# 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): please read.

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ECED BS Concentration in Teaching/conceNtration in community program/ Concentration in BiRTH to 3** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Program: |** [**revision**](#revision)**|** | | | |
| A.3. [Originator](#Originator) | **Leslie Sevey** | [Home department](#home_dept) | **ELED** | | |
| A.4. [Context and Rationale](#Rationale) | The proposed revision of the Early Childhood Education (ECED) Concentration in Teaching is based on recommendations from the Rhode Island Department of Education (RIDE) to improve our program and meet RIDE Early Childhood Teacher Preparation program requirements; as well as integrate current best practice in early childhood teacher preparation (The National Association for the Education of Young Children [NAEYC] Preparation Standards).  The ECED program is proposing an extensive revision that puts a greater emphasis on experiential learning for our candidates by using in-depth practicum courses as the foundation of the program. Two practicum courses will be taken in each semester (4, 5, and 6) and will utilize a model of lecture one day a week (3 hour 50 Minutes each) and then a shared practicum one full day a week. This is represented in the course proposals for ECED 305, 321, 322, 324, 326, and 328 and includes a substantial amount of contact hours per course. This is important for our candidates to be embedded in schools to observe and practice their developing skills under the mentorship of a co-teacher. This proposal also includes working with our candidates earlier in their admission to RIC with the addition of courses to be taken in the freshman and sophomore years (ECED 290; ECED 202; ECED 201; and FNED 246), as well as admission to the program in the fourth semester at the College. This helps us to address concerns raised by the RI Department of Education, such as, **“**Develop well-planned experiences for students that will help them develop a deep understanding of the RIPTS (Rhode Island Professional Teaching Standards) beginning early in the program and ensure that candidates have an opportunity to practice and receive feedback on their performance implementing the knowledge, skills, and dispositions captured in the RIPTS” (RIDE Evaluation report).  In order to reflect the emphasis on deeper richer practicum experiences, many of the major courses have been revised to better reflect this approach and to ensure we are meeting all of the RIDE expectations including greater attention/focus on student assessment and data-driven instruction, equity, and technology within the program. Admissions and Retention requirements also will be updated to reflect these revisions.  Changes to the Program include the following:   * Students will now apply to the FSEHD ECED program in the spring of their sophomore year. See section C2 for admission requirements * Removing MATH 143 and 144 as required Cognates to facilitate transfers for students from CCRI ECED program into RIC ECED BS program. * Substitute ART 210 for ARTE 340 & MUSE 241. * Substitute newly developed specific Early Childhood Special Education course (SPED 301) for previous SPED 300 and SPED 310 courses. * Substitute ECED 201 and 202 (renumbered from 302) for CEP 315 as content is covered in these two ECED courses. * Strengthen transfer plan for CCRI students.   New Courses Proposed as part of Program Revision include:   * ECED 201: Introduction to Early Childhood Education * ECED 441: Student Teaching: Early Childhood Settings II * ECED 470: Best Practices: Early Childhood Settings II   Course being renumbered or retitled:   * ECED 302 becoming ECED 202 * ECED 332 becoming ECED 232 * Title: ECED 439 Student Teaching: Early Childhood Settings I * Title: ECED 469 Best Practices: Early Childhood Settings I   New Courses Replacing Existing Courses as Part of Program Revision include:   * SPED 301: Special Education in Early Childhood (to replace SPED 300 Introduction to the Characteristics and Education of Children and Youth with Disabilities and SPED 310 Principles and Procedures of Behavior Management for Children and Youth with Disabilities in the Teaching and Community Programs ECED concentrations). * ECED 305: Intentional Teaching in the Early Years (to eventually replace ECED 301 Developmental Approaches to Teaching and Learning) * ECED 321: Mathematics: Methods and Assessment (to eventually replace ECED 420 Early Childhood Mathematics, Prek-2) * ECED 322: English Language Arts: Methods and Assessment I (to eventually replace ECED 423 Developmental Literacy and Language Arts I) * ECED 324: English Language Arts: Methods and Assessment II (to eventually replace ECED 425 Developmental Literacy and Language Arts II) * ECED 326: Social Studies and Social/Emotional: Methods (to eventually replace ECED 303 Creating an Early Childhood Learning Community which can be deleted from the catalog) * ECED 328: Science and Technology: Methods (to eventually replace ECED 429 Early Childhood Science and Social Studies)   The changes to the Concentration in Teaching will be applied to the Concentration in Community Programs as they share many of the same courses. In addition, some changes will have a minor impact on the Concentration in Birth to Three. New Rhode Maps have been created for the three ECED BS Concentrations to reflect the changes.  Final Proposed ECED Program is fully outlined below in Section C. | | | | |
