# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate CURRICULUM COMMITTEE PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| --- | --- | --- |
| A.1. [Course](#Proposal)  | **ECL 505 Early Childhood Curriculum: Leading Improvement II**  |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Program**[**: creation**](#creation) of new course |  |
| A.3. [Originator](#Originator) | **Mary Ellen McGuire-Schwartz and Christine Kunkel** | [Home department](#home_dept)s | Elementary Education and Counseling, Educational Leadership, and School Psychology |
| A.4. [Rationale](#Rationale) | Rationale for ECL 505This course provides more depth on the roles and functions of the early childhood leader. In particular, focus is placed on leading the development and implementation of improved early childhood curriculum and instruction practices in all domains. Building upon the knowledge of early childhood curriculum and instruction gained in ECL 503, ECL 505 provides further study of historical and policy perspectives. Topics include ethical conduct; quality early care and education programs; early childhood standards; diversity and inclusion; family engagement; family and community partnerships; mentoring, supervising and evaluating teachers; and documentation. The course will explore leadership in early childhood curriculum and instruction in all domains as a means of inspiring, guiding, and effecting change in early childhood programs and schools. This course will specifically address the Rhode Island Workforce Knowledge and Competencies for Administrators and Education Coordinators domains of Leadership and Staff Support. In addition, this course will go into greater depth on the Workforce Knowledge and Competencies domains of Curriculum, Development and Learning, Continuous Quality Improvement, Community Partnerships, Family Engagement, and Child Assessment.  |
| A.5. [Date submitted](#date_submitted) | **4/19/17** | A.6. [Semester effective](#Semester_effective) | **Fall 2017** |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | There may be a need for additional faculty to teach courses in the future. |
|  | [*Library*:](#library)  | Existing library and information technology resources are sufficient for supporting the program at this time. |
|  | [*Technology*](#technology) | Existing technology resources are sufficient for supporting the program at this time. |
|  | [*Facilities*](#facilities):  | Classrooms in the evening or on weekends will be needed.  |
| A.8. [Program impact](#prog_impact) | No other program will be impacted. |
| A.9. [Student impact](#student_impact) | New course. No negative impact on students.  |
| A.10. The following screen tips are for information on what to do about catalog copy until the new CMS is in place: Check the “Forms and Information” page for updates. [Catalog page.](#catalog)  [Where are the catalog pages](#catalog)? [Several related proposals](#catalog)? Do **not** list catalog pages here. **All** catalog copy for a proposal must be contained within a **single** file; put page breaks between sections. Make sure affected program totals are correct if adding/deleting course credits. |

B. [NEW OR REVISED COURSES](#delete_if)

|  | Old ([for revisions only](#Revisions)) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **ECL 505** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | Early Childhood Curriculum: Leading Improvement II  |
| B.4. [Course description](#description)  |  | Students examine the early childhood leaders’ roles in leading early childhood curriculum and instruction improvement through policy, ethical conduct, inclusion, family and community partnerships, staff support, supervision, and assessment.  |
| B.5. [Prerequisite(s)](#prereqs) |  | Admission into CGS in Early Childhood Leadership program, ECL 501, ECL 502, ECL 503, and ECL 504 andconcurrent enrollment in ECL 506, OR Graduate status and consent of course instructor |
| B.6. [Offered](#Offered) |  | **Offered annually.** |
| 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) |  | **Fieldwork | Lecture | Practicum | Seminar | Small group | Individual |** **50** [**% Online**](#Online) |
| B.12.[Categories](#required) |  | **Required for program**  |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers |** **Class Work | Interviews |** **Portfolio| Projects |**  |
| B.14. [Redundancy statement](#competing) |  | NA |
| B. 15. Other changes, if any |  |

