# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page roll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, JUST DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **New Concentration for ECED B.S.** Concentration in Birth to Three | | | |  |
| [Replacing](#Ifapplicable) | **NA** | | | |  |
| A.2. [Proposal type](#type) | **Program:** [**creation**](#creation) **|** | | | |  |
| A.3. [Originator](#Originator) | Leslie Sevey | [Home department](#home_dept) | Feinstein School of Education and Human Development  Elementary Education | | |
| A.4. [Rationale](#Rationale) | The proposed new ECED BS Concentration in Birth to Three has been designed to support the current and future professionals working with infants, toddlers, and their families. Research has shown the importance that the early years of life (birth to three) have on all domains of children’s development, their later academic success, overall health and wellness, and as future members of society. In order to support positive outcomes for young children we know that it is crucial to have strong support systems in place for infants, toddlers, and their families. One aspect of a strong support system includes ensuring that the professionals who work with infants, toddlers, and their families are adequately prepared to meet their needs. Nationally, there is recognition that the infant toddler workforce requires a level of specialized knowledge and skill that is unique to the needs of infants, toddlers, and their families (Zero To Three, 2012). In a report from Zero to Three, *Toward a Bright Future for Our Youngest Children* (2012), recommendations were made to create and sustain a professional development system that utilizes widely accepted evidence-based competencies; and is aligned with and articulates into college degree programs.  To address these concerns, Rhode Island has developed several priorities intended to support outcomes for infants, toddlers, and their families. In 2009, it was found that only 6% of Infant/Toddler classrooms in Rhode Island childcare centers were found to be of High Quality (RI Child Care Center and Preschool Quality Study, 2009). One aspect of High Quality includes the preparation and qualifications of the workforce. In response to this need, RI Kid’s Count developed a set of policy recommendations aimed at supporting infants, toddlers, and their families and addressed the infant/toddler workforce. The recommendations focused on the need to strengthen the infant/toddler workforce by, “Providing professional development opportunities, resources, and supports to improve infant/toddler relationship-based practices, including initiatives designed to enrich language environments, establish culturally and linguistically responsive practices, and promote infant mental health” and “Explore the development of a state infant/toddler credential that crosses service sectors (child care, home visiting, Early Intervention) and recognizes an individual’s qualifications for working with children under age 3 and their families; and link the credential to higher education systems at entry level, AA, and BA levels” (Next Steps for Rhode Island’s Infants, Toddlers, and Their Families, 2015). Finally, the RI Early Learning Council has developed as part of their Strategic Plan for 2016-2020 the recommendation that in order to improve outcomes for infants and toddlers, RI must develop and sustain an effective early care and education workforce. This means that RI must support the early learning workforce to gain access to GED’s, higher education coursework, and college degrees focused on the care and education of infants and toddlers.  The current ECED BS program does not provide specialized coursework or experiences designed to support the infant/toddler workforce. However, the addition of a Concentration in Birth to Three would allow the ECED BS Program to implement coursework, designed as part of a grant with the RI Department of Education and in collaboration with local and national partners such as Zero to Three, to fill the current gap in the state. This new Concentration (B-3) would be the first in Rhode Island designed specifically around the needs of the infant/toddler workforce. Finally, the coursework designed for the Birth to Three Concentration could serve as a model for RI Stakeholders who are currently working on an ‘Infant/Toddler Credential.’  Additionally, two errors in the current ECED BS program need to be corrected. 1) For all three Concentrations we propose that candidates be allowed to use any Gen Ed NS rather than the BIOL 109/100, which is currently listed in the catalog. This requirement for ECED candidates to specifically take BIOL 109/100 was dropped from catalog copy by mistake. Since ECED candidates don’t need a specific course to meet the Gen Ed NS requirement, it would be preferred not to specify. 2) For the Concentration in Community Programs we propose that the new ECED 440 Building Collaborative Relationships Through Coaching also be included as a major requirement in addition to the new Concentration in Birth to Three. ECED 440 Building Collaborative Relationships Through Coaching was designed to support the work of the candidates during their Internship as they work with families and community programs in a supportive role, and so would be beneficial for those in the Community programs concentration, too, even though it will raise the overall credit count by 3 (up to 82 from 79); 8 of those credits double-count as Gen Eds. Finally, we propose to add to the catalog the BCI requirement for ECED candidates for admission in to the FSEHD to make it crystal clear this will be required before any fieldwork.  We are also moving the information around a little in the catalog copy to make it clearer to students what the admission requirements are for each of the three concentrations. | | | | |
| A.5. [Date submitted](#date_submitted) | **2/27/2017** | A.6. [Semester effective](#Semester_effective) | | Fall 2017 | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | This concentration would best be supported by a faculty position with specialization in B-3 issues, FT or PT and may require additional FT and/or PT faculty to meet the potential needs for traditional early childhood undergraduate students; and potential off-campus cohorts. | | | |
