# 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) | **Bachelor of professional studies with a concentration in educationAL FOunDations** |  |
| A. 1b. Academic unit | **Professional Studies and Continuing Education (PSCE)** **And School of Education** |
| A.2. [Proposal type](#type) | **Program: Creation** |  |
| A.3. [Originator](#Originator) | **Holly Shadoian,** **Jeannine Dingus-Eason** | [Home department](#home_dept) | **Vice Provost Academic Affairs****Dean FSEHD** |
| A.4. [Context and Rationale](#Rationale) Note: Must include additional information in smart tip for all [new programs](#type) | Rhode Island College currently offers the Bachelor of Professional Studies (BPS) with concentrations in a cohort format: Social Services (SS), launched in spring 2022; Organizational Leadership (OL), launched in fall 2022; and Strategic Communication (SC), scheduled for fall 2023. All BPS concentrations are tailored to attract and meet the needs of adult students for a fully online bachelor’s degree program, specifically targeting over 130,000 Rhode Islanders who have some college and no bachelor’s degree (RI Office of the Postsecondary Commissioner).From the original cohort of 13 students to five cohorts running in spring 2023, the BPS program now has 63 students, demonstrating interest and need by working adult students for this type of degree program. This proposal would add Educational Foundations (EF), a fourth concentration option, following the prior approved format and structure of the BPS degree, including the same admission requirements, approved general education component and split semester cohort format. This new concentration in Educational Foundations will address the needs of teaching assistants/paraprofessionals who primarily work in elementary and middle schools across the state, as data indicates that paraprofessional educational levels are divided into three groups: individuals with no college credit; individuals with some college credits; and paraprofessionals who hold bachelor's degrees. The BPS in Educational Foundations targets paraprofessionals who cannot enroll full-time in traditional undergraduate programs and provides a beginning pathway towards post-baccalaureate certification. Paraprofessionals possess valuable professional expertise which is beneficial to becoming certified teachers. * The need for certified teachers is great. For example, Indeed.com currently lists 1682 teaching jobs in RI.
* O\*Net Online indicates that employment needs for certified elementary and middle school teachers will grow 5% from 2020-2030, 4% for elementary special education teachers; about as fast as the average for all occupations.
* The need for teachers with certification in TESL and special education is acute. Currently there are approximately 16,000 students designated Multilingual Learners in RI, or about 11% of the total student population.
* Paraprofessional ranks filed with people of color and bilingual individuals who have earned some college credits but no bachelor’s degree.
* Salary.com lists the average special education paraprofessional salary in RI (as of 2/27/23) as $32,577, with a range that typically falls between $28,005 and $38,668. Earning a bachelor’s degree followed by post-baccalaureate certification can greatly improve career opportunities and salary.
* Interviews with district superintendents and human resources managers indicate that several urban and urban ring districts are interested in supporting degree completion efforts for paraprofessionals, who work primarily in special education classrooms.
* <https://tsa.ed.gov/#/reports> - US Department of Education Teacher Supply Shortages

The program could also provide a pathway to bachelor’s degree completion for youth workers, Americorps members and other individuals who work in schools. The BPS degree will provide a launching point into FSEHD’s elementary and special education post-baccalaureate certification and masters degree programs.**Program Features:** As with the other approved BPS concentrations, the Educational Foundations concentration will be delivered fully online, primarily as a cohort-based model using a split semester plan (two eight-week sessions per semester). The program is limited to adults 25 years and older with a minimum of 24 earned college credits from a regionally accredited institution and a minimum of five years of documented comprehensive work experience and/or military training. In addition to the requirements listed above, a minimum cumulative GPA of 2.00 is required for admission to the program.   Courses across the education concentration will build upon students’ prior knowledge and include coursework intended to immediately impact students’ workforce experiences in schools. Educational Foundations concentration courses will emphasize diversity and social justice principles and will cover content areas of special education; pedagogy; multilingual education; STEM; human development; and technology across elementary and secondary levels.  EF concentration students will also benefit from literacy courses aligned with the State’s Right to Read legislation which meet awareness-level educator requirements. Additionally, EF courses will build upon students’ prior knowledge and work experience as paraprofessionals allow students to create an immediate impact on their work experiences in schools.This concentration provides foundational education courses which will prepare BPS graduates to seek teacher certification via post-baccalaureate and MAT routes at RIC (a more direct and efficient route for working adults than first completing the traditional BS degree in elementary education). |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | Will provide a realistic and targeted opportunity for adults with extensive work experience in education or interest in pursuing careers in education to complete a Rhode Island College bachelor’s degree. Students completing this degree will be more competitive for career advancement opportunities in the field of education and prepared to enter graduate-level programs leading to full RI educator certification. |
| A.6. [Impact on other programs](#impact)  | Minimal, though it is possible some adult students currently attending RIC may opt for this new program instead of their current education program, especially some of our Finish Strong students.  |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | There will be no impact on overall faculty load, as the courses in the Education Concentration are courses already taught regularly by FSEHD faculty. ***An administrative credit is needed to support the FSEHD BPS program coordinator, given the range of courses which cut across departments and launch points into post-baccalaureate certification pathways. The selected courses clinical hours, which will necessitate compensation for classroom teachers serving as coaches for EF BPS students.*** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | Later hours that coincide with when BPS sections are offered may be needed from the Help Center. |
| [*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: additional of EF information on the BPS site: <https://www.ric.edu/department-directory/office-professional-studies-and-continuing-education/bachelor-professional-studies> |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A/Users/epapa/Downloads/transfer%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.**

