# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png UNDERGRADUATE 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) | **Revised Admission Criteria for FSEHD Undergraduate Programs\*** ***\*The UG Youth Development program has A DIFFERENT ADMISSION PROCESS.*** | | | |  |
| [Replacing](#Ifapplicable) | **Current Admission Criteria for FSEHD Undergraduate Programs** | | | |
| A. 1b. Academic unit | **Feinstein School of Education and Human Development** | | | |  |
| A.2. [Proposal type](#type) | **Program Revision** | | | |  |
| A.3. [Originator](#Originator) | **Carol Cummings** | [Home department](#home_dept) | **The Feinstein School of Education and Human Development** | | |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery. | Admission to FSEHD undergraduate programs (teacher certification and certain community programs) is a comprehensive process. Criteria are set to assess candidate readiness for teacher education and the community programs’ level work.  Multiple measures are used to determine an intended majors’ readiness. The FSEHD is proposing changes to the admission criteria that serve as barriers to admission and staying on track for graduation.  The FSEHD is undertaking work to refine undergraduate programs in ways that are competitive with other RI higher education institutions, reflect faculty expertise around teaching, learning, and program integrity, and adhere to accrediting bodies.  **Background Information.** The FSEHD has collaborated with the RI Department of Education (RIDE) to provide more opportunities and flexibility for educator preparation programs (EPPs) to develop and cultivate future educators. Currently, students who score below the basic skills test (BST) benchmark scores required by RIDE (SAT, ACT, or Praxis Core) are [conditionally admitted to the FSEHD](https://www.ric.edu/department-directory/feinstein-school-education-and-human-development/undergraduate-admission-feinstein-school). Conditionally admitted students are required to enroll in CURR 232 (Foundational School Mathematics for Teachers) and/or CURR 242 (Foundational English Language Arts for Teachers) courses and must earn a B or better to replace the lower test scores. The Associate Dean monitors the course grades and shares results with the student, program coordinators and department chairs.  Conditional admission tracking has shown that students who did not meet the BST benchmarks or did not submit BST scores (RIDE approved during COVID) succeed academically as learners and as graduates (graduated and employed). Data from one conditional admissions group shows that 92% of all FSEHD students who were conditionally admitted during the 2020-21AY (n=123) continue to stay active in, or graduated from, FSEHD programs at RIC. Moreover, the average cumulative GPA of the conditional admissions students has consistently been well above the FSEHD threshold for satisfactory progress and generally comparable to that of fully admitted students; in Spring 2023 the average cumulative GPA of conditionally admitted students was 3.24 compared with 3.43 for fully admitted students.  Other changes to the FSEHD admission criteria included, in Fall 2022, RIDE approved a pilot admissions pathway that allows CCRI graduates to use their associate degrees in lieu of test-based admissions (SAT, ACT, or Praxis Core exams). These intended majors are required to have earned a 3.0 or greater GPA.  **CURR 232 Foundational School Mathematics for Teachers and CURR 242 Foundational English Language Arts for Teachers.** A strength-based approach is used to maximize student success in these courses. Pre- and post- tests, along with personalized study plans and learning activities help students evaluate strength and deficits in their skills. Student support and monitoring occurs, and data collected for each cohort year, revealed that most students demonstrated a gain in pre- post-test scores in CURR 232 and 242. There was not much difference in GPAs between those students fully admitted to the FSEHD and those who were conditionally admitted and required to complete one or both courses.  **Table 1. Conditional admission student performance on required support modules**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Conditional Admissions Required Support Modules | Fall 2021 | | Spring 2022 | | Fall 2022 | | Spring 2023 | | | Number Attempted | Percent Passing (B or better) | Number Attempted | Percent Passing (B or better) | Number Attempted | Percent Passing (B or better) | Number Attempted | Percent Passing (B or better) | | Math (CURR 232) | 13 | 100% | 10 | 100% | 14 | 88% | 28 | 86% | | Literacy (CURR 242) | 21 | 100% | 12 | 100% | 21 | 92% | 17 | 100% |   **CURR 242, Foundational English Language Arts for Teachers.**  This course will be also required for students who earned a FYW grade of C when admitted to the FSEHD. This course strengthens students’ reading and writing skills in preparation for their respective programs. Students must earn a B or greater in this course.  