# 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) | **Early Childhood BS Concentration in Teaching****ECED 441 EARLY CHILDHOOD STUDENT TEACHING II (DELETION)****ECED 470 BEST PRACTICES IN EARLY CHILDHOOD SETTINGS II (DELETION)****ECED 232; ECED 305; ECED 326; ECED 439; ECED 469W; TESL 300 (when offered)****And TESL 300 prerequisite.** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **School of Education |**  |  |
| A.2. [Proposal type](#type) | **Program: |** [**revision**](#revision)**|** **Course: deletion | 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.  | The ECED Teaching Concentration was revised in 2019 to meet requirements set by RIDE. Since that time more details about requirements, specifically around clinical hours, provided by RIDE constituted the necessity for revisions to the program. Current RIDE requirements include a 1-year residence experience (student teaching) for a minimum of 90 days; and should include a continuous experience over 1 year or equivalent. By requiring a year-long unpaid residency many of the ECED candidates, who work full time in addition to attending school, face financial challenges due to wage loss for an entire year. The ECED program has addressed this challenge by creating an **equivalent** residency experience for our candidates. The equivalent experience includes the addition of a 2-credit pre-student teaching experience (ECED 445 - 15 days), which combined with one semester of student teaching (ECED 439) and 7 days of clinical experience in ECED coursework we are able to meet the 90 days residency. Because the ECED program is able to meet the 90 days residency requirement using the equivalent option, removal of ECED 441: Early Childhood Student Teaching II (9cr) and the accompanying seminar ECED 470: Best Practices in Early Childhood Settings II (3cr) is proposed. An additional proposed change to the program includes deleting ECED 290: A Cross-Disciplinary Approach to ECED (3cr) course and revising ECED 201: Introduction to Early Childhood Education to include some of the content from 290. This change eliminates some redundancy of content between the two courses and creates a better introduction to the early childhood program. ECED 201 will replace ECED 290 as an admission requirement for the ECED BS Teaching Concentration. Another change includes replacing PSYC 110: Introduction to Psychology (used as Gen Ed SB requirement) with CEP 215: Educational Psychology which will now meet the Gen Ed SB, as well as be an admission requirement. The proposed changes will allow the admission into the ECED program to be moved to semester 5 of 8. This change to admission eases the transfer from CCRI to RIC. Finally, admission into the ECED Teaching Concentration will align with recently approved changes to FSEHD admission including: Waiver of Basic Skills Exam for students who completed an AA at CCRI with a GPA of 3.0 or higher; FYW minimum grade req. is a C with support (CURR 242); admission with GPA 2.60 support; and admission with test/scores support (CURR 242 and/or CURR 232). Revisions include:Deleting from program:* ECED 441: Early Childhood Student Teaching II (6 cr) (delete from program **and** catalog)
* ECED 470: Best Practices in Early Childhood Settings II (3 cr) (delete from program **and** catalog)
* Remove ART 210 as a Visual Performing Arts Gen Ed requirement. Students can take any course that meets the VPA requirement.

2.Adding: * ECED 445: Early Childhood Learning and Teaching (2 cr) (pre-student teaching experience).

3.Admission Changes: * Delete ECED 290 as an admission/cognate requirement.
* Add ECED 201 admission requirement.
* Delete PSYC 110 (C) as an admission/cognate requirement.
* Substitute CEP 215 (B-) for PSYC 110 as an admission requirement
* Students apply to the FSEHD ECED program at the end of their 4th semester.

Follow approved FSEHD admission changes:Waiver of Basic Skills Exam for students who completed an AA at CCRI with a GPA of 3.0 or higher; FYW minimum grade req. is a minimum B- or C with support (CURR 242); admission with minimum 2.75 or 2.6 GPA with support; and admission with test/scores support (CURR 242 and/or CURR 232). for GPA between 2.50-2.749. 4.Change course offerings to the following courses as to when they will be offered, to assist scheduling:* ECED 232 Fall (instead of Spring)—this will also become a WID course (noted on the other program proposal—but also adds another earlier WID course to this program, along with ECED 202W, another newly approved WID course)
* ECED 305 and 326 Fall (instead of Spring)
* ECED 439 Spring (instead of Fall)—and make sure there is a W on ECED 469W in this course’s prerequisite.
* ECED 469W Spring (instead of Fall)

