

Course Revision/Deletion Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Course Revisions (Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only need to complete Category A information; if Category B need information in both A and B; For Category C, complete entire form):

Category A: Course Prefix/Number Change Course Title Change Course Deletion

Category B: Catalog Description Change Modify Prerequisite(s)

Category C: Add Dual Level Add Liberal Studies (Complete Template C) Change in Class/Lab Hours

Add Distance Education (Complete Template E) Add/Revise TECC (Complete Template D)

Other - Click here to enter text.

Current Course Information		Proposed Changes	
Category A (if not changed leave blank)			
Current Prefix	ECED	Proposed Prefix	ECED
Current Number	220	Proposed Number	220
Current Course Title	Children's Literature to Enhance Emergent and Beginning Reading	Proposed Course Title	Differentiating Literacy Instruction through Children's Literature
Prerequisite(s)	.	Proposed Prerequisite(s)	Click here to enter text.
Category B (if not changed leave blank)			
Current Catalog Description	Designed to focus on the study of young children's acquisition of speaking, listening, reading and writing skills and the importance of a developmentally appropriate and effective language arts curriculum for young children. Strategies for developing children's literacy skills and integrating children's literature throughout the early childhood curriculum are	Proposed Catalog Description	Provides a survey of children's literature for children from preschool through grade 4. Describes selection and evaluation criteria for choosing children's literature to differentiate literacy instruction. Strategies for differentiating instruction to develop children's literacy skills and integrating children's literature throughout the early childhood curriculum

Template B

	<p>emphasized. Observations, interviews, and teaching experiences are an integral part of the course. Seven hours of service learning are a required component. (Offered as writing-intensive). 3cr.</p>		<p>are emphasized. The course stresses motivational approaches for encouraging children's engagement with and response to literature. (Offered as writing-intensive). 3cr.</p>
<p>Category C <i>(if not changed leave blank)</i></p>			
<p>Current Course (Student Learning) Outcomes</p>	<p>Upon successful completion of this course, it is expected that the student:</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of the implications of cultural and linguistic diversity in children's processing of oral and written language growth and plans developmentally appropriate and effective activities that emphasize acquisition of the structures and vocabulary required for oral and written literacy development. 2. Demonstrates knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and selects high-quality, culturally diverse, literature for young children as a resource in all areas of the curriculum. 3. Integrates the areas of the language arts (listening, speaking, reading, writing, viewing, and visually representing) and uses performance assessment strategies to evaluate children's progress. 4. Articulates a system of research-based beliefs and develops a repertoire of strategies for promoting and supporting English and non-English speaking children's growth in language. 5. Demonstrates knowledge of the history of English and the basics of linguistic analysis that will provide a foundation for teaching and learning and aid in formulating effective techniques to support 	<p>Proposed Course (Student Learning) Outcomes</p>	<ol style="list-style-type: none"> 1. Select and evaluate representative samples of each genre of children's literature. 2. Apply knowledge of child development to the selection of literature that matches learners' interests and abilities. 3. Plan developmentally appropriate and effective instructional activities that use children's literature to differentiate instruction to emphasize acquisition of the structures and vocabulary required for oral and written literacy development for all learners. 4. Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and selects high-quality, culturally diverse literature for young children as a resource in all areas of the curriculum. 5. Develop and share appropriate methods of encouraging response to literature that will motivate children to be lifelong readers. 6. Read a wide range of literature and provide information to peers and parents about excellent literature for children at a particular age level. 7. Select and share appropriate literature with a group of children, eliciting their response to the literature.

