# 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): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ECED 445: Early childhood learning and teaching** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A. 1b. Academic unit | **School of Education |** | | | |  |
| A.2. [Proposal type](#type) | **Course: |** **Creation** | | | |  |
| A.3. [Originator](#Originator) | **Leslie Sevey** | [Home department](#home_dept) | **Elementary Education** | | |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery. | As part of the ECED Teaching Concentration proposed program revisions, a new course was developed to support meeting the RIDE Residency requirements. ECED 445: Early Childhood Learning and Teaching (2 cr) was developed as a pre-student teaching experience (observation) to ensure that ECED teacher candidates are familiar with their student teaching placement and have developed a deep understanding of the school, community, and student contextual factors to set them up for success in student teaching. This course will provide 15 days of clinical experience counting towards the Residency equivalent; and will be taken in early spring immediately prior to student teaching. Since this is a practicum course, we are recommending a cap of 20. | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | The proposed course will provide required clinical hours towards the Residency equivalent while minimizing credits required. In addition, by creating this course in place of an additional semester of student teaching it helps to remove a potential financial barrier for students who are working full time while attending school. | | | | |
| A.6. [Impact on other programs](#impact) | None | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **No impacts on faculty** | | | |
| [*Library*:](#library) | **No impacts on library** | | | |
| *Technology (for in person delivery)*  The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **No additional technology** | | | |
| *Technology: (for online delivery. Must be RIC supported)*  The VP of Information Services should be consulted prior to submission and their approval signature included. | **NA** | | | |
| [*Facilities*](#facilities): |  | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: | | | | | |
| 1. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///Users/SAbbotson/Documents/Curriculum/ManualandWebsite/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** | | | | | |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. | | | | | |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
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| B.1. [Course prefix and number](#cours_title) |  | **ECED 445** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Early Childhood Learning and Teaching** |
| B.4. [Course description](#description) |  | Teacher candidates observe/participate in their student teaching setting, gather contextual factors data; and observe/study behavior management strategies to understand classroom culture, developing teacher-student relationships, and effective behavior management strategies. |
| B.5. [Prerequisite(s)](#prereqs) |  | **ECED 321 and ECED 324** |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  | **Early Spring** |
| B.7. [Contact hours](#contacthours) |  | **3 week clinical experience for a total of 90 clinical hours. 30 hours per week along with a seminar 2 hours per week for 3 weeks.** |
| B.8. [Credit hours](#credits) |  | **2 credits** |
| B.9. [Justify differences if any](#differences) | In order to meet RIDE residency REQUIREMENTS, the teacher candidates will begin their student teaching placement early by 3 weeks. They will complete a total of 90 clinical hours over the 3 weeks and will participate in a seminar for 2 hours each of the three weeks to support the clinical placement. | |

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| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Type of cours](#instr_methods)e |  | **Practicum | Seminar** |
| B.12. CATEGORIES  12. a. [How](#required) to be used |  | **Required for major/Required for certification** |
| 12 b. Is this an Honors  course? |  | **NO** |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. |  | **NO** |
| 12. d. Writing in the  Discipline (WID) |  | **NO** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations |Papers |**  **Class Work |**  **Clinical work | Reports of outside supervisor |** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **20** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  | |

| B.17**.** [**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) |
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| Upon completion of the course teacher candidates will be able to demonstrate competence in *observing, participating, and reflecting* on the daily educational experiences in order to identify areas for *professional growth* within the continued student teaching placement | Prep RI: 1.1  RIPTS: 10  NAEYC: 6a, c, d | 1. Write 3  One Pagers/  Reflections  2. Develop a Draft SMART Goal. |
| Upon completion of the course teacher candidates will be able to  *identify key school, community, and student contextual factors and utilize them to plan goals, assessment, and instruction* | PrepRI: 1.6  RIPTS:  4  NAEYC: 2a | 1.Gather data about classroom, school, community and district contexts  2. Research evidence-based practices, policies, and supports  3. Reflect on the impact of *context* on instructional practice  4.Compose TCWS Part 1: Contextual Factors - draft |
| Upon completion of the course, all teacher candidates will be able to *utilize Conscious Discipline concepts and strategies to establish an effective educational environment* that supports safety, connection, and problem solving | Prep RI: 1.2, 1.6  RIPTS: 6  NAEYC: 1c, 4a | Conscious Discipline action plan |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
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| Topic 1: Introduction to the Course    Topic 2: School Contextual factors  Subtopic 2a: School Community Demographics  Subtopic 2b: Culturally Responsive Teaching and Learner Factors  Subtopic 2c: Culturally Responsive Pedagogy  Subtopic 2d: Policy Environment  Subtopic 2e: Implications of Contextual Factors on Teaching and Learning  Topic 3: Conscious Discipline  Subtopic 3a: The Brain State Model  Subtopic 3b: Classroom Community  Subtopic 3c: Safety Through Composure  Subtopic 3d: Connection Through Engagement  Subtopic 3e: Problem Solving Through Positive Intent |

## **G. 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 their 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) to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Beth Pinheiro | Program Director of ECED | Beth Pinheiro | 11.22.23 |
| Leslie Sevey | Chair of ELED | Leslie Sevey | 10.30.23 |
| Carol Cummings | Dean of FSEHD | Carol A. Cummings | 11-30-23 |

##### G.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are 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; all faculty are welcome to attend.

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