|  | [*Library*:](#library) | n/a | | | |
|  | [*Technology*](#technology) | No additional technology, beyond Blackboard, is required | | | |
|  | [*Facilities*](#facilities): | No impact on facilities is expected beyond the availability of classroom space during typical teaching times. | | | |
| A.8. [Program impact](#prog_impact) | This Concentration contains several core courses, two field experience courses, and a capstone internship experience. This concentration contributes to the acquisition of knowledge and skill building for teacher candidates preparing to specialize in teaching and caring for infants and toddlers.  The creation of the Infant-Toddler Concentration meets a need within the workforce and within the projected number of children in need of early childhood programming. This concentration is innovative and responds to national and local trends calling for increased high quality early childhood program and an educated and well-trained workforce to teach and care for infants and toddlers.  This concentration represents an important opportunity for the College, its students and the early care and education workforce to meet the call for high quality early childhood programming and a corresponding workforce. Courses are also being created for this major by HPE and SPED departments and cognates will be used from PSYC and CEP; students must also complete their FYW course before they apply. | | | | |
| A.9. [Student impact](#student_impact) | Until the proposal of this concentration, faculty have been unable to support early childhood candidates who are interested in working with children B-3 and their families. We currently have one course within the ECED B.S. (ECED 419 Early Care and Education, B-3) that is used to meet a variety of needs within the program. Participation and completion of this Concentration is crucial for students to confidently and competently become early care and education professionals who work specifically with children B-3 and their families. The creation of this Birth to Three Concentration will afford targeted learning opportunities allowing student teachers to build the necessary knowledge and skills for working with infants, toddlers, and their parents/caregivers. This concentration is an essential component of teacher preparation and workforce readiness within the field of early care and education. | | | | |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal Delete this whole page if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Context](#summary) |  | The proposed Birth to Three Concentration within the ECED BS Program is designed to support the Rhode Island Workforce who work and care for infants and toddlers. This program will not lead to certification, but will be supportive of the currently being developed RI B3 credential. This concentration will focus on the unique needs of caring and educating infants and toddlers, different from the care and education of children 3-8 years of age. |
| C.2. [Enrollments](#enrollments) |  | Estimated target enrollment is a cohort of 12-15 individuals for the first year and increasing to include off campus cohorts as well. |
| C.3. [Admission requirements](#admissions) |  | Acceptance into the FSEHD Early Childhood B.S. Program   * Completion of 24 credits * Completion of FYW 100 (B or higher) * Completion of PSYC 110 (C or higher) * Completion of ECED 290 (B- or higher) * Successful completion of both the RIC writing requirement and mathematics competency requirement * Cumulative college GPA of 2.75 based on all college level courses at RIC * Candidates are required to submit current valid BCIs at various times throughout the program in order to participate in practicum experiences. |
| C.4. [Retention requirements](#retention) |  | * Maintain overall GPA of 2.75 * Successfully complete program coursework with earned grades of B- or higher * Recommendation to continue from course instructors and clinical instructors. |
| C.5. [Course requirements](#course_reqs) for each program option |  | **Cognates**  CEP 315 Educational Psychology 3  ECED 290 Early Childhood Education and Social Work 3  PSYC 110 Introduction to Psychology 4  **Professional/Major Courses**  HPE 344 Infant Toddler Health and Wellness 3  ECED 302 Early Childhood Development, Birth – 8 3  ECED 332 BuildingFamily,School,Community Partnerships 3  ECED 310 Contextualizing Infant Toddler Education 3  ECED 312 Infant Toddler Cognitive Development  and Learning 3  ECED 314 Infant Toddler Social/Emotional 3  Development and Learning  ECED 416 Infant Toddler Language Development  And Learning 3  SPED 305 Supporting Infants and Toddlers with  Special Needs 3  ECED 440 Building Collaborative Relationships  Through Coaching 3  ECED 410 Infant Toddler Field Experience I 4  ECED 412 Infant Toddler Field Experience II 4  SPED 415 Early Childhood Developmental  Screening and Assessment 3  ECED 449 Early Childhood Internship 6  ECED 479 Best Practices in Infant Toddler Settings 3 |
| C.6. [Credit count](#credit_count) |  | **57 (4 of these double count with Gen Ed)** |
| C.7. Other changes if any |  | **\*There are several new courses being introduced as part of this new Concentration (They have submitted separately)**  ECED 440 Building Collaborative Relationships Through Coaching will become a required course for the Concentration in Community Programs (see the ECED 440 proposal for more detail). |
| C.8 [Program goals](file:///C:/Users/tglantz/Downloads/Program%20goals)  Needed for all new programs |  | The goal of the Birth to Three Concentration is to prepare the Infant-Toddler workforce by providing content based in the foundation of the sciences of child development and early learning that is aligned with professional standards and guidelines.  The Birth to Three Concentration has a particular emphasis on applying theory to practice to inform educators work with young children and their families. |