Template B

	<p>English and non-English speaking students.</p> <p>6 . Exhibits characteristics that exemplify professionalism, such as: demonstrating ethical interactions with children, families, educators, peers, and other professionals; motivating others to be lifelong readers and learners; and modeling enthusiasm for literacy learning and professional growth.</p>		
<p>Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i></p>	<p>Appreciating Diversity in Children’s Language Optimizing Every Child’s Language Growth Through Family Literacy Understanding Language Development in Early Childhood Helping Young Children Become Better Listeners Books that Invite Children to be Careful Listeners Supporting the Speaking Abilities of the Very Young Using Narrative and Expository Texts to Foster Growth in Literacy Classroom Library and Creating a Literacy Rich Environment Storytelling Fostering Repeated Readings for Young Children Supporting Early and Independent Reading Leading Young Children to Literature Viewing Picture Books Strategies to Support Responses to Literature</p>	<p>Brief Course Outline <i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i></p>	<p>Genres Learning about Story and Literature: Values of Literature Learning about Children and Literature: Child Development Selecting Books for Different Ages and Interests Learning about Literature: Studying and Interpreting Literature Elements of Fiction Literary Elements; Evaluating literature Issues in children’s literature Differentiating Reading Instruction through Children’s Literature; Response to literature Picture Books Traditional Literature; Folklore; Storytelling; Multicultural literature Modern Fantasy Realistic Fiction Historical Fiction and Biographies Informational Books Poetry Response to Literature: Engaging and motivating children through literature</p>
<p>Rationale for Proposed Changes (All Categories)</p>			
<p>Why is the course being revised/deleted:</p>	<p>This course is being revised because our department is revising our old Early Childhood PreK-Grade 6 program to become an Early Childhood/M.Ed. in Literacy program. Although the course is not in the catalog, due to changes in certification by the Pennsylvania Department of Education (PDE), the course is still “on the books.” This course will be offered as an alternative for LTCY 600, for those students who are not eligible for Early Admittance into the M.Ed. in Literacy Program.</p>		
<p>Implication of the Change on: - Program</p>	<p>This change is recommended according to the PDE guidelines for early childhood programs, because of the emphasis that is placed on differentiated reading instruction.</p>		

Template B

<ul style="list-style-type: none"> - Other programs - Students 	<p>This change does not have implications for other programs. The implication for students relates to certification in PreK-Grade 4 and the need to have focus this children's literature course on differentiating instruction to meet children's literacy needs..</p>
<p>For Dual Listed Courses</p>	<p><i>List additional learning objectives for the higher-level course</i> Click here to enter text.</p>
<p>For Dean's Review</p>	
<ul style="list-style-type: none"> • Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA 	
<p>Comments: Click here to enter text.</p>	

Teacher Education Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If new Teacher Ed course, complete Templates A and D. If Teacher Ed course revision, complete Templates B and D.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person(s)	Dr. DeAnna Laverick	Email Address	laverick@iup.edu
Proposing Department/Unit	Professional Studies in Education	Phone	7-2400

1.	<p>Course Designations:</p> <p><input type="checkbox"/> Is Step 1 a prerequisite for the course? <input type="checkbox"/> Is the course a professional education sequence course?</p>
2.	<p>Key Assessments:</p> <p><input checked="" type="checkbox"/> Is the Key Assessment included in the Unit Assessment System?</p> <p>For both new and revised courses please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> - The Overall Program Assessment Matrix - The Key Assessment Guidelines - The Key Assessment Rubric
3.	<p>Narrative Description of the Required Content</p> <p>a. How the proposal relates to the Education Major.</p> <p>This proposal relates to the education major due to the proposed program revision that our department is submitting. Our old Early Childhood PreK-Grade 6 program is still on the books, although it is not currently offered due to the Early Childhood/Special Education major. By revising this program, and revising some of the courses in the program, we are offering students another option for a major within our department. The program revision will change the Early Childhood PreK-Grade 6 program to Early Childhood with M.Ed. in Literacy. The students will follow the School of Graduate Studies and Research Early Admittance Policy to apply for and take M.Ed. courses during their senior year. After earning the B.S. degree in Early Childhood Education, they will continue through the program to earn the M.Ed. in Reading/Reading Specialist Certification.</p> <p>This course needed to be revised in order to provide majors in the revised program with a course that that focuses on differentiated instruction for reading. By changing the focus of the former ECED 220 course, the requirement by PDE may be met.</p>