Based on the background information and data provided, revising the admission criteria allows the FSEHD to continue to assist students needing support (FYW grade C, basic skills test scores lower than benchmarks, and raising GPA to 2.75) while reducing barriers to admission and graduation. Table 1 provides the current and proposed changes and Table 2 is a comparison of the current admission requirements for RIC, URI and PC.  **Table 1. Proposed changes to FSEHD admission criteria.** Programs: All UG educator preparation programs, Early Childhood Community and Birth-3 programs, Community and Public Health Promotion, and Wellness and Exercise Science. Youth Development has a separate admission process.   |  |  |  |  | | --- | --- | --- | --- | | Criteria | Current | Proposed Changes | Programs Impacted | | Admission Status | * Admission * Admission-GPA Contingency (2.60-2.749) * Conditional Admission (Test scores below benchmarks) | * No Change * Admission w/ Support GPA * Admission w/ Support Test Scores) | * All Programs * All Programs * Educator Prep. Programs (ELED, SPED, SED, and All Grades) | | First Year Writing | * FYW B or greater (Foundational competence in written communication.) | * FYW B- or greater * Admission w/ Support FYW C (Must complete CURR 242 Found. of Literacy upon admission) | * All Programs * All Programs | | Cumulative GPA  (RI Dept. of Education requirement) | * 2.75 * 2.60-2.749 | * No Change * Admission w/ Support GPA (meet with advisor regularly, create plan to raise GPA, access RIC academic supports, & /or FSEHD success plan.). 2.75 must be met before student teaching or internship. | * All Programs * All Programs | | Other Criteria | * 24 credits * RIC Math Milestone * FNED 101 pass * FNED B- or greater * Disposition Assessments * Basic Skills Test Scores | No change for any of  these criteria. | * All Programs * All Programs * Teacher Ed., ECE Com. Pgms. * Teacher Ed., ECE Com. Pgms. * Teacher Ed, ECE Com. Pgms. * Teacher Ed |   **Table 2. Comparison of RI Institutions Undergraduate Teacher Prep Admissions Requirements**   |  |  |  |  | | --- | --- | --- | --- | | Criteria | RIC | URI | PC | | Admissions Timeline | Freshman enters as intended majors.  Students can apply for admission to the FSEHD in December and June for the following term. | Undergraduate applicants remain in University College pending acceptance into a Teacher Education Program.  Students apply for admission in December and May for the following term. | Freshmen enter with provisional acceptance to the program.  Formal Admission takes place at the end of the first semester of sophomore year for ELED/SPED, and at the end of the sophomore year for secondary/music education. | | Credits | minimum 24 credits | minimum 24 credits | *No information is available on the website, but it appears it varies depending on the program.* | | Minimum Cumulative GPA | 2.75 (set by RIDE) | 2.75 (set by RIDE) | 2.75 (set by RIDE) | | Conditional Admission Cumulative GPA Range | 2.6 0-2.749 | 2.5-2.74 and have earned at least 45 credits, and shows evidence of a rising minimum GPA of 2.75 | *No information is available on the website.* | | Basic Skills Tests | RIDE BASIC COMPETENCY REQUIREMENTS:  SAT: Reading/Writing – 480 and Math – 530  ACT: English – 18, Reading – 22, and Math – 22  PRAXIS Core: Reading – 165, Writing – 168, and  Math – 170 | RIDE BASIC COMPETENCY REQUIREMENTS  OR  URI Courses:   * EDC 281 Reading – C or better * EDC 282 Writing – C or better * EDC 280 Math – C or better   Note: *Evidence of basic competencies may be mixed and matched (e.g., SAT English + EDC 280).* | RIDE BASIC COMPETENCY REQUIREMENTS | | Writing Requirement | B or better in FYW 100 or an equivalent/transfer  OR: 59 or better on CLEP  OR: 4 or 5 on the Advanced Placement (AP) Test for English Language and Composition | No separate writing requirement; met by fulfilling RIDE requirements or taking EDC 282. | *No information is available on the website, but it appears there is no* separate *writing requirement.* | | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | Removing admission barriers allows students to be admitted to the FSEHD earlier, build their community in the FSEHD, and develop a professional identity earlier, and stay on track for graduation. While the integrity of the programs stays intact, these changes make the FSEHD more competitive with programs offered in the state. | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*Library*:](#library) | **None** | | | |
| *Technology (for in person delivery)*  The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_\_\_RIC Campus \_\_\_NEC \_\_\_Other X None** | | | |
| *Technology: (for online delivery. Must be RIC supported)*  The VP of Information Services should be consulted prior to submission and their approval signature included. |  | | | |
| [*Facilities*](#facilities): |  | | | |