## D. Signatures

##### D.1. Approvals

* 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 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) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Patricia Cordeiro | Chair of Elementary Education |  |  |
| Ying Hui | Chair of Special Education |  |  |
| Robin Auld | Chair of Health and Physical Education |  |  |
| Donald Halquist | Dean of Feinstein School of Education and Human Dev |  |  |
| Leslie Sevey | Undergraduate Coordinator ECED |  |  |
| Andrew Snyder | Chair Counseling, Ed Leadership, and School Psychology |  |  |
| Randi Kim | Chair of Psychology |  |  |
| Earl Simson | Dean FAS |  |  |

##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Susan Zoll | Director IECTL |  |  |
| Becky Caouette | Director of FYW |  |  |
| Daniel Scott | Chair of English |  |  |

ECED BS – Concentration in Birth to Three – Rhode Map

This map is a semester-by-semester plan to help guide you toward graduation within your specific program. This program is planned for eight (8) semesters. The map is designed primarily for freshmen entering college but transfer students are also encouraged to use the Rhode Map. Transfer Students may have completed several requirements through transfer of credits (please see your advisor to confirm course substitutions). Many courses have prerequisites therefor some course need to be taken in a specific order. This map is not your only route; it is a suggestion. Courses may be taken over the summer or early spring provided they are available during those sessions.

On pages 2-4 of this guide, the left column outlines the ideal courses for you to take each semester. There may be times when courses are unavailable, in which case another course from a different semester may be taken. The column on the right has "Checkpoints" for each semester and contains important information and requirements specific to your program. You should work from this map as you plan each semester's schedule, before meeting with your advisor. You are required to meet with your advisor each semester before registration begins. Please also check the Feinstein School of Education and Human Developments’ website for essential information and program updates. https://www.ric.edu/feinsteinschooleducationhumandevelopment/. **\*Note ECED Programs only begin in FALL SEMESTERS**

**FSEHD ADMISSION REQUIREMENTS:** The following requirements must be completed by undergraduate degree candidates at Rhode Island College in order to be accepted in the program:

* Completion of 24 credits upon admission.
* Completion of FYW 100 or FYW 100P ( grade of B or higher)
* Completion of PSYC 110 ( grade of C or higher)
* Completion of ECED 290, CEP 315 (grade of B- or higher)
* Successful completion of both the RIC writing requirement and mathematics competency requirement
* Cumulative college GPA of 2.75 based on all college level course at RIC
* Students with Concentration Birth to Three must meet all FSEHD admission requirements, EXCEPT Basic skills tests and FNED 346 (this program does not lead to RIDE certification).

Approved by Department Chair:   
Approved by Undergraduate Curriculum Committee: Rev.

**GENERALEDUCATION**: AcompletelistingofGeneralEducationcoursescanbefoundattheOfficeofAcademicSupportandInformationServices(OASIS)oronlineat https://www.ric.edu/recordsoffice/catalog.php; look at catalog for year you enrolled. For General Education courses, aside from Second Language requirement, which varies depending on where you are placed, you need **ONE** course from each category. ***Courses marked with an asterisk (\*) have a prerequisite***

|  |  |
| --- | --- |
| General Education Program | Professional Curriculum in Early Childhood Education (B- or higher in all professional courses) |
| First Year Writing (4-6 credits) | ECED 290 Early Childhood Education and Social Work (3 credits) |
| CEP 315 Educational Psychology (3 credits) |
| PSYC 110 Introduction to Psychlogy |
| HPE 344 Infant Toddler Health and Wellness (3 credits) |
| First Year Seminar (4 credits) | ECED 302 Early Childhood Development, Birth to Eight (3 credits) |
| Second Language Requirement- (101 and 102) - Contact Dept. of Modern Languages for placement test (optional) (0-8 credits) | ECED 332 Building Family, School and Community (3 credits) |
| ECED 310 Contextualizing Infant Toddler Education (3 credits) |
| Arts-Visual and Performing (A) (4 credits) | ECED 312 Infant Toddler Cognitive Development and Learning (3 credits) |
| ECED 314 Infant Toddler Social/Emotional Development and Learning (3 credits) |
| History (H) (4 credits) |
| Literature (L) (4 credits) | ECED 416 Infant Toddler Language Development and Learning (3 credits) |
| Mathematics (M) (4 credits) | SPED 305 Supporting Infants and Toddlers with Special Needs (3 credits) |
| Natural Science (NS) (4 credits) | ECED 440 Building Collaborative Relationships through Coaching (3 credits) |
| Social Behavioral Sciences (SB) 4 credits Take \*PSYC 110 | ECED 410 Infant Toddler Field Experience I (4 credits) |
| Advanced Quantitative/Scientific Reasoning (AQSR)\* (4 credits) | ECED 412 Infant Toddler Field Experience II (4 credits) |
| Connections Course(C)\* (4 credits) | SPED 415 Early Childhood Development Screening and Assessment (3 credits) |
|  | ECED 449 Early Childhood Internship (6 credits) |
|  | ECED 479 Best Practices in I/T Settings (3 credits) |
| Total General Education Credits 40 – 48 credits | Total Professional Credits 53 credits (PSCY 110 double-counts) |
|  | Electives 19-27 credits |