15-47b.
UWUCC- App 9/15/15
Senate: App 10/10/15

# 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.

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**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 | ELED | Proposed Prefix | ECED |
| Current Number | 425 | Proposed Number | 425 |
| Current Course Title | Language Arts Across the Curriculum | Proposed Course Title | Methods of Teaching and Assessing Language Arts (Pre-K to Grade 4) |
| Prerequisite(s) | Click here to enter text. | Proposed Prerequisite(s) | ECED 351 |
| **Category B** *(if not changed leave blank)* | | | |
| Current Catalog Description | This course emphasizes the art of communication as an interrelated process. The task of the classroom teacher is to integrate the language arts throughout the curriculum. Techniques for teaching and assessing oral and written communication, spelling, handwriting, vocabulary development, listening, and viewing will be presented. Special emphasis will be given to recent | Proposed Catalog Description | Emphasizes the art of communication as an interrelated process. The task of the early childhood teacher is to develop and integrate the language arts throughout the curriculum. Techniques for teaching and assessing developmentally-appropriate oral and written communication, spelling, handwriting, and vocabulary will be presented. Special emphasis will |

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| | trends and research including the writing process and responses to literature. This course is writing intensive. | | be given to developmental writing approaches. This course is writing intensive. |
| Category C *(if not changed leave blank)* | | | |
| Current Course (Student Learning) Outcomes | *Examine language acquisition theory and the developmental processes for acquiring competence in the language arts (reading, writing, listening, speaking, viewing, and visually representing) and the writer's tools of grammar, spelling, and handwriting. Apply that understanding to structure developmentally appropriate language experiences for all children in the elementary classroom (INTASC Standards 1. 2. 3, 7; ACEI Standards I, 2b, 3a, b; PDE Standards IA, IC, JIB; NAEYC Standards 4B, C & D). <br> *Actively engage in the communicative process of reading, writing, speaking, and listening as learners and teachers and use these tools of inquiry to become competent, reflective professionals (INTASC Standards I, 2, 6, 9; ACEI Standards 2a, b, 3e, 5b; PDE Standards I C, III A, D). <br> *Use communication skills effectively and in a variety of roles, including communication with peers, students, parents, and the community (INTASC 1, 5, 6, 10; ACEI Standards 2b, 3e, 5c; PDE Standards IC, IIID, NAEYC Standard 2). <br> *Develop an understanding of the NCTE/IRA Standards for the English Language Arts as well as the state and district standards for communication (INTASC Standard **1**; ACEI Standards 2a, Sa; PDE Standards 1A, I C; NAEYC Standard 4C). <br> *Demonstrate the ability to plan and implement developmentally appropriate language instruction for children of differing ages/abilities/cultures | Proposed Course (Student Learning) Outcomes | 1) Examine language acquisition theory and the developmental processes for acquiring competence in the language arts (reading, writing, listening, speaking, viewing, and visually representing) and the writer's tools of grammar, spelling, and handwriting. Apply that understanding to structure developmentally appropriate language experiences for all children in the early childhood classroom <br> 2) Engage in the communicative process of reading, writing, speaking, and listening as learners and teachers and use these tools of inquiry to become competent, reflective professionals <br><br> 3) Use communication skills effectively and in a variety of roles, including communication with peers, students, parents, and the community <br><br> 4) Develop an understanding of the NAEYC, CAEP, and IRA Standards for the English Language Arts, as well as the state and district standards for communication <br><br> 5) Demonstrate the ability to plan, implement, and assess developmentally appropriate language instruction for children of differing ages/abilities/cultures <br><br> 6) Demonstrate knowledge of language learning as a natural, holistic process that extends across the elementary school curriculum, and plan integrated, cross-curricular language learning experiences appropriate for **all** early childhood classrooms |