| A.5. [Student impact](#student_impact) | Students will be admitted into the program one semester earlier than the current program and it will be important that this change is communicated clearly to potential candidates (Intended Majors) through the admission, orientation, and advising process. We have made every effort to ensure that transfer students from CCRI continue to have a smooth transition to RIC by keeping the current articulations in place. | | | | |
| A.6. [Impact on other programs](#impact) | The proposed ECED program changes should not impact other FSEHD programs, other than the FSEHD has now developed/revised several key courses that are integrated into this revised program, such as FNED 101 and FNED 246. However, the ECED program revision removes MATH 143 & 144 as required courses; and replaces ARTE 340 and MUSE 241 with ART 210. These changes may have an impact on the MATH and ART departments. | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | The proposed revision to the ECED program continues to highlight the need for additional early childhood faculty both full time and part time. | | | |
| [*Library*:](#library) | No impact other than changing reserves. | | | |
| [*Technology*](#technology) | Classrooms with technology available, such as document cameras, white boards, ipads, and educational apps will be important to have available in order to meet the RIDE recommendations of integrating more technology into the program. | | | |
| [*Facilities*](#facilities): | Classroom space to accommodate changes to program schedule, cohort/practicum model are important to the success of the proposed changes. | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2019 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

1. **All new and revised course proposals will be submitted in separate documents according to instructions.**

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. [Enrollments](#enrollments) | **18-32** | **18-32** |
| C.2. [Admission requirements](#admissions) | Concentration in Teaching  Admission Requirements  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, SPED 300, and FNED 346 (with a B- or better), completion of community service learning requirement and an overall GPA 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.  Concentration in Community Programs  Note: This program does not lead to RIDE teaching certification.  Admission Requirements  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, SPED 300, and FNED 346 (with a B- or better), completion of community service learning requirement and an overall GPA of 2.75. Candidates are also required to submit current, valid BCI's at various times throughout the program in order to participate in practicum experiences.  Concentration in Birth to Three  Note: This program does not lead to RIDE teaching certification.  Admission Requirements  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 (grade of B- or higher), 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. | Concentration in Teaching  Admission Requirements  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 GPA 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.  Concentration in Community Programs  Note: This program does not lead to RIDE teaching certification.  Admission Requirements  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 GPA of 2.75. Candidates are also required to submit current, valid BCI's at various times throughout the program in order to participate in practicum experiences.  Concentration in Birth to Three  Note: This program does not lead to RIDE teaching certification.  Admission Requirements  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 (grade of B- or higher), 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. |