|  | [Old (for revisions only)](#old_program) | 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](https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=56&cip=13.0101) Education, General. |
| C.3. [Admission requirements](#admissions) |  | Adult students (25 and up);Minimum of 5 years of documented comprehensive work experience or military; minimum of 24 earned college credits with a minimum cumulative GPA of 2.00 |
| C.4. [Retention requirements](#retention) |  | Minimum of a 2.00 cumulative GPA to remain in good academic standing. |
| C.5. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. |  | BPS 463 Seminar in Educational Foundations (4cr)CEP 215 Educational Psychology (4cr)CURR 201 Introduction to Lesson Planning (2cr)CURR 202 Introduction to Assessment (2cr)ECED 232 Building Family, School and Community Connections (3cr)ELED 400 Curriculum and Assessment with Instructional Technology(3cr)ELED 480 Topics in Literacy Foundations (3cr)FNED 246 Schooling for Social Justice (4cr)SPED 211 Communication for SPED and ELED Classrooms (3cr)SPED 333 Introduction to Special Education: Policies/Practices (3cr)TESL 401 Introduction to Teaching Emerging Bilinguals (4cr)TESL 402 Applications of Second Acquisition (4cr)Note: Students in Educational Foundations may count CEP 215 towards four of the remaining BPS general education credits. |
| C.6. [Credit count](#credit_count) for each program option |  | **36 credits** |
| C.7. Program Accreditation (if relevant) |  |  |
| 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/Users/sabbotson/Documents/Curriculum/Program%20goals)  |  | **NO** |
| C.11. [Program goals](file:///C%3A/Users/sabbotson/Documents/Curriculum/Program%20goals)Needed for all new programs |  | **Program Goals for Educational Foundations program concentration**:1. Ability to critically examine sociocultural forces that affect learning.2. Understanding of diversity and social justice principles.3. Ability to understand and apply principles for supporting behavioral needs of students.4. Ability to design techniques for supporting emergent bilingual students in regular classrooms.5. Understanding of strategies and legal/ethical implications for working with students/families with exceptionalities. 6. Ability to apply the characteristics, principles and skills necessary for an effective classroom teacher.Students will be evaluated through presentations and other writing activities, applied discussion, applied ethical situations, quizzes, tests, group projects, and experiential learning assignments. *Dispositional assessments will also be used in courses requiring clinical hours.*  |
| C.12. Other changes if any |  |  |

\* 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 |
| --- | --- | --- | --- |
| Jenifer Giroux | Associate Vice President, Professional Studies & Continuing Education | Jenifer Giroux  | 4/20/23 |
| Dr. Jeannine Dingus-Eason | Dean of FSEHD | *Jeannine E. Dingus-Eason* | 4/20/23 |
| Dr. Holly Shadoian | Vice Provost for Undergraduate Affairs | \*Approved by email | 4/26/23 |
|  |  |  |  |
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##### 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. | 04/25/2023 |
| Dr. Carolyn Obel-Omia | Chair, Elementary Education | Carolyn Obel-Omia | 4/20/23 |
| Dr. Paul LaCava | Chair, Special Education | Paul LaCava | 4/20/2023 |
| 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 | \*Approved by email | 4/24/23 |