Attachments

Attachment A: Overall Program Assessment Matrix

COE-ET Conceptual Framework	INTASC Principle	NAEYC Standard	Course Objective and Performance Indicator	Course Assessment Measuring Objective
Planning and Preparation		4b, 4c	1. Select and evaluate representative samples of each genre of children's literature.	In-class activity; Key Assessment: Literature Portfolio Rubric; Parent brochure rubric
Planning and Preparation		1a, 1b, 1c	2. Apply knowledge of child development to the selection of literature that matches learners' interests and abilities.	In-class activity; Key Assessment: Literature Portfolio Rubric; Parent brochure rubric; Exam
Planning and Preparation Instruction		1a, 1b, 1c, 4b, 4c, 5a, 5b, 5c	3. Plan developmentally appropriate and effective instructional activities that use children's literature to differentiate instruction to emphasize acquisition of the structures and vocabulary required for oral and written literacy development for all learners.	Key Assessment: Literature Portfolio Rubric; Parent brochure rubric Exam
Planning and Preparation Classroom Instruction		5a, 5b, 5c	4. Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and selects high-quality, culturally diverse literature	Key Assessment: Literature Portfolio Rubric; Exam

			for young children as a resource in all areas of the curriculum	
Planning and Preparation; Instruction Classroom Environment		5a, 5b, 5c	5. Develop and share appropriate methods of encouraging response to literature that will motivate children to be lifelong readers.	Exam Key Assessment: Literature Portfolio; Parent brochure rubric
Planning and Preparation Instruction Professionalism		1a, 1b, 1c, 2b, 4a, 4b, 4c, 4d, 5a, 5b, 5c	6. Read a wide range of literature and provide information to peers and parents about excellent literature for children at a particular age level. (PA ECE Standard 2; CEC Standard 3; NAEYC Standard 4)	Key Assessment: Literature Portfolio; Parent brochure rubric In-class activity
Planning and Preparation Instruction Classroom Environment Professionalism		1a, 1b, 4a, 4b, 4c, 5a, 5b	7. Select and share appropriate literature with a group of children, eliciting their response to the literature.	Story reading rubric

Attachment B: Key Assessment Guidelines

Children’s Literature Portfolio
(Electronic Portfolio Assignment) (92 points)

Students will read children’s literature in each of the genres. Quality literature suited for preschool through young adult learners should be selected and evaluated according to the criteria noted in the text and in class. Students should include several pieces of literature that reflect diverse cultures. Students will keep a log of their choices, responses, and evaluations of the books. Students will also select a book at each age level and describe appropriate research-based responses for the books. In addition, students will select five books and provide extension activities; select three books and describe appropriate adaptations for students who have exceptional needs and/or are English language learners; and create one extension activity to share in class.

Recommended # of books:

Grade	PreK-K	1-2	3-4
Picture Books	5	6	3
Chapter Books		2	8

Portfolio Part I

Students will submit Portfolio Part 1 for evaluation at three different times (which includes 8 reviews each time) during the semester. Portfolio Part 1 should include these components: (1) cover page that provides your name, ECED 220, and the semester/year; (2) table of contents; (3) list of books read, arranged in a chart format to show the title of each book read for each category; (4) each book review on separate page; and the (5) reflection that is written for each of the 3 submissions. The reflection should follow each set of 8 reviews. The portfolio should be kept in a three-ring binder; no plastic sleeves. The rubric for the assignment should be kept inside the front pocket of the binder and included in each submission. All previously evaluated entries must be kept in the portfolio.

Book Reviews (one review per page)

- Bibliographic data written in APA style
- Brief summary (a short paragraph for picture books; 2-3 paragraphs for chapter books)
- Your personal response to the book,
- Your literary analysis, using criteria noted in the text and class. This analysis will vary by genre

- A description of instructional strategies that are based on the book that are differentiated through content, process, and product

Reflections

For each of the three submissions, include a reflection upon your reading

- What did you think about your choices?
- How did they influence you as a reader?
- How did they influence you as a future teacher?

Portfolio Part 2

In a section of the binder that follows Portfolio Part I, include the following:

- Appropriate research-based response activities for five specific books at each age level. These may be books read for part 1.
- For three books, describe adaptations suited for learners who have exceptional needs and/or are English language learners.
- Complete one of your extensions and bring it to class to share