| | | | |
|---|---|---|---|
| | (INTASC Standards 1, 2, 4, 5, 6; ACEI Standards 1, 2a, b, 3a, b, c, d, e; PDE Standards l A, 1C, liB, C, D; NAEYC Standard 4C). <br><br>*Recognize language learning as a natural, holistic process that extends across the elementary school curriculum, and plan integrated, cross-curricular language learning experiences appropriate for **all** elementary school children (INTASC Standards 1, 2; ACEI Standards 2, b, I; PDE Standards 1A, IC, liB, C; NAEYC Standard 4C). <br><br>*Understand and utilize a variety of effective assessment strategies for teaching and learning language in meaningful, functional, and relevant contexts (INTASC Standard 6; ACEI Standards 1, 4; PDE Standards IA, B, liE, F; NAEYC Standard 3). | | 7) Utilize a variety of effective assessment strategies for teaching and learning language in meaningful, functional, and relevant contexts |
| Brief Course Outline <br> *(it is acceptable to copy this from the old syllabus)* | Learning the Language Arts <br> Teaching and Assessing the Language Arts <br> Emergent Literacy <br> Personal Writing <br> Oral Language <br> Written Language <br> Visual Language <br> Building Vocabulary <br> Comprehending and Composing Stories <br> Nonfiction <br> Poetry <br> Spelling <br> Grammar <br> Handwriting <br> "Fill in" Gaps | Brief Course Outline <br> *(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.* | Learning the Language Arts <br> Teaching and Assessing the Language Arts <br> Emergent Literacy <br> Personal Writing <br> Oral Language <br> Written Language <br> Visual Language <br> Building Vocabulary <br> Comprehending and Composing Stories <br> Nonfiction <br> Poetry <br> Spelling <br> Grammar <br> Handwriting <br> "Fill in" Gaps |

## Rationale for Proposed Changes (All Categories)

| | |
|---|---|
| Why is the course being revised/deleted: | This course is being changed 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 is being revised to focus on PreK-Grade 4, rather than ELED K-6. It will be used as an alternative to taking LTCY 644, for those students who do not qualify for early admittance into the M.Ed. in Literacy Program. |

Template B

| Implication of the Change on:<br>- Program<br>- Other programs<br>- Students | There is not impact on the program revision, other than the focus of the grade levels will change from K-6 to PreK-Grade 4. There is no impact on other departments. The implication for students relates to their area of certification, PreK-Grade 4 rather than K-6. |
|---|---|
| For Dual Listed Courses | *List additional learning objectives for the higher-level course*<br>Click here to enter text. |

| **For Dean's Review** |
|---|

- Are resources available/sufficient for this course?  ☐ Yes  ☐ No  ☐ NA

- Is the proposal congruent with college mission?  ☐ Yes  ☐ No  ☐ NA

- Has the proposer attempted to resolve potential conflicts with other academic units?  ☐ Yes  ☐ No  ☐ NA

Comments: Click here to enter text.

# 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. Kelli R. Paquette** | Email Address | **kpaquett@iup.edu** |
|---|---|---|---|
| Proposing Department/Unit | **Professional Studies in Education** | Phone | **7-2400** |

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1. Course Designations:

   ☒ Is Step 1 a prerequisite for the course?　　　☐ Is the course a professional education sequence course?

2. Key Assessments:
   ☒ Is the Key Assessment included in the Unit Assessment System?

   For both new and revised courses please attach (see the program education coordinator):
   - The Overall Program Assessment Matrix
   - The Key Assessment Guidelines
   - The Key Assessment Rubric

3. Narrative Description of the Required Content
   a. How the proposal relates to the Education Major.
      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 currently-offered 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.

      This course needed to be revised in order to provide majors in the revised program with a language arts class that focuses on PreK through Grade 4, rather than through grade 6.

