# 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) | **BS in ECED CONCENTRATION: Birth to Five COMMUNITY PROGRAMS** **ECED 232, 314, 416, 440 AND 479 (minor revisions)** | | | |  |
| [Replacing](#Ifapplicable) | **BS IN ECED CONCENTRATION IN COMMUNITY PROGRAMS** **AND** **BS IN ECED CONCENTRATION IN BIRTH TO THREE** | | | |
| A. 1b. Academic unit | **School of Education** | | | |  |
| A.2. [Proposal type](#type) | **Program:** [**revision**](#revision)  **Course: revision** | | | |  |
| 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 revises the ECED B.S. program by combining two of the ECED B.S. current concentrations (Community Programs and Birth to Three) into one concentration: Birth to Five Community Programs.  The proposed program revision recognizes the continued need for a non-certification pathway within the early childhood program based on the early care and education field and professional opportunities while addressing consistent low enrollment in the B3 Concentration. The new proposed B-5 Community Programs concentration focuses on preparing professionals to work in the various settings that care for and educate young children B-5, such as: childcare, Head Start, Early Head Start, Family Home Visiting Programs, and Early Intervention in one concentration. In addition, the creation of a B-5 Concentration more closely aligns with RI Initiatives such as the RI Early Learning and Development Standards and the recognition of birth-five as essential period of children’s development. “The 2023 Rhode Island Early Learning and Development Standards (RIELDS) articulate shared expectations for what young children should know and be able to do from birth to five years of age. The RIELDS serve several purposes – they guide early care and education practices, such as curriculum and assessment choices, to ensure children receive every opportunity to make progress in the designated learning domains” (RIDE.gov).  Additionally, Rhode Island Department of Human Services has a focus on workforce development including a Preschool Development Grant, Birth to Five that seeks to improve education and training of the workforce (<https://dhs.ri.gov/programs-and-services/child-care/quality-initiatives> ). The creation of a B-5 focus in the ECED program supports these workforce initiatives.  The proposed program revision utilizes essential coursework from both concentrations (B3 concentration and the Community Programs) including combining course content to better reflect the new focus of B-5 and eliminating repetitive courses.  To maintain the current Certificate of Undergraduate Studies in Birth to Three the proposed Birth to Five Community Programs concentration maintains all of the courses included in the (CUS). This is vital to continuing the partnership with the RI Dept of Human Services. DHS supports the delivery of B3 CUS courses (ECED 202, 310, 312, 314, 410) to bi-lingual family childcare providers and monolingual childcare providers to improve their educational levels and professional practice. The B3 CUS will continue to be stackable towards the ECED B.S. new Birth to Five Community Programs Concentration. The articulation agreements with CCRI for the ECE courses will not change.  A new clinical course for this concentration has been developed that focuses on early numeracy development for young children. The course: ECED 325: Early Numeracy and Mathematical Concepts/Skills will provide ECED community programs candidates the knowledge and skills needed to support mathematical development in young children (see new course proposal).  Finally, RI OPC is supporting an ECE Transfer Pathways grant. The purpose of the grant is to look at ways to strengthen and improve transfer for early childhood students. Removing ART 210 as a VPA requirement, which does not have an articulation at CCRI, helps to remove barriers for students and ensures they do not have to take any additional credits if they transfer in with the RIC Gen Ed VPA having been met.  Revisions include:   * Use CEP 215 (min B-) as an admission requirement replacing PSYC 110: Intro to Psychology as SB/Admission. \*Note B3 currently includes CEP 215: Intro to Ed Psychology (4cr) as a cognate for the Birth to 5 (CEP is already a cognate requirement for B-3) * Deleting ECED 412: Infant Toddler Field Experience II – students no longer need two Infant / Toddler Field placements (delete ECED 412 from catalog) * Deleting HPE 344: Infant Toddler Health and Wellness – content will be included in revised HPE 345 (delete HPE 344 from catalog) * Revising HPE 345 (3 cr) to include content from HPE 344 (see course revision proposal) * Removing SPED 301: Inclusive Early Childhood Special Education (3 cr) – content will be included in SPED 305 * Revising SPED 305 (3 cr) to encompass B-5 and include content from SPED 301 (see course revision proposal). * Deleting ECED 290: A Cross-Disciplinary Approach to ECED (3 cr) – relevant content will be included in ECED 201 (delete ECED 290 from catalog) * Revising ECED 201 to include content from ECED 290 (see course revision proposal) * Delete ART 210 as a specific program requirement – students will be able to take any course that meets the VPA Gen Ed requirement. This will better support transfer students. * Removing the following courses from the Community Programs that will not be included in the B-5:   ECED 321: Mathematics Methods and Assessment (4 cr)  ECED 322: English Language Arts: Methods and Assessment I (4 cr)  ECED 324: English Language Arts: Methods and Assessment II (4 cr)  ECED 328: Science and Technology Methods (4 cr)  New Course Development:   * ECED 325: Early Numeracy and Mathematical Concepts/Skills (see new course proposal).     Admission Revisions:   * Delete ECED 290 as a requirement replace with ECED 201 * Delete PSYC 110 as an admission requirement and replace with CEP 215(B-) as an admission requirement/cognate. PSYC 110 is currently the SB requirement for the CP. This change will now utilize CEP 215 as the SB Gen Ed for B-5 (it is currently used as Gen Ed: SB for B-3) * Require FNED 246 as a cognate (4 cr) – not currently required for B-3 * Require ECED 201 as a cognate (3 cr) – new admission requirement   Follow approved FSEHD admission changes:FYW minimum grade req. is a B- (grade of C with support) (CURR 242); admission with GPA support.  