# 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.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ECED 201: Introduction to early childhood education**  **ECED 202W: EARLY CHILDHOOD DEVELOPMENT, BIRTH TO EIGHT** **ECED 290: A Cross Disciplinary Approach to ECED (deleted from catalog).** | | | |  |
| [Replacing](#Ifapplicable) | **ECED 202: EARLY CHILDHOOD DEVELOPMENT, BIRTH TO EIGHT** | | | |
| A. 1b. Academic unit | **School of Education** | | | |  |
| A.2. [Proposal type](#type) | **Course:** [**revision**](#revision) **| deletion** | | | |  |
| A.3. [Originator](#Originator) | **Leslie Sevey** | [Home department](#home_dept) | **Elementary Education** | | |
| 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. | This proposal presents a revised version of ECED 201: Introduction to Early Childhood Education (3cr) by combining relevant content from ECED 290: A Cross Disciplinary Approach to ECED and ECED 201 into one course. This proposed revision eliminates redundancy of content and creates a better introduction course for the early childhood program. ECED 201 will replace ECED 290 as an early childhood program admission requirement, and the ECED 290 can be deleted from the catalog. ECED 290 is currently used as the prerequisite for ECED 202, but that course no longer needs a prerequisite, and can be taken like ECED 201, before getting into the School of Ed., and no longer needs a prerequisite of any kind (and we would like to offer it both Fall and Spring). ECED 202W has also been approved by the Chair of the Writing Board to be a WID course for use in this program. | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | The new combined course will eliminate redundancies and allow the program to be a more manageable size. Students will see clearly that they can take the ECED 202W course before getting into the ECED program to stary on track. | | | | |
| A.6. [Impact on other programs](#impact) | NA | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | No additional faculty | | | |
| [*Library*:](#library) | No additional library needs | | | |
| *Technology (for in person delivery)*  The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | Nothing additional to what is in the classrooms. | | | |
| *Technology: (for online delivery. Must be RIC supported)*  The VP of Information Services should be consulted prior to submission and their approval signature included. | None | | | |
| [*Facilities*](#facilities): | No additional facilities needs | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2024 | 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: | | | | | |
| 1. 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.   **Transfer agreement for ECED 290 and HMNS 1010 will need to be changed to: ECED 201 will now articulate with HMNS 1010.** | | | | | |
| 1. 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.   Not Applicable. | | | | | |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **ECED 201**  **ECED 202** | **ECED 201**  **ECED 202W** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **201 Introduction to Early Childhood Education**  **202 Early Childhood Development, Birth to Eight** |  |
| B.4. [Course description](#description) | **201**  Theories of learning and models of early childhood education are studied; using a social justice framework to understand components of early childhood curricula: content, process, teaching/facilitating, and contexts for learning. | **201**  Students study theories of learning, history, models of ECED and advocacy; using a social justice framework to understand components of ECED curricula: including content, process, teaching/facilitating, and contexts for learning.  202: Has “This is a Writing in the Discipline (WID) course.” At the end of the description and can delete the reference to its former number. |
| B.5. [Prerequisite(s)](#prereqs) | **202**  **ECED 290 and admission to the ECED teacher preparation program, or consent of department chair** | **202W**  **None** |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. | **202 Fall** | **202 Fall, Spring** |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  | |

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| B.10. [Grading system](#grading) |  |  |
| B.11. [Type of cours](#instr_methods)e |  |  |
| B.12. CATEGORIES  12. a. [How](#required) to be used | **201 and 202**  **Required for major/minor** | **201**  **Required for major/minor and admission into FSEHD**  **202**  **Required for major/minor** |
| 12 b. Is this an Honors  course? | **NO** | **NO** |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. | **NO**  **category:** | **NO**  **category:** |
| 12. d. Writing in the  Discipline (WID) | **NO** | **ECED 202 YES** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations |Papers |**  **Class Work |** | **Attendance | Class participation | Exams | Presentations |Papers |**  **Class Work |** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **30 (for ECED 201)** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  | |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured?**](#measured) |
| --- | --- | --- |
| Early Childhood Candidates will understand the historical context and significance of early care and education to young children’s development and learning by exploring theories of learning and connections to research-based models of early childhood education. | NAEYC 4a, b, 6a | ECED models and theories assignment.  Mid term exam |
| Understands the multiple influences on children’s development and learning; and the importance of a holistic approach involving multiple systems to the care and education of young children. | *NAEYC 6a* | *Eco Map Systems Assessment for Families* |
| Early Childhood Candidates will utilize a social justice framework to understand diversity and equity issues and the role of advocacy as applicable to early childhood education | NAEYC 6d | Position paper and advocacy action plan based on selected diversity/equity in education readings |
| Early Childhood Candidates will know about National and State education initiatives including student development and learning standards; and their role in designing early childhood curricula. | NAEYC 6b, 6d | Review of Current State and National Educational Initiatives – Mini Paper and Presentation |
| Early Childhood Candidates will understand and identify components of high-quality early learning environments that are respectful, supportive, challenging and responsive. | NAEYC 1c, 3a | Classroom Observation  And Exemplar Video Analysis |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| Topic 1 History and Theories of Learning and Early Models of Education  Subtopic 1a A Cross-Disciplinary Approach to Early Care & Education  Function and Goals of Early Childhood Education  History and Origin  Subtopic 1b History of ECE  ECE Models and Theorists  Subtopic 1c: Application of Models and Theorists; Principles of Child Development  Topic 2: **Systems of Early Care and Education and Your Role as a Professional**  Subtopic 2a: Systems of Early Care and Education  Subtopic 2b: Professional Values and Ethics  Topic 3: Systems of Support in ECE  Subtopic 3a: National and RI ECE Initiatives; Educational Standards; Program Accountability  Subtopic 3b: Diversity and Equity in ECE - Developing an Anti-Bias Approach  Subtopic 3c: Using Social Work Principles and Tools to Support ECE  Topic 4: Components of High-Quality Early Learning Environments  Subtopic 4a: The Learning Environment; Intentional Teaching  Subtopic 4b: Understanding & Supporting Play  Subtopic 4c: Observing Classrooms and Children  Subtopic 4d: Curriculum Unit Study & Lesson Workshop |
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## **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 |
| --- | --- | --- | --- |
| Beth Pinheiro | Program Director of ECED | Beth Pinheiro | 11.22.23 |
| Leslie Sevey | Program Director of ECED | Leslie Sevey | 10.30.23 |
| Leslie Sevey | Chair of ELED | Leslie Sevey | 10.30.23 |
| Carol Cummings | Dean of FSEHD | Carol A. Cummings | 11-30-23 |
| Michael Michaud | Chair Writing Board | \*approved by email | 2/8/24 |

##### 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 |
| --- | --- | --- | --- |