| C.3. [Retention requirements](#retention) | Concentration in Teaching  Retention Requirements  1. A minimum overall GPA of 2.75 each semester.  2. A minimum 1grade of B- in all professional and major courses.  3. Recommendation to continue from course instructors and clinical instructors.  Records of students who do not maintain good standing or who receive a Recommendation to Continue with Concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.  Concentration in Community Programs  Retention Requirements  1. A minimum overall GPA of 2.75 each semester.  2. A minimum grade of B- in all professional and major courses.  3. Recommendation to continue from course instructors and clinical instructors.  Records of students who do not maintain good standing or who receive a Recommendation to Continue with Concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development  Concentration in Birth to Three  Retention Requirements  1. Minimum overall G.P.A. of 2.75 each semester.  2. A minimum grade of B- in all professional and major courses.  3. Recommendation to continue from course instructors and clinical instructors.  Records of students who do no maintain good standing or receive a recommendation to continue with concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development | Concentration in Teaching  Retention Requirements  1. A minimum overall GPA of 2.75 each semester.  2. A minimum 1grade of B- in all professional and major courses, including ART 210.  3. Successful recommendations regarding candidate’s professional disposition from instructors and clinical instructors.  4. Meet program requirements, including successful performance evaluations.  Records of students who do not maintain good standing or who receive a Recommendation to Continue with Concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.  Concentration in Community Programs  Retention Requirements  1. A minimum overall GPA of 2.75 each semester.  2. A minimum grade of B- in all professional and major courses, including ART 210.  3. Successful recommendations regarding candidate’s professional disposition from instructors and clinical instructors.  4. Meet program requirements, including successful performance evaluations.  Records of students who do not maintain good standing or who receive a Recommendation to Continue with Concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development  Concentration in Birth to Three  Retention Requirements  1. Minimum overall G.P.A. of 2.75 each semester.  2. A minimum grade of B- in all professional and major courses.  3. Successful recommendations regarding candidate’s professional disposition from instructors and clinical instructors.  4. Meet program requirements, including successful performance evaluations.  Records of students who do no maintain good standing or receive a recommendation to continue with concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development |
| C.4. [Course requirements](#course_reqs) for each program option | Concentration in Teaching  Course Requirements  Cognates   |  |  |  |  | | --- | --- | --- | --- | | ECED 290 | Early Childhood Education and Social Work | 3 | F | | MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su | | MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su | | PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |   Note: MATH 144, PSYC 110: Count toward General Education requirements.  Professional Courses   |  |  |  |  | | --- | --- | --- | --- | | ARTE 340 | Methods and Materials in Art Education | 2 | F, Sp, Su | | CEP 315 | Educational Psychology | 3 | F, Sp, Su | | ECED 439 | Student Teaching in Early Childhood Settings | 9 | Sp | | ECED 469 | Best Practices in Early Childhood Settings | 3 | Sp | | FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su | | HPE 345 | Wellness for the Young Child | 3 | Sp, Su | | MUSE 241 | Methods and Materials in Music Education | 2 | F, Sp, Su | | SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | F, Sp | | SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp | | SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |   Major   |  |  |  |  | | --- | --- | --- | --- | | ECED 301 | Developmental Approaches to Teaching and Learning | 3 | F | | ECED 302 | Early Childhood Development, Birth to Eight | 3 | F | | ECED 303 | Creating an Early Childhood Learning Community | 3 | Sp | | ECED 332 | Building Family, School, and Community Partnerships | 3 | Sp | | ECED 419 | Early Care and Education, Birth to Three Years | 3 | F | | ECED 420 | Mathematics, Prekindergarten through Second Grade | 3 | Sp | | ECED 423 | Developmental Literacy and the Language Arts I | 4 | Sp | | ECED 425 | Developmental Literacy and the Language Arts II | 4 | F | | ECED 429 | Early Childhood Social Studies and Science | 4 | F | | TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F |   Note: Program adds to 77 credit hours without general education courses.  **Concentration in Community Programs:**  Course Requirements  Cognates   |  |  |  |  | | --- | --- | --- | --- | | CEP 315 | Educational Psychology | 3 | F, Sp, Su | | ECED 290 | Early Childhood Education and Social Work | 3 | F | | MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su | | MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su | | PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |   MATH 144, PSYC 110: Count toward General Education requirements.  