LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-22h	App-6/30/09	App-9/15/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Susan Fello	sfello@iup.edu
Proposing Department/Unit	Phone
Professional Studies in Education	724-357-2047

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. **Course Proposals (check all that apply)**

   __X__ New Course _____Course Prefix Change _____Course Deletion

   _____Course Revision _____Course Number and/or Title Change _____Catalog Description Change

	ECED 351 Literacy for the Emergent Reader – PreK –Grade 1 Learners
Current Course prefix, number and full title	_Proposed course prefix, number and full title, if changing_

2. **Additional Course Designations: check if appropriate**

   _____ This course is also proposed as a Liberal Studies Course. _____ Other: (e.g., Women's Studies,

   _____ This course is also proposed as an Honors College Course. Pan-African)

3. **Program Proposals**

   _____Catalog Description Change _____Program Revision

   _____New Degree Program _____Program Title Change _____Other

   _____New Minor Program _____New Track

Current program name	_Proposed_ program name, if changing

4. **Approvals**

		Date
Department Curriculum Committee Chair(s)	_Mary Ann Hornald_	3/30/09
Department Chair(s)	_George K. Bieg_	3/30/09
College Curriculum Committee Chair	_Joseph Domaracki_	4.27.09
College Dean	_Mary Ann Rafoth_	4.27.09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	_Gail S Sechrist_	6-30-09

* where applicable

II. **Description of Curriculum Change**
New Syllabus of Record

ECED 351 Literacy for the Emergent Reader-PreK-Grade 1 Learners
3c-01-3cr
Prerequisite: ECED/EDEX major, Admission to Teacher Education Step 1

I.CATALOG DESCRIPTION:

Provides early childhood teachers with various strategies, techniques, and materials related to developing early literacy in children. Current research and practical applications will be interwoven into this course to ensure a systematic coverage of the most recent methods and best practices. Focuses on the development of speaking, listening, reading, and writing skills for pre-K to grade 1 learners.

II. COURSE OUTCOMES:

Upon successful completion of this course the students will be able to:
1. Identify and develop the characteristics needed as pre-reading skills for emergent readers. (PDE-IA,IB, ID, IIB, IIC, IID: NAEYC- 1, 4b,c,d)

2. Develop and utilize instructional methods and assessment techniques that evaluate and support literacy development for all learners. (PDE-IIB, IIC,IID; NAEYC-1, 2a, 2b, 3b, 3d, 5b)

3. Design and teach lessons for phonemic awareness, phonics, and word recognition that align with the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening. (PDE-IB, ID, IIB, IIC, IID,IIIC; NAEYC- 1, 2a, 5b, 3a, 3d, 3e, 5c)

4. Examine instructional materials, programs, and classroom environments that support literacy instruction and promote cultural sensitivity and multiculturalism.(PDE-IB, IIA, IIB, IIC, IID;NAEYC-1, 3c, 4a, b, c, d; CEC 3, 4, 7, 8)

5. Select, create, and adapt materials that are appropriate for diverse learners. (PDE-IIC, IID;CEC-3, 4, 7, 8)

6. Describe and design a literacy-rich classroom environment that creates a positive, inclusive learning environment for literacy development of all learners. (PDE-IB, IC, ID; NAEYC-1, 2a, 2b, 3, 5a, 5b))

7. Demonstrate professionalism characteristic of an early childhood educator, using communication skills and collaboration to meet the demands of teaching.(PDE-IIA, IIB, IIC, IID; CEC- 1, 3, 5; NAEYC- 5a, 5b, 5c, 5d)

Student Outcomes Matrix Format
(Boldfaced items indicate common assignments that are designated as key assessments and will be aggregated)

College Conceptual Framework Standard	NAEYC Standard	PDE Standard	CEC Standards	Course Obj. and Perform. Indicator	Course Assessment Measuring Objective
Instruction	1, 4b, 4c, 4d	IA, IB, ID, IIB, IIC, IID		1	Preliminary Plans, Tests, Lesson Plans
Instruction Planning and Preparation	1, 2a, 2b, 3b, 3d, 5b, 5c	IIB, IIC, IID		2	Tests, Lesson Plans, Literate environment project
Instruction Planning and Preparation	1, 2a, 3a, 3d, 3e, 5a, 5b	IB, ID, IIB, IIC, IID, IIIC		3	Lesson Plans, Rubrics
Instruction Planning and Preparation	1, 3c, 4a, 4b, 4c, 4d	IB, IIA, IIB, IIC, IID	3, 4, 7, 8	4	Lesson Plans, Rubrics Literate Environment Project
Instruction Planning and Preparation	1, 2a, 2b, 3b, 3c	IIC, IID	3, 4, 7, 8	5*	Tests, Final Project, **BIG book Project**
Classroom Environment	1, 2a, 2b, 3, 5a, 5b	IB, IC, ID		6*	Final Project, Rubric, Checklist
Professional Responsibilities	5a, 5b, 5c, 5d	IIA, IIB, IIC, IID	1, 3, 5	7	Final Project, Tests, Class Participation Essay question