# Attachments

## Attachment A: Overall Program Assessment Matrix

| COE-ET Conceptual Framework | NAEYC Standards | Course Objective and Performance Indicator | Course Assessment Measuring Objective |
|---|---|---|---|
| Planning and Preparation<br><br>Instruction | 1a, b, c<br>2a<br>3b<br>4b, c<br>5a, b, c· | 1 | **Thematic or Literature Focus Unit**<br><br>Spelling, Punctuation, and Grammar Mini-Lessons<br><br>Dialogue Journals |
| Instruction<br><br>Professional Responsibility | 4c<br>6c, d | 2 | In-Class Writing Assignments<br><br>Dialogue Journals |
| Professional Responsibility<br><br>Instruction | 4a, b | 3 | Dialogue Journals<br><br>Teacher webpage |
| Planning and Preparation<br><br>Instruction | 5a, b | 4 | **Thematic or Literature Focus Unit**<br><br>Spelling, Punctuation, and Grammar Mini-Lessons |
| Planning and Preparation<br><br>Instruction | 1a, b, c<br>2a<br>3b<br>4b, c<br>5a, b, c | 5 | Thematic or Literature Focus Unit<br><br>Spelling, Punctuation, and Grammar Mini-Lessons |
| Planning and Preparation<br><br>Instruction | 1a, b, c<br>2a<br>3b<br>4b, c<br>5a, b, c | 6 | Thematic or Literature Focus Unit<br><br>Spelling, Punctuation, and Grammar Mini-Lessons |
| Planning and Preparation<br><br>Instruction | 3b | 7 | Thematic or Literature Focus Unit |

**Key Assessment is in bold font.**

**Attachment B:  Key Assessment Guidelines**

<div align="center">

**Thematic or Literature Focus Unit**

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With a partner, students will develop a two-week thematic or literature focus unit that should demonstrate students' understanding and ability of integrating and assessing language arts across the curriculum.  Unit components should be written in IUP format, as outlined on the attachment to this syllabus.  Also included should be a detailed planning web that integrates various content areas and language arts components; a calendar of lessons and activities; key definitions, a text set to use in teaching about the topic (approximately 4-6 books, depending upon the topic and age/grade level); and an annotated bibliography of the text set.  Lesson plans should demonstrate a conceptual understanding of integrating and assessing the language arts across the curriculum for a two-week unit.  Developmentally-appropriate ssessment documentation, i.e., checklists, observational tools, tests, and rubrics, should be attached, as well.

Students are able to select between a thematic or literature focus unit.  One grade level (PreK through Grade 4) should be selected and developmentally-appropriate practices and materials should be considered during the planning process.  **A draft of this document will be due to the instructor at mid-term and a conference session will be scheduled.  Students will be provided with oral feedback and revisions will be required.  The final document is due at the end of the semester.**

**Attachment C: Key Assessment Rubric**

## Thematic or Literature Focus Unit Rubric

| ELEMENTS | NAEYC STANDARDS | 3 EXCEEDS | 2 ACCEPTABLE-HIGH | 1 ACCEPTABLE-LOW | 0 UNACCEPT-ABLE | Element Score |
|---|---|---|---|---|---|---|
| ELEMENT 1<br><br>The teacher candidate developed a thematic or literature focus unit (Unit) which demonstrated knowledge and understanding as to children's characteristics and needs, along with the multiple influences on early development and learning. The teacher candidate also demonstrated knowledge of how to create healthy, respectful, supportive, and challenging learning environments. | 1a, b, c | Within the unit plan, the candidate effectively addresses children's varying physical, cognitive, social, and emotional domains when creating lessons; knowledge about students' cultural and linguistic needs; and ways in which he/she will create and maintain healthy, respectful, supportive, and challenging learning environments | Within the unit plan, the candidate addresses children's varying physical, cognitive, social, and emotional domains when creating lessons; knowledge about students' cultural and linguistic needs; and ways in which he/she will create and maintain healthy, respectful, supportive, and challenging learning environments | Within the unit plan, the candidate somewhat addresses children's varying physical, cognitive, social, and emotional domains when creating lessons; knowledge about students' cultural and linguistic needs; and ways in which he/she will create and maintain healthy, respectful, supportive, and challenging learning environments | Within the unit plan, the candidate insufficiently addresses children's varying physical, cognitive, social, and emotional domains when creating lessons; knowledge about students' cultural and linguistic needs; and ways in which he/she will create and maintain healthy, respectful, supportive, and challenging learning environments | (X5) |
| The teacher candidate will demonstrate their knowledge of diverse | 2a | The teacher candidate effectively demonstrates knowledge of the | The teacher candidate demonstrates knowledge of the | The teacher candidate somewhat demonstrates knowledge of the | The teacher candidate did not demonstrate knowledge of the | (X5) |