Professional Courses   |  |  |  |  | | --- | --- | --- | --- | | ARTE 340 | Methods and Materials in Art Education | 2 | F, Sp, Su | | ECED 440 | Building Collaborative Relationships Through Coaching | 3 | Sp | | ECED 449 | Early Childhood Community Program Internship | 6 | Sp, F | | FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su | | HPE 345 | Wellness for the Young Child | 3 | Sp, Su | | MUSE 241 | Methods and Materials in Music Education | 2 | F, Sp, Su | | SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | F, Sp | | SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp | | SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |   Major   |  |  |  |  | | --- | --- | --- | --- | | ECED 301 | Developmental Approaches to Teaching and Learning | 3 | F | | ECED 302 | Early Childhood Development, Birth to Eight | 3 | F | | ECED 303 | Creating an Early Childhood Learning Community | 3 | Sp | | ECED 332 | Building Family, School, and Community Partnerships | 3 | Sp | | ECED 419 | Early Care and Education, Birth to Three Years | 3 | F | | ECED 420 | Mathematics, Prekindergarten through Second Grade | 3 | Sp | | ECED 423 | Developmental Literacy and the Language Arts I | 4 | Sp | | ECED 425 | Developmental Literacy and the Language Arts II | 4 | F | | ECED 429 | Early Childhood Social Studies and Science | 4 | F | | TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F |   Note: Program adds to 74 credit hours without general education courses.  Total Credit Hours: 82  Birth to 3 Concentration  Course Requirements  Cognates   |  |  |  |  | | --- | --- | --- | --- | | CEP 315 | Educational Psychology | 3 | F, Sp, Su | | ECED 290 | Early Childhood Education and Social Work | 3 | F | | PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |   Note: PSYC 110 counts toward General Education requirements.  Professional/Major Courses   |  |  |  |  | | --- | --- | --- | --- | | ECED 302 | Early Childhood Development, Birth to Eight | 3 | F | | ECED 310 | Contextualizing Infant Toddler Education | 3 | F | | ECED 312 | Infant Toddler Cognitive Development and Learning | 3 | F | | ECED 314 | Infant Toddler Social/Emotional Development and Learning | 3 | Sp | | ECED 332 | Building Family, School, and Community Partnerships | 3 | Sp | | ECED 410 | Infant Toddler Field Experience I | 4 | Sp | | ECED 412 | Infant Toddler Field Experience II | 4 | F | | ECED 416 | Infant Toddler Language Development and Learning | 3 | F | | ECED 440 | Building Collaborative Relationships Through Coaching | 3 | Sp | | ECED 449 | Early Childhood Community Program Internship | 6 | Sp | | ECED 479 | Best Practices in Infant Toddler Settings | 3 | Sp | | HPE 344 | Infant Toddler Health and Wellness | 3 | F | | SPED 305 | Supporting Infants/Toddlers with Special Needs | 3 | F | | SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |   Note: Program adds to 53 credit hours without general education courses.  Total Credit Hours: 57 | Concentration in Teaching  **Course Requirements**  **Cognates:**  ART 210: Nurturing Artistic and Musical Development 4 credits  PSYC 110: Introduction to Psychology 4 credits  \*Note ART 210 and PSYC 110 count towards General Education Requirements  ECED 290: A Cross-Disciplinary Approach to ECED 3 credits  FNED 101: Introduction to Teaching and Learning 2 credits  FNED 246: Schooling for Social Justice 4 credits  **Major:**  ECED 201: Introduction to Early Childhood Education 3 credits  ECED 202: Early Childhood Development, B-8 3 credits  ECED 232: Building Family, School, and Community Partnerships 3 credits  ECED 305: Intentional Teaching in the Early Years 4 credits  ECED 321: Mathematics: Methods & Assessment 4 credits  ECED 322: English Language Arts: Methods & Assessment I 4 credits  ECED 324: English Language Arts: Methods & Assessment II 4 credits  ECED 326: Social Studies & Social/Emotional Methods 4 credits  ECED 328: Science & Technology: Methods 4 credits  TESL 300: Promoting Early Childhood Dual Language Development 3 credits  HPE 345: Wellness for the Young Child 3 credits  SPED 301: Special Education in Early Childhood 3 credits  SPED 415: Early Childhood Developmental 3 credits  **Professional:**  ECED 439: Student Teaching: Early Childhood Settings I 9 credits  ECED 441: Student Teaching: Early Childhood Settings II 9 credits  ECED 469: Best Practices: Early Childhood Settings I 3 credits  ECED 470: Best Practices: Early Childhood Settings II 3 credits  *Note: Program adds to 78 credit hours without general education courses*  **Concentration in Community Programs:**  Course Requirements  Cognates   |  |  |  |  | | --- | --- | --- | --- | | PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su | | ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp | | FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su | | FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su | | ECED 290 | A Cross-Disciplinary Approach to ECED | 3 | F, Sp | |  |  |  |  |   Note: ART 210 and PSYC 110 count toward General Education requirements.    