III. DETAILED COURSE OUTLINE:

Date(s)	Preparation/ Reading Assignment	Topic(s)	Other Assignment(s) Due
Week 1		Welcome and Introduction; Review of the Syllabus Requirements and Expectations for ECED 351 – Review of the textbook	
Week 2		Approaches to Reading Instruction Importance of early literacy development The Teacher of Reading in PreK-Grade 1 Identify pre-reading skills for all learners	
Week 3		Meeting the Diverse Needs of Learners in a pre-school setting Language Learning: Theories and Development Identifying the importance of play, song, and movement	Quiz
Week 4		Stages of Literacy Development Concepts of Print Reading Readiness Reading aloud in preschool, kindergarten and grade 1	Conducting a concepts of print activity
Week 5		Guidelines for a Beginning Literacy Program What is a Literate Environment? How to design a literate environment Traditional Songs, Rhymes, Poems Letter names /sounds Alphabet files Word families	Begin the design of the BIG book project. Seek approval of idea
Week 6		Comprehensive Literacy Instruction (reading to-with-by children) Phonemic Awareness Phonics Instruction	Development of an alphabet file
Week 7		Sight word identification Activities for developing sight word recognition in kindergarten and grade 1 Morning Message	Phonics or phonemic awareness lesson MIDTERM
Week 8		Context Clues for Word Identification Word Spoken Context Clues	BIG book presentations
Week 9		Forms of assessments for emergent readers Portfolio assessment Assessment of basic literacy skills DIBLES Other assessments	

Week 10		Vocabulary Development and Word Work for young learners Developing children's vocabularies Building Words Generalizations for decoding words	
Week 11		Phonics vs. Whole Language Syllabication and Rules Word Recognition Reading fluency using poetry	
Week 12		Kid writing	
Week 13		Importance of making connections Instructional strategies,	
Week 14		Examine curricular materials that support multiculturalism and academic diversity	
Exam week		Final Exam Period to be announced	Final Exam

IV. EVALUATION:

The core assignments listed below are designed to assess students' content knowledge and application skills from the course content. Actual point value may vary.

Total Points for Course:

BIG book	50 points
Quiz 1	20 points
Midterm Exam	50 points
Alphabet file	52 points
Concepts of print activity	28 points
Final exam	50 points
Phonemic awareness lesson	20 points

Approximate points   270   points

Additional homework and in-class assignments may be given at the teacher's discretion. Five-point quizzes may be given without warning to assure students' comprehension of the course readings. Regular, faithful class attendance will assure continued success in this course! ☺

Description of Key Assessment Project- BIG book project: Each student will design and create a BIG book to be used with primary-aged children. Using the blank big book purchased at the IUP Book Store, the book should be illustrated with artwork. Crayon, markers, and construction paper can be used to create illustrations. Black, permanent markers should be used for the written text. An alphabet, counting, or storybook on any theme can be used. The use of a neat manuscript is essential. A rubric will be used to evaluate the read-aloud portion of the presentation, as well as the quality of the artwork, neatness, and young-child appeal. For

durability of the book, students may choose to cover the front and back covers with Contact paper. **The key assessment is worth 50 points.**

V. EXAMPLE GRADING SCALE:

Final grades will be determined by calculating the number of points earned divided by the total number of points possible.

93-100% A   84-92% B   75-83% C   65-74% D   Below 65% F

VI. ATTENDANCE POLICY

The University currently upholds an attendance policy. Attendance will be taken in every class. Your participation, discussion, professional conduct, timeliness, and effort are all important aspects of your success in this class. You are allowed 3 hours of absence. If more than the 3 hours are needed, a medical excuse or other documentation must be provided in order to make up any points not earned during the missed class period. Failure to provide documentation will result in loss of a letter grade from the student's final assessed percentage.

Students who anticipate missing an exam should contact the instructor either in person, by phone, or e-mail, to discuss the absence and make alternate arrangements for taking the exam early. The exam may be in an alternate form. **All work should be turned in on the due date**, regardless of absence from class. Late exams and late submission of assignments may be administered with a decreased value of possible points earned: 10% of the total points for the assignment or exam will be deducted for each day late. (This includes Saturdays and Sundays). Medical excuses or emergencies will be considered at the discretion of the instructor.

VII. REQUIRED TEXTS:

Not yet determined

VIII. ADDITIONAL SPECIAL RESOURCES

None

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Internet Resources

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International Reading Association:
http://www.reading.org
or call (800) 336-READ

Mid-continent Research for Education and Learning (McREL)
http://www.mcrel.org

Pennsylvania Department of Education:
http://www.pde.state.pa.us/

Read-Write-Think
http://www.readwritethink.org/

Course Analysis Questionnaire
ECED 351

A. Details of the Course

A1. This course is designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major.

A2. This course is one of several courses being developed for the Early Childhood Education/Special Education program revision and does not affect any courses outside the department. This course is required.

A3. This course has not been offered on a trial basis or as a special topic

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include
Reading 361 Emergent Literacy and Beginning Reading –University of Wisconsin
ERDG 655 Emergent Literacy University of Albany

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education, and by the National Association for the Education of Young Children.

Section B: Interdisciplinary Implications

B1. This course will be taught by appropriately qualified instructors in the PSE department.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant.

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer 4 to 5 sections of this course each year as enrollment data dictate.

C6. Each section of this course will accommodate 20 to 25 students.

C7. No such recommendations are made.

C8. This is not a distance education course

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is required

2. Summary of Changes

This course is proposed to address the required competencies for literacy development. The new PDE standards for PreK to Grade 4 are specific with regard to developing readers and emergent readers. In order to address the standards appropriately, a revision for the existing ECED 451 is proposed, and this new course proposal is offered to address additional competencies.

3. Justification/ Rationale for Changes
The proposed course is designed to meet the new certification standards mandated by PDE which change the existing ECED certification to PreK to Grade 4.

4. Old Syllabus of Record

NA