TESL 300 currently has ECED 290 and admission into the early childhood education teacher preparation program. This will need to be revised to just admission to an early childhood education program (since it is now to be used in both the teaching and Community programs).These changes will reduce the total number of major credits for the early childhood teaching concentration from 86 to 69 (with one Gen Ed. course doubling to reduce that to 65). |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | The proposed changes will positively impact students by decreasing the total number of major credits; allow for an easier transition for transfer students; and allow for some elective credits. All current cohorts are completing their programs and the changes will not impact them. If there are any students who fell out of the cohort sequence, the department will work with them to create a plan for substitutions. |
| A.6. [Impact on other programs](#impact)  | This will impact TESL when TESL 300 is offered: TESL 300 – currently Fall change to Spring. ART may lose some students in ART 210. |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **No impacts on faculty** |
| [*Library*:](#library) | **No impacts on library** |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | No additional technology than 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. | NA |
| [*Facilities*](#facilities): |  |
| 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.  |
| 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. | Cohort Spring 21: 7Cohort Spring 22: 14Cohort Spring 23: 17 | **Anticipated 15-20 each year – students are admitted as cohorts each Fall.** |
| 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) | Admission requires the successful completion of FYW 100 or FYW 100P (with a B or better), PSYC 110 (with a C or better), and ECED 290, FNED 101 and FNED 246 (with a B- or better), completion of community service learning requirement and an overall G.P.A. of 2.75. Candidates are also required to submit current valid BCIs at various times throughout the program in order to participate in practicum experiences. | Admission requires meeting FSEHD Educator Preparation Program requirements including: Submitting Basic Skills Exam scores (meet the benchmark, below benchmark with support CURR 232 and/or 242) the successful completion of FYW 100 or FYW 100P (with a B- or higher or if C with support – CURR 242), CEP 215 (with a B- or higher), and ECED 201 (with a B- or higher), FNED 101 (S) and FNED 246 (with a B- or higher), completion of community service learning requirement and an overall G.P.A. of 2.75 (or with support if between 2.50-2.749). Candidates are also required to submit current valid BCIs. |
| E.4. [Retention requirements](#retention) | 1. A minimum overall G.P.A. of 2.75 must be met by student teaching.2. A minimum grade of B- in all professional and major courses, including ART 210 | 1. A minimum overall G.P.A. of 2.75 must be met by student teaching.2. A minimum grade of B- in all professional and major courses. |
| E.5. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | **Cognates** **ART 210 (4)****ECED 290 (3)****FNED 101 (2 cr)****FNED 246 (4 cr)****PSYC 110 (4)****And****Professional/Major****ECED 201 (3)****ECED 202 (3 cr)****ECED 232 (3 cr)****ECED 305 (4 cr)****ECED 321 (4 cr)****ECED 322 (4 cr)****ECED 324 (4 cr)****ECED 326 (4 cr)****ECED 328 (4 cr)****ECED 439 (9 cr)****ECED 441 (9 cr)****ECED 469W (3 cr)****ECED 470 (3 cr)****HPE 345 (3 cr)****SPED 301 (3 cr)****SPED 415 (3 cr)****TESL 300 (3 cr)** | **Cognates**CEP 215 (4 cr) (Gen ED. SB)ECED 201(3 cr.)FNED 101 (2 cr)FNED 246 (4 cr) (Gen ED. SB)**And****Professional/Major**ECED 202W (3 cr)ECED 232W (3 cr)ECED 305 (4 cr)ECED 321 (4 cr)ECED 322 (4 cr)ECED 324 (4 cr)ECED 326 (4 cr)ECED 328 (4 cr)ECED 439 (9 cr)ECED 445 (2 cr)ECED 469W (3 cr)HPE 345 (3 cr)SPED 301 (3 cr)SPED 415 (3 cr)TESL 300 (3 cr) |
| E.6. [Credit count](#credit_count) for each program option | **Teaching Concentration:** Total credit hours: 86 | **Teaching Concentration:**Total credit hours: 69 |
| E.7. Note any needs for program accreditation (if relevant).  | **RIDE approval**  | **RIDE approval** |
| 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** |
| E.11. [Program goals](file:///Users/sabbotson/Documents/Curriculum/Program%20goals)Needed for all new programs |  |  |
| E.12. Other changes if any | **Note on catalog copy there are some editorial changes to the general wording for the introduction of the revised ECED programs.** |  |

\* 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 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  | Chair of ELED | Leslie Sevey  | 10.30.23 |
| Charlie McLaughlin | Chair of Ed. Studies (TESL) | \*Approved by email | 2/7/2024 |
| Carol Cummings | Dean of FSEHD | Carol A. Cummings  | 11-30-23 |

##### 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 |
| --- | --- | --- | --- |
| 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 E. Malloy | 11/30/23 |
| Natasha Seaman | Chair of Art |  | 1/31/24 |
| Quenby Hughes | Dean of FAS |  | 1/31/24 |