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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ELED 500 Literacy and the Art and Science of TEaching** | | | | |  |
| [Replacing](#Ifapplicable) | **ELED 500 The ARt and Science of Teaching** | | | | |  |
| A.2. [Proposal type](#type) | **Course: | revision** | | | | |  |
| A.3. [Originator](#Originator) | **Martha Horn** | | [Home department](#home_dept) | | **Elementary Education** | |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to change the title of the course.  Given our own understandings of the changing landscape of teaching and learning, the growing need to better prepare our teacher candidates and the vast amount of information they need in literacy instruction, members of the MAT Elementary Education Program worked together to reimagine this grounding course in its program. The redesigned course reflects an added focus on knowledge about literacy, addresses a breadth of topics, issues, policies and practices that students will explore in more depth as they proceed through the MAT program including structures and models for teaching and learning, developing curriculum, and knowledge of standards and expectations at the classroom, school, district, state, and national levels. | | | | | |
| A.5. [Student impact](#student_impact) |  | | | | | |
| A.6. Impact on other programs |  | | | | | |
| 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.)*: | **no** | | | | |
|  | [*Library*:](#library) | **no** | | | | |
|  | [*Technology*](#technology) | Classrooms with technology tools such as document cameras, white boards, iPads will be needed to meet the RIDE recommendations of integrating more technology into the program. | | | | |
|  | [*Facilities*](#facilities): | **no** | | | | |
|  | Promotion/ Marketing needs |  | | | | |
| A.8. [Semester effective](#Semester_effective) | **Summer 2019** | A.9. Rationale if sooner than next | |  | | |

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

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **ELED 500** | **ELED 500** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **The Art and Science of Teaching** | **Literacy, and the Art and Science of Teaching** |
| B.4. [Course description](#description) | *Focus is on elements that contribute to the making of an effective teacher, such as general pedagogical knowledge, knowledge of educational contexts, and knowledge of self as teacher. Field work and observations are required.* | *Focus is on elements that contribute to the cultivation of an effective teacher: knowledge of content, pedagogy, students, educational contexts, and a developing teacher identity. Through observation and practice, students explore how to make learning accessible to all populations; engage in topics of equity, diversity, and social justice; design and teach a series of literacy across the curriculum lessons and explore ways to build respectful classroom communities where all members are engaged.* |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  | |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row**  **Teacher candidates will:** | [**Professional organization standard(s)**](#standards)**, if relevant** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| • explain and illustrate the following:  - to teach is to learn;  - learning happens in relationship;  - teaching is a collaborative endeavor  - the role of story in teaching and learning  - developing beliefs about teaching and learning | RIPTS | • weekly One Pagers  • class discussions  • discussion board with classmates |
| • explain the skill of *Observation* in teaching, as it relates to: teacher/student engagement; quality of teacher listening; quality of student listening; quality of talk in the classroom; levels and types of questioning (teacher and students); physical environment; sense of community in the classroom |  | ª Observations of Teaching  • Observation #2 Assignment  • working with children |
| • construct and teach a unit focusing on literacy across the curriculum built on developmentally appropriate practices;  • explain and illustrate that an effective lesson needs a plan with a structure that suits its purpose  • illustrate the roles and responsibilities of how reflective teachers think and act  • align course outcomes with professional teaching standards including the Conceptual Framework of the FSEHD: RIPTS; GSEs: RI-CHI; RI\_PEF and NETS | RIPTS, 7, 9, 10;  ACEI 1, 2.f; /t, w.7, 3.1, 3/2, 3.3, 3.4, 3.5, 5.1, 5.2; Knowledge; Pedagogy Diversity; Professionalism; PAR-Plan, Act, Reflect | • Working With Children  • Education Policy Assignment  • Working with Children  • RIPTS Activity; Observation #1  • Working With Children - Lesson Plan & Reflections |
| • explain the conceptual framework of the FSEHD and the RIPTS and how they relate to each other; and describe national and state initiatives that affect education | RIPTS 7, 10;  ACEI 5.1  Pedagogy; Professionalism;  PAR-Reflection | • Education Policy Assignment  • RIPTS assignment  • Observation #1 |
| • examine and describe the role and purposes of collaborative relationships with family and community and plan and apply techniques for involving family in the learning process | RIPTS 7; ACEI 5.2; Professionalism | • Letter to Families / Working With Children |
| • examine and apply assessment and evaluation techniques, including performance assessment | RIPTS 10; ACEI 5.1; Professionalism; Par-Reflection | • Research Presentation |
| • Describe the importance of lifelong professional development and access information from relevant professional organizations and journals available for continued professional growth opportunities, with an emphasis on using technology; |  | • Research Presentation |
| • deepen understanding of the art and science of teaching through examining video clips of teaching through a variety of lenses |  | • video analysis |
|  |  | Click Tab from here to add rows |
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| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. What does it mean to teach?    1. To teach is to learn    2. Learning is built on relationships    3. Teaching as a collaborative endeavor    4. The emotional under life of teaching 2. Meeting students’ needs in a diverse society and global community    1. Know your content; know the craft of teaching; know your students    2. Planning instruction    3. Communicating with Parents 3. Learning about your students through Observation    1. Student talk; teacher talk    2. Questions in the Classroom—Who’s Asking?    3. The role of listening in teaching 4. Exploring structures and models of teaching through Literacy Lessons    1. Phonics, phonemic awareness, phoneme, morpheme, syllable, onset-Rime, syllable types, sight words, high frequency words; Interactive Writing; Interactive Read Aloud; Shared Reading, Leveled Books 5. Classroom Environment—How to Culture of Respect and Engagement   Not finished -- |

### C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  |
| C.2. [Admission requirements](#admissions) | 1 |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option |  |  |
| C.5. [Credit count](#credit_count) for each program option |  |  |
| C.6. Requirement for thesis, project, or comprehensive exam |  |  |
| C.7. Other changes if any |  |  |

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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. |

## D. Signatures

* 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](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee 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 |
| --- | --- | --- | --- |
| Martha Horn | Program Director of MAT |  |  |
| Carolyn Obel Omia | Chair of Elementary Education |  |  |
| Julie Horwitz & Gerri August | Dean of FSEHD |  | Tab to add rows |

##### 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. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

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