Professional Courses   |  |  |  |  | | --- | --- | --- | --- | | ECED 440 | Building Collaborative Relationships Through Coaching | 3 | Sp | | ECED 449 | Early Childhood Community Program Internship | 6 | Sp, F |   Major   |  |  |  |  | | --- | --- | --- | --- | | ECED 201 | Introduction to Early Childhood Education | 3 | F | | ECED 202 | Early Childhood Development, B-8 | 3 | Sp | | ECED 232 | Building Family, School, and Community Partnerships | 3 | Sp | | ECED 305 | Intentional Teaching in the Early Years | 4 | Sp | | ECED 321 | Mathematics : Methods and Assessment | 4 | Sp | |  |  |  |  | | ECED 322 | English Language Arts: Methods and Assessment I | 4 | F | | ECED 324 | English Language Arts: Methods and Assessment II | 4 | Sp | | ECED 326 | Social Studies and Social/ Emotional Methods | 4 | Sp | |  |  |  |  | | ECED 328 | Science and Technology: Methods | 4 | F | | TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F | | HPE 345 | Wellness for the Young Child | 3 | Sp, Su | | SPED 301 | Special Education in Early Childhood | 3 | F, Sp | | SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |   Note: Program adds to 75 credit hours without general education courses.  Total Credit Hours: 83  Birth to 3 Concentration  Course Requirements  Cognates   |  |  |  |  | | --- | --- | --- | --- | | CEP 315 | Educational Psychology | 3 | F, Sp, Su | | ECED 290 | Early Childhood Education and Social Work | 3 | F | | PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |   Note: PSYC 110 counts toward General Education requirements.  Professional/Major Courses   |  |  |  |  | | --- | --- | --- | --- | | ECED 202 | Early Childhood Development, Birth to Eight | 3 | F | | ECED 232 | Building Family, School, and Community Partnerships | 3 | ECED 332 | | ECED 310 | Contextualizing Infant Toddler Education | 3 | F | | ECED 312 | Infant Toddler Cognitive Development and Learning | 3 | F | | ECED 314 | Infant Toddler Social/Emotional Development and Learning | 3 | Sp | |  |  |  | Sp | | ECED 410 | Infant Toddler Field Experience I | 4 | Sp | | ECED 412 | Infant Toddler Field Experience II | 4 | F | | ECED 416 | Infant Toddler Language Development and Learning | 3 | F | | ECED 440 | Building Collaborative Relationships Through Coaching | 3 | Sp | | ECED 449 | Early Childhood Community Program Internship | 6 | Sp | | ECED 479 | Best Practices in Infant Toddler Settings | 3 | Sp | | HPE 344 | Infant Toddler Health and Wellness | 3 | F | | SPED 305 | Supporting Infants/Toddlers with Special Needs | 3 | SPED 305 | | SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |   Note: Program adds to 53 credit hours without general education courses. |
| C.5. [Credit count](#credit_count) for each program option | Total Credit Hours:  Teaching Concentration: 85  Community Programs: 82  Birth to 3: 57 | Total Credit Hours:  Teaching Concentration: 86  Community Programs: 83  Birth to 3: 57 |
| C.6. Other changes if any |  |  |
| C.7 [Program goals](http://www-prod.ric.edu/curriculum_committee/documents/Program%20goals)  Needed for all new programs |  | This program provides the foundation for graduates to teach in early childhood settings that require RI Department of Education (RIDE) certification (PK-2) through extensive and in-depth practicum experiences in a variety of early childhood settings that build on foundational knowledge of child development and developmentally effective practices in teaching. Candidates will demonstrate proficiency in the RI Professional Teacher Standards (RIPTS) and the National Association for the Education of Young Children Initial Preparation Standards (NAEYC). |

## D. 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 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.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Gerri August/Julie Horwitz | Dean of Feinstein School of Education and Human Development |  |  |
| Ian Greitzer | Chair Music, Dance, and Theatre |  |  |
| Doug Bosch | Chair of Art |  |  |
| Earl Simson | Dean of Arts and Sciences |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS 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

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Rob Franzblau | Program Director of Music Education |  |  |
| Rebecca Shipe | Program Director of Art Education |  |  |
| John Eagle | Chair of Counseling, Educational Leadership, and School Psychology |  |  |
| Stephanie Costa | Chair of Mathematics & Computer Science |  |  |