In an oversight both the Community Program and B irth-3 programs had devised a Writing in the Discipline plan, but it had not been submitted to the Writing Board for approval. That has now been revised and submitted for this new combined program and approved by the chair of the Writing Board, and its details will be added to the website once the program is approved.  ECED 202, ECED 232 and ECED 479 will each be updated with a “W” to reflect their status as Writing in the Discipline courses. That note will be added to the end of their course descriptions, and the “W” will be added to those other courses that use them as a prerequisite: ECED 314, ECED 416, and ECED 440. In this update the “formerly” note on ECED 232 can also be deleted. [ECED 202’s revisions were enacted on the ECED 201 proposal as there were some other slight changes that also needed to be made to that course]. The ECED 479W course also needs its prerequisite revising to reflect the new combined program. | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | The revision to the ECED BS Program, by combining the Community Programs and Birth to 3 concentrations, will better support the students in the B3 concentration by having more robust enrollment and cohort sizes. This will eliminate course closures due to low enrollment and will enhance engagement in courses through more collaboration and interactions with larger cohorts. All current cohorts are completing their programs and the changes will not impact them, two Birth-3 students can substitute the HPE 345 for the HPE 344 which they still need. If there are any students who fell out of the cohort sequence, the department will work with them to create a plan for substitutions. In addition, the B-5 focus represents the professional early care and landscape in RI and prepare candidates to better support young children during a crucial period of development and learning by expanding their knowledge and understanding to encompass birth to five. | | | | |
| A.6. [Impact on other programs](#impact) | The proposed program revision and combining of content of courses will positively impact the HPE department by eliminating low enrolled course - HPE 344. | | | | |
| 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. | Blackboard | Collaborate | Kaltura | | | |
| *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 24 | 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.** The proposed changes do NOT impact any of the current transfer agreements for the ECED program. **See chart above in A.4.** | | | | | |
| 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. | Community Programs:  Spring 21 – 11; Spring 22 – 6; Spring 23 - 4  Birth – 3:  Fall 21 – 6; Fall 22 – 4; Fall 23 - 2 | TBD |
| 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.) | 13.1210 |  |
| E.3. [Admission requirements](#admissions) | CP: 24 credits; FYW (B or higher); RIC Math Competency; PSYC 110 (C or higher); FNED 101 (P); FNED 246, ECED 290 (B- or higher); 2 reference forms from FNED 246; GPA of 2.75  B3: CP: 24 credits; FYW (B or higher); RIC Math Competency; PSYC 110 (C or higher); FNED 101 (P); ECED 290 (B- or higher); GPA of 2.75 | B5: At least 24 credits; FYW (B- or higher or C with student supports); RIC Math Milestone; CEP 215 (B- or higher); FNED 101 (S); FNED 246 (B- or higher); ECED 201 (B- or higher); GPA of 2.75 or 2.60 with student supports. |
| E.4. [Retention requirements](#retention) | Maintain GPA of 2.75 and B- in all program courses | Maintain GPA of 2.75 and B- or higher in all program courses (delete the reference to ART 210 which is no longer in the program) |
| E.5. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | **CP:**  Cognates:  ART 210  ECED 290  FNED 101  FNED 246  PSYC 110  Professional Courses:  ECED 440  ECED 449  ECED 479  Major:  ECED 201  ECED 202  ECED 232  ECED 305  ECED 321  ECED 322  ECED 324  ECED 326  ECED 328  HPE 345  SPED 301  SPED 415  TESL 300  **B3:**  Cognates:  CEP 215  ECED 290  FNED 101  PSYC 110  Professional/Major:  ECED 202  ECED 232  ECED 310  ECED 312  ECED 314  ECED 410  ECED 412  ECED 416  ECED 440  ECED 449  ECED 479  HPE 344  SPED 305  SPED 415 | **B5:**  Cognates**:**  CEP 215 (4 cr) - SB  ECED 201 (3 cr)  FNED 101 (2 cr)  FNED 246 (4 cr)  Professional/Major:  ECED 202W (3 cr)  ECED 232W (3 cr)  ECED 310 (3 cr)  ECED 312 (3 cr)  ECED 314 (3 cr)  ECED 305 (4 cr)  \*ECED 325 (3 cr)  ECED 326 (4 cr)  ECED 410 (4 cr)  ECED 416 (3 cr)  ECED 440 (3 cr)  ECED 449 (6 cr)  ECED 479W (3 cr)  HPE 345 (3 cr)  SPED 305 (3 cr)  SPED 415 (3 cr)  TESL 300 (3 cr) |
| E.6. [Credit count](#credit_count) for each program option | **CP:**  Total credit hours: 74  **B3:**  Total credit hours: 60 | **B5:**  Total credit hours: 70 |
| E.7. Note any needs for program accreditation (if relevant). | None required | None required |
| E.8 Program modality. Online percentage of delivery; calculate % within required hybrids and the total for the program cannot go over 49% | Fully in-person | Fully in-person |
| 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 |  | Admission will be after completion of semester 4. |

\* 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 |
| --- | --- | --- | --- |
| 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 via email | 2/8/2024 |

##### 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 |
| --- | --- | --- | --- |
| Susan Clark | Chair of Health and Physical Education | Susan Clark | 11/29/2023 |
| Paul LaCava | Chair of Special Education | Paul LaCava | 11/22/2023 |
| Kalina Brabeck or Monica Darcy | Counseling, Educational Leadership and School Psychology Department  Co-Chairs | *Kalina Brabeck, CEP Co-Chair* | 11/30/2023 |
| Thomas Malloy | Psychology Department Chair | Thomas Malloy | 11/30/2023 |
| Natasha Seaman | Chair of Art |  | 1/24/24 |
| Quenby Hughes | Dean of FAS |  | 1/25/24 |