# 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](#vx1227): 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 or program](#gjdgxs) | **ELED 324: FOUNDATIONS OF LITERACY II: GRADES 3-6** | | | |  |
| [Replacing](#3znysh7) | **ELED 435: LANGUAGE ARTS AND THE ELL LEARNER** | | | |
| A.2. [Proposal type](#2et92p0) | **Course: creation** | | | |
| A.3. [Originator](#tyjcwt) | **Carolyn Obel-Omia** | [Home department](#3dy6vkm) | **Elementary Education** | | |
| A.4. [Context and Rationale](#1t3h5sf) | 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 324: Foundations of Literacy II, Grades 3-6) is the second in a series of three Elementary Education literacy courses. This course emphasizes the five critical components of reading instruction, with an explicit focus on comprehension, vocabulary and fluency. Teacher candidates will reflect critically on on what constitutes high quality core curriculum in grades 3-6. | | | | |
| A.5. [Student impact](#4d34og8) | This course is included as a part of the revised ELED BS with a Concentration in Special Education major. | | | | |
| A.6. [Impact on other programs](#3fwokq0) | **None** | | | | |
| A.7. [Resource impact](#1v1yuxt) | [*Faculty PT & FT*](#4f1mdlm): | No impact. | | | |
| [*Library*:](#2u6wntf) | No impact other than changing reserves. | | | |
| [*Technology*](#19c6y18) | 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*](#3tbugp1): | 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. | | | |
| A.8. [Semester effective](#26in1rg) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#26in1rg) | |  | |

B. [NEW OR REVISED COURSES](#28h4qwu)  **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](#nmf14n)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New |
| B.1. [Course prefix and number](#lnxbz9) |  | **ELED 324** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#35nkun2) |  | **Foundations of Literacy II: Grades 3-6** |
| B.4. [Course description](#1ksv4uv) |  | In this course, students will learn and reflect critically on effective high quality core literacy curriculum for grades 3-6. Students design standards-aligned literacy instruction and reading assessments. |
| B.5. [Prerequisite(s)](#44sinio) |  | ELED 222 with a minimum grade of B- |
| B.6. [Offered](#37m2jsg) |  | **Fall | Spring** |
| B.7. [Contact hours](#z337ya) |  |  |
| B.8. [Credit hours](#3j2qqm3) |  | **3** |
| B.9. [Justify differences if any](#1y810tw) |  | |
| B.10. [Grading system](#46r0co2) |  | **Letter grade |** |
| B.11. [Instructional methods](#4i7ojhp) |  | **Lecture Practicum** |
| B.12.[Categories](#2xcytpi) |  | **Required for major** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#1ci93xb)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#3whwml4) |  | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes |**  **Performance Protocols |** |
| B.16. [Redundancy statement](#2bn6wsx) |  |  |
| B. 17. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#qsh70q)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#3as4poj)**, if relevant** | [**How will each outcome be measured**](#1pxezwc)**?** |
| Elementary Education teacher candidates will recognize the role of phonics, fluency, vocabulary, and comprehension as they apply to the reading process in grades 3-6 and align with the ELA CCSS (Grades 3-6) | RIPTS 1-9  ILA 1.1-1.4, 2.1, 2.3, 3.1, 4.3, 5.1 | Lesson plans and teaching performance (RI-ICEE), written reflections, reading responses |
| Teacher Candidates will develop skills in designing standards-based literacy lessons and use these skills to assess student proficiency in the Rhode Island student standards (e.g., ELA CCSS) in grades 3-6. | RIPTS 1-6, 8, 9  ILA 2.1 and 2.4 | Lesson plans and teaching performance (RI-ICEE), 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 grades 3-6. | RIPTS 1-6, 9, 10  ILA 3.1 | Lesson plans and teaching performance (RI-ICEE), written reflections, reading responses |
| Teacher Candidates will understand the inter-relatedness of reading, writing, listening and speaking and plan effective integrated instruction. | RIPTS 2, 3  ILA 1 | Lesson plans and teaching performance (RI-ICEE), written reflections, reading responses |
| Teacher candidates will develop opportunities for language and literacy learning within literacy and content area instruction including the following approaches: Shared Writing; Interactive Writing; Writing Workshop; Read Aloud; Shared Reading; Interactive Read Aloud; Guided; Reading; Book Clubs/Literature Discussion Groups; Research in different text types. | RIPTS 1-6, 8, 9  ILA 1 | Lesson plans and teaching performance (RI-ICEE), 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, 8-10  ILA 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 assessing and analyzing assessments of students’ ongoing language and literacy development throughout grades 3-6, including students with disabilities. | RIPTS 1-6, 8-10  ILA 1.1, 1.3, 2.1-2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2  ISTE 2 | Analysis of reading and writing assessments, lesson plans and teaching performance (RI-ICEE), Universal Screening/Data team meeting analysis project, written reflections, reading responses |
| Teacher Candidates will develop competency in research-based literacy strategies that support vocabulary, comprehension, and writing at the grades 3-6 levels. | RIPTS 1-6  ILA 1  ISTE 1 | Lesson plans and teaching performance (RI-ICEE), 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 3-6. | RIPTS 1-6, 8-10  ISTE 1-4 | Lesson plans and teaching performance (RI-ICEE), written reflections, reading responses |
| Teacher candidates will continue to develop skills in designing and implementing strategies that are effective when working with families in diverse communities. | RIPTS 7, ILA 4 | Parent leter, Family literacy night activity, written reflections, reading responses |
| Teacher Candidates wil 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, reading responses |
| Teacher candidates will develop the knowledge, skills, and practices embedded in key Rhode Island educational inititives and Rhode Island educational laws and policies related to students with language development and communication needs (MTSS/RTI, Dyslexia) in grades 3-6 | RIPTS 1-10  ILA 1.1, 1.3, 2.1-2.3, 3.1, 3.3, 3.4, 4.1 | Lesson plans and teaching performance (RI-ICEE), Universal Screening/Data team meeting analysis project, written reflections, reading responses |
| Teacher candidates will engage in analysis of videos of high quality core literacy instruction in grades 3-6 as models for designing and implementing instruction. | RIPTS 4, 9  ISTE 5 | Video analysis tool, letters of reflection |

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| B.19. [**Topical outline**](#49x2ik5)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Overview of Balanced Literacy (5 Components of Literacy) in Grades 3-6    1. Phonemic Awareness    2. Phonics    3. Fluency    4. Vocabulary    5. Comprehension 2. Common Core Literacy Standards 3-6    1. Progression of Skills    2. Skill mastery at each grade    3. Access to CCSS for all learners 3. Comprehension Strategies    1. Literature    2. Informational Text    3. Guided Reading 4. Stages of literacy development    1. Reading    2. Writing 5. Vocabulary in Grades 3-6    1. Word Learning Strategies 6. Fluency 7. Strategies 8. Assessment 9. Writer’s Workshop 10. Time, Choice, Response 11. Stages of Writer’s Workshop 12. Writing Like a Reader/Reading Like a Writer 13. Contexts for Literacy Instruction     1. Reader’s Workshop     2. Guided Reading     3. Read Aloud/ Interactive Read Aloud     4. Shared Reading and Writing 14. Assessment 15. Grade level-expectations in reading and writing 16. Reading assessments grades 3-6 17. Writing assessments grades 3-6 |
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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](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 proposals.

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| Name | Position/affiliation | [Signature](#_111kx3o) | Date |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Julie Horwitz and Gerri August | Co-Dean of Feinstein School of Education and Human Development |  |  |

##### D.2. [Acknowledgements](#41mghml): 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](#2grqrue) | Date |
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