# 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.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **C.U.S. in Equity and literacy** |  |
| A. 1b. Academic unit | **School of Education** |  |
| A.2. [Proposal type](#type) | **Program:** [**creation**](#creation) |  |
| A.3. [Originator](#Originator) | Jeannine Dingus-Eason, Dean | [Home department](#home_dept) | Feinstein School of Education and Human Development |
| A.4. [Context and Rationale](#Rationale) Note: Must include additional information in smart tip for all [new programs](#type) | The Certificate of Undergraduate Studies in Equity and Literacy will provide students in a variety of majors with foundational skills in supporting multilingual learners, differently abled students, and students who need additional support in literacy development. Courses in the C.U.S. in Equity and Literacy will target individuals working in classrooms, out-of-school learning spaces and other educational settings, with an emphasis on teaching assistants/paraprofessionals, who provide direct support to learners with literacy and special needs. Additionally, RI is an increasingly multilingual state, with 22.4% of the population speaking languages other than English at home (Migration Policy Institute). As multilingualism has increased in the state, as a whole, the number of multilingual learners (MLLs) in RI public schools has also increased, nearly doubling from 7,672 in 2009 to 15,107 in 2019. Of the MLLs in RI, the majority (79%) are native Spanish speakers, with the next most commonly spoken being Cape Verdean, Portuguese, Arabic, and Chinese (RIDE 2020). The Urban Core is home to the most MLL students and has the greatest gaps in certified teachers of color/BDL teachers as compared to their student population. By collaborating with the local educational agencies (LEAs) in this target area, we would have the greatest opportunity to shift the diversity of the teacher workforce, address the teacher shortage crisis in RI, and narrow achievement gaps by providing a pathway to bachelor’s completion for individuals working on educational frontlines. Our partner districts and charters, in RI’s Urban Core (Central Falls, Newport, Pawtucket, Providence, Woonsocket, Blackstone Valley Prep, and the Rhode Island League of Charters), have the greatest saturation of hard to staff of support staff, and collectively have reported to us that at least a third have some college credits, but are in need of bachelor’s degrees. Thus, the CUS serves dual purposes of enhancing on-the-job skills of teaching assistants/paraprofessionals, literacy tutors and individuals working in out-of-school-time programs. The CUS in Equity and Literacy will serve as a launch pad into teacher education required courses. |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | Providing a CUS for students in the BPS concentration in Educational Foundations will allow them to see progress in the program and aid in retention through stackable credentials. |
| A.6. [Impact on other programs](#impact)  | This CUS will positively impact educator preparation programs, or other students at RIC who can also complete the CUS by taking requisite courses and their pre-requisites. |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | None; to be taught by existing FSEHD faculty |
| [*Library*:](#library) | **none** |
| [*Technology*](#technology) | **none** |
| [*Facilities*](#facilities): | **none** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2023** | 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: |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A%5CUsers%5Cepapa_5633%5CDownloads%5Ctransfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated.** |
| 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. |

### C. [Program Proposals](#program_proposals) **Complete only what is relevant to your proposal. Delete section C if not needed. PLease add in the 2020 CIP number for MAJOR revisions or new programs in C. 2; these can be found at** [**https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56**](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56) **consult with Institutional research to be sure you select the correct one.**

|  | New/revised |
| --- | --- |
| C.1. [Enrollments](#enrollments) Must be completed. | Initial enrollment in the fall of 2023 is expected to be 1-2 cohort groups for the BPS in Educational Foundations (estimating 12-25 students beginning in fall 2022) with at least one new cohort of 12 in spring 2024. It is difficult to project the number of current education majors who will take advantage of this opportunity. All current majors will be informed about the opportunity as well as deans and chairs of the departments offering any of the CUS courses |
| C. 2. [2020 CIP number](#CIPnumber" \o "THESE CAN BE FOUND AT HTTPS://NCES.ED.GOV/IPEDS/CIPCODE/BROWSE.ASPX?Y=56 CONSULT WITH INSTITUTIONAL RESEARCH TO BE SURE YOU SELECT THE CORRECT ONE.) | 13.0101 Education, General. |
| C.3. [Admission requirements](#admissions) | Students admitted to the BPS in Educational Foundations are automatically admitted to the CUS because it includes courses required in their concentration. Students outside the BPS program will need a minimum of 45 earned credits to complete the certificate. |
| C.4. [Retention requirements](#retention) | A 2.0 cumulative GPA will be required in the designated certificate courses. |
| C.5. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | **FNED 246 Schooling for Social Justice (4cr)** **CEP 215 Educational Psychology (4cr)** **ECED 232 Building Family, School and Community Connections (3cr)****ELED 480 Topics in Literacy Foundations (3cr)****SPED 333 Introduction to Special Education: Policies/Practices (3cr)** |
| C.6. [Credit count](#credit_count) for each program option | **17 credits**  |
| C.7. Program Accreditation (if relevant) | **None** |
| C.8 Is it possible that the program will be more than 50% online (includes hybrid)?\* | **YES**  |
| C.9 Will any classes be offered at sites other than RIC campus or the RI Nursing Ed. Center?\* | **NO** |
| C. 10. Do these revisions reflect more than 25% change to the [program?\*](file:///C%3A%5CUsers%5Csabbotson%5CDocuments%5CCurriculum%5CProgram%20goals)  | **NO** |
| C.11. [Program goals](file:///C%3A%5CUsers%5Csabbotson%5CDocuments%5CCurriculum%5CProgram%20goals)Needed for all new programs | - To fulfill the approved design and requirements for a BPS concentration which includes completion of an embedded certificate - To enhance student opportunities in the workforce - To support and promote retention in the program and progress towards degree completion |
| C.12. Other changes if any | **None** |

\* If answered YES to either of these questions will need to inform Institutional Research and get their acknowledgement on the signature page.

## D. 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 to the current Chair of UCC. Check UCC website for due dates. Do NOT convert to a .pdf.

##### D.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 |
| --- | --- | --- | --- |
| Dr. Jeannine Dingus-Eason | Dean of FSEHD | Jeannine E. Dingus-Eason  | 4/20/23 |

##### D.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 |
| --- | --- | --- | --- |
| Dr. Charles McLaughlin  | Chair, Educational Studies | Charles H. McLaughlin,Jr. | 4/25/2023 |
| Dr. Carolyn Obel-Omia | Chair, Elementary Education | Carolyn Obel-Omia | 4/20/23 |
| Dr. Paul LaCava | Chair, Special Education | Paul LaCava | 4/20/23 |
| Dr. Shannon Dowd-Eagle | Director, CEP School Psychology | \*Approved by email | 4/24/23 |
| Dr. Charles Boisvert | Chair, Counseling, Educational Leadership, and School Psychology  | *Charles Boisvert* | 4/27/23 |
| Dr. Alia Hadid | TESOL  | Alia Hadid | 4/20/23 |