| A.8. [Semester effective](#Semester_effective) | **Spring 2024** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | | Removing admission barriers and implementing these changes for Spring 24 allows students to be admitted to the FSEHD earlier, build their community in the FSEHD and develop a professional identity earlier, and stay on track for graduation. | |
| 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:  If this proposal is approved, the following RIC websites will need to be revised:   1. **Revise:** [RIC FSEHD UG Admission Page](https://www.ric.edu/department-directory/feinstein-school-education-and-human-development/undergraduate-admission-feinstein-school) Current information will be replaced with approved changes.    1. **Current Information:** M**inimum Cumulative RIC Grade Point Average (GPA) of 2.75:** A minimum GPA of 2.75 is required for FSEHD admission; If you meet all of the admission requirements and your GPA is between 2.60 and 2.749 and you can apply for full admission with a GPA contingency. The 2.75 must be met before student teaching or your internship.    2. **Current Information: Math Milestone and Writing Requirement:** earn a grade of B or better in FYW 100 or an equivalent/transfer (as determined by RIC Admissions).    3. **Current Information: Basic Skills Test Requirement: Conditional Admission:** If your score is below the benchmark scores for Math or Reading/English, you can apply for conditional admission and must complete a Math or Literacy course. You must also meet all other FSEHD admission requirements. These courses are online and asynchronous: CURR 232 Foundational Mathematics for Teachers and CURR 234 Foundational Literacy for Teachers. The Associate Dean enrolls students in these courses at the time of admission. | | | | | |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///Users/SAbbotson/Documents/Curriculum/ManualandWebsite/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** | | | | | |
| 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. | | | | | |

### **E.** [**Program Proposals**](#program_proposals) **For IN-Person or mixed modalities (for fully online programs: see section F):**

### **Complete only what is relevant to your proposal. Delete section E. if not needed. PLease add in the 2020 CIP number for MAJOR revisions or new programs in E 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 |
| --- | --- | --- |
| E.1. [Enrollments](#enrollments)  Must be completed. | Average # of students admitted each year to the FSEHD = 150 | Average # of students admitted each year to the FSEHD = 150 (currently 664 enrolled) |
| E. 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.) |  |  |
| E.3. [Admission requirements](#admissions) | 1. Minimum cumulative GPA of 2.75  * GPA between 2.60-2.749 apply for full admission with a GPA contingency  1. FYW B or greater 2. Basic Skills Test Scores at or above benchmark scores  * If test scores fall below benchmarks, you apply for conditional admission and must complete a Math and/or Literacy course (CURR 232 and 242), | 1. Minimum cumulative GPA of 2.75  * GPA between 2.50-2.749 apply for full admission with GPA support  1. FYW B- or greater  * FYW grade of C apply for full admission with FYW support. Students complete CURR 242 and must earn a B or better.  1. Basic Skills Test Scores at or above benchmark scores.  * If test scores fall below benchmarks, you apply for full admission with basic skills test support and must complete a Math and/or Literacy course (CURR 232 and 242). |
| E.4. [Retention requirements](#retention) |  |  |
| E.5. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. |  |  |
| E.6. [Credit count](#credit_count) for each program option |  |  |
| E.7. Note any needs for program accreditation (if relevant). |  |  |
| E.8 Program modality. Online percentage of delivery; calculate % within required hybrids and the total for the program cannot go over 49% |  |  |
| E.9 Will any classes be offered at sites other than RIC campus or the RI Nursing Ed. Center?\* | **| NO** | **NO** |
| E. 10. Do these revisions reflect more than 25% change to the [program?\*](file:///Users/sabbotson/Documents/Curriculum/Program%20goals) | **| NO** | **NO** |
| E.11. [Program goals](file:///Users/sabbotson/Documents/Curriculum/Program%20goals)  Needed for all new programs |  |  |
| E.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.

## **G. 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](mailto:curriculum@ric.edu) to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.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 |
| --- | --- | --- | --- |
| Carol Cummings | Dean of FSEHD | Carol A. Cummings | 10-27-23 |
|  |  |  | Tab to add rows |

##### G.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 |
| --- | --- | --- | --- |
| Monica Darcy | Co-Chair, FSEHD CEP | Monica G Darcy | 10/26/23 |
| Kalina Brabeck | Co-Chair, Chair, FSEHD CEP | Kalina Brabeck | 10/26/  2023 |
| Paul LaCava | Chair, SPED | Paul LaCava | 10/26/ 2023 |
| Leslie Sevey | Chair, ELED | Leslie A. Sevey | 10/26/2023 |
| Susan Clark | Chair, HPE | Susan Clark | 10/26/23 |
| Charlie McLaughlin | Chair, DES | *Charles H. McLaughlin, Jr.* | 10/26/  2023 |