  |  |

##### D.2. [Acknowledgements](#vx1227): 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

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
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