| family and community characteristics | | diverse family and community characteristics indicative of the children being taught. Connections can be seen easily within the content of all written lessons. | diverse family and community characteristics indicative of the children being taught. Connections can be seen within the content of most written lessons. | diverse family and community characteristics indicative of the children being taught. Connections can be seen within the content of some written lessons. | diverse family and community characteristics indicative of the children being taught. Connections could not be seen within the content of written lessons. | |
|---|---|---|---|---|---|---|
| The teacher candidate will include developmentally-appropriate assessment information in the unit plan, including a variety of assessment approaches. | 3b | Formal and informal assessments are effectively included within the plan, varied, developmentally appropriate and well-suited to lessons; they effectively evaluate children's unique qualities, strengths, and needs. | Formal and informal assessments are included within the plan, varied, developmentally appropriate and well-suited to lessons; they evaluate children's unique qualities, strengths, and needs | Formal and informal assessments are included within the plan, mostly developmentally appropriate and well-suited to lessons; they adequately evaluate children's unique qualities, strengths, and needs | Formal and informal assessments are somewhat developmentally appropriate; they attempt to evaluate children's unique qualities, strengths, and needs | (X10) |
| The teacher candidate will include a variety of effective strategies and tools for early childhood learners in the lesson plans; include a broad repertoire of developmentally-appropriate teaching | 4b, c | Lessons are extremely engaging, thought-provoking, and developmentally appropriate; follows IUP format explicitly and meets the curricular goals and outcomes of the unit. Lessons | Lessons are engaging, thought-provoking, and developmentally appropriate; follows IUP format and meets the curricular goals and outcomes of the unit. Lessons stimulate critical | Lessons are somewhat engaging, thought-provoking, and developmentally appropriate; follows IUP format and meets some of the curricular goals and outcomes of the unit. Lessons attempt to | Lessons are not engaging, thought-provoking, nor developmentally appropriate; does not follow IUP format. | (X10) |

| and learning approaches | | stimulate critical thinking, problem solving; encourages students' active inquiry and meets the needs of diverse learners. Lessons are clearly written and could be taught by another teacher. | thinking, problem solving; encourages students' active inquiry and meets the needs of diverse learners. Lessons are clearly written and could be taught by another teacher. | stimulate critical thinking, problem solving. | | |
|---|---|---|---|---|---|---|
| The teacher candidate will include accurate content information, as evidenced by the resources listed; know and use the central concepts of inquiry tools; and use early learning standards to design, implement, and evaluate meaningful, challenging curricula. | 5a, b, c | The teacher candidate included a well-organized planning web that demonstrates a variety of integrated activities; a timeline calendar that provides excellent details about the flow of the unit; lessons which are relevant and provide important concepts, strategies, and skills; all of the important key definitions; engaging lessons, including introductory and culminating, appropriate for the content of the unit. | The teacher candidate included an organized planning web that demonstrates a variety of integrated activities; a timeline calendar that provides details about the flow of the unit; lessons which are relevant and provide important concepts, strategies, and skills; most of the important key definitions; engaging lessons, including introductory and culminating, appropriate for the content of the unit. Resources, text set, | The teacher candidate included a planning web that demonstrates integrated activities; a timeline calendar that provides some of the details about the flow of the unit; lessons which provide important concepts, strategies, and skills; minimal key definitions; lessons, including introductory and culminating, appropriate for the content of the unit. Resources, text set, and annotated bibliography are included; however, | The teacher candidate did not include two or more of the following items in great detail: planning web; timeline calendar; lessons (+introductory and culminating) key definitions; resources, text set, and annotated bibliography. | (X15) |

| | | Resources, text set, and annotated bibliography are well-developed. | and annotated bibliography are included. | more details would improve the quality of the unit plan. | | |
|---|---|---|---|---|---|---|
| Assessment of Writing | | Overall, the unit plan is error-free with respect to sentence structure, spelling, punctuation, and grammar | Overall, the unit has few errors with respect to sentence structure, spelling, punctuation, and grammar. | Overall, the unit plan has several errors in sentence structure, spelling, punctuation, and grammar | Overall, the unit plan has an unacceptable number of errors | (X15) |

**180 Total Possible Points** _____/180