| B.16**.** [**Course learning outcomes**](#outcomes) | [**Standard(s)**](#standards) | [**How will they be measured?**](#measured) |
| --- | --- | --- |
| Demonstrate an advanced understanding and knowledge of early childhood leadership in the role of leading improvement in early childhood curriculum and instruction in all domains.  | Knowledge influenced by Diversity and Professionalism, Practice informed by Diversity and Professionalism; NAEYC 1, 2, 3, 4, 6; RI WKC LE 1, 2, 3, 4, 5, CIP 1, 2, 3, CP 1, 2, 3; RIELDS SS 1,2,3, CP 1, 2, 3, 4, CU 1 & 2, CA 1, 2, 3; RISEL 1A, 1B,1C, 2A, 2B, 2C, 3A, 4A, 4B, 5A, 5B, 5C, 6A. | Leading Improvement Portfolio assessment |
| Develop a broad understanding of the historical and policy perspectives in leading improvement in early childhood curriculum and instruction. Demonstrate an understanding of the relevance and importance of leadership and ethical conduct in leading improvement in early childhood curriculum and instruction.  | Knowledge influenced by Diversity and Professionalism informed by Diversity and Professionalism; NAEYC 1, 3, 4, 6, RI WKC LE 1, CP 1 2, & 3, CU 1 & 2; RISEL 2B, 2C. | Research review of quality in early childhood curriculum and instruction rubric  |
| Develop an understanding of quality of care and the discourse of “quality” and its relationship to developmentally appropriate practices, diversity, inclusion, documentation, observation, assessment, standards, and accreditation.  | Knowledge influenced by Diversity and Professionalism, Practice informed by Diversity and Professionalism; NAEYC 1, 2, 3, 4, 5, 6; RI WKC LE 1, CP 1, 2, & 3, DL 1, 2, & 3, CU 1& 2, CA 1, 2, 3; RISEL 2C, 3A. | Research paper on quality and child outcomes issues pertaining to administering and leading improvement in early childhood curriculum and instruction in all domains |
| Lead and improve early childhood curriculum and instruction in all domains from an effective leader’s perspective through observations, evaluations, and assessments.  | Knowledge influenced by Diversity and Professionalism, Practice informed by Diversity and Professionalism; NAEYC 2, 3, 6, 7; RI WKC LE 1& 2, CP 1, 2, & 3, DL 1, 2, & 3, CU 1 & 2; RISEL 2C, 3A, 3B, 3D, 5A, 5B, 5C.  | Observation, Evaluation, and Plan for Leading Improvement in Early Childhood Curriculum and Instruction Evaluation |
| Explore the relationships between your leadership philosophy in leading improvement in early childhood curriculum and instruction and Developmental Appropriate Practice in the Program Portfolio, using the NAEYC Code of Ethical Conduct as a guide. | Knowledge influenced by Diversity and Professionalism, Practice informed by Diversity and Professionalism; NAEYC 4, 5, 6; RI WKC LE 1 & 2, CP 1, 2, & 3, DL 1, 2, & 3, CU 1 & 2; RISEL 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B. | Leadership in Early Childhood Curriculum and Instruction Relationships Statement Evaluation |

| B.17. [**Topical outline**](#outline) |
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| 1. Early Childhood Curriculum and Instruction and RIELDS
	1. Social and Emotional Development
	2. Physical Health and Motor Development
	3. Language Development
	4. Literacy
	5. Cognitive Development
	6. Mathematics
	7. Science
	8. Social Studies
	9. Creative Arts
2. Early Childhood Standards Alignment
	1. Formative Assessment, Evaluation, and Data Analysis
	2. BrightStars
	3. Teaching Strategies Gold (TSG)
	4. Early Childhood Environment Rating Scale – R (ECERS)
	5. RIDE Comprehensive Early Childhood Education Standards for Approval (CECE)
	6. Classroom Assessment Scoring System (CLASS)
	7. Assessment, Observations, and Evaluations
3. Approaches to Learning - Portfolio Development
	1. Best Practices – Developmentally Appropriate Practice
	2. Teacher-Student Relationships
	3. Dual Language Learners
	4. Inclusion
	5. Anti-Bias Curriculum
	6. Quality Learning Environments
	7. ECERS
	8. Uses of Technology
	9. Assessment and Evaluation
	10. Reflections
4. Professionalism and Leadership
	1. Code of ethical conduct
	2. Advocacy
	3. Success
	4. Quality Rating and Improvement Systems
	5. Partnerships
	6. Mentoring and Supervision
	7. Teacher Evaluation
	8. Planning
	9. Working with Families and Communities
	10. Family Advisory Boards
	11. Leadership Statement
	12. Early Childhood Curriculum and Instruction Portfolio
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## D. Signatures

##### D.1. Approvals

* 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).
* 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 graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Patricia Cordeiro | Chair of Elementary Education |  |  |
| Monica Darcy | Chair of Counseling, Educational Leadership, and School Psychology |  |  |
| Donald Halquist | Dean of FSHED |  |  |
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##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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