# 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. DO NOT USE HIGHLIGHT, where choices are given within categories, please DELETE those THAT DO NOT APPLY TO YOUR PROPOSAL. Do not delete numbered categories.**

**ALL numbers in section (A) to be completed, including the impact ones (#5-7), put “none” if that is the case.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Certification of Undergraduate studies in Birth to three** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Program:** [**creation**](#creation) **|**  |
| A.3. [Originator](#Originator) | **L. Sevey and S. Zoll** | [Home department](#home_dept) | **ELED** |
| A.4. [Context and Rationale](#Rationale)  |  In April 2017 UCC approved the ECED BS Concentration in Birth to Three and the program admitted its first candidates in the fall of 2019. The B3 Concentration was designed to support 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. The current ECED BS program now provides specialized coursework and experiences designed to support the infant/toddler workforce. We now propose in addition to the Concentration in Birth to Three the creation of an Undergraduate Certificate of Studies in Birth to Three.  Although degree attainment is essential and a complete bachelor’s program provides greater depth of knowledge, a CUS in B3, in which candidates only take a selection of courses from the EC B.S. allows early care and education providers, and in particular Family Child Care (FCC) providers an opportunity to take credit bearing coursework in small cohorts with intensive faculty support. The current ECED B3 program uses pre-requisite courses for purposes of program sequencing only, however the CUS B3 program will not require pre-requisite courses for admission. Therefore, not completing program pre-requisites as an admission requirement does not put candidates in the CUS B3 at a disadvantage for course content.  As Rhode Island College has the only Birth-3 bachelor’s degree concentration in the State, the B3 CUS will serve as the first opportunity for the current early childhood workforce to access credit bearing courses in this field of study. To ensure student success, the B3 CUS will only be implemented for students in a cohort model. Four courses along with supervised field experience (see below) will allow B3 CUS candidates to improve their professional knowledge about young children’s development and appropriate practices for the care and education of infants and toddlers. The field experience will also include a coaching model to individualize application of content knowledge to improve instructional practices with children and families. A B3 CUS will also provide professional development that is more likely to engage infant/toddler caregivers because we know that FCC “providers are more likely to enter into a system [of professional improvement] or stay engaged with a program that appreciates the importance of their efforts in caring for children, provides opportunities to build the specialized skills needed to care for small mixed-age groups in home-based settings, and acknowledges their accomplishments over time” (ECQA, 2017, p. 3). A B3 CUS is a pathway to providing professional improvement that engages infant/toddler caregivers by building on their current knowledge and experience with young children as they develop deeper specialized knowledge, which will support them achieve confidence and success with credit bearing professional development.  The addition of a CUS in B3 will support the current infant toddler workforce by allowing educators to move along a career lattice, as Rhode Island’s quality rating and improvement system BrightStars has defined. Currently for infant toddler caregivers, there are few credit-bearing professional development opportunities to improve their ranking in the field. With this new CUS, educators can move along a pathway by completing the new 15-credit CUS in Birth-3. Educators can then leverage these credits to move forward in BrightStars ratings, RI’s Workforce Knowledge and Competencies educator continuum, and increase educator wages & program tiered-reimbursement rates. At this point, the infant toddler continuum will allow educators to build on the B3 CUS when ready for their next phase of professional growth to apply for RIC FSEHD B.S. Early Childhood B-3 concentration. Five courses have been intentionally selected from the ECED B-3 Concentration: * ECED 202 – Early Childhood Development, Birth-8
* ECED 310 – Contextualizing Infant Toddler Education
* ECED 312 – Infant Toddler Cognitive Development and Learning
* ECED 314 – Infant Toddler Social/Emotional Development and Learning
* ECED 410 – Infant Toddler Field Experience I

Required to maintain minimum cumulative GPA of 2.0.Required to be admitted into CUS B3.\*This CUS is 16 credits and participants are eligible to receive T.E.A.C.H. RI scholarship funds, and/or FAFSA.  |
| A.5. [Student impact](#student_impact) | The will be no negative impacts on the current ECED BS B3 concentration students. However, the addition of a CUS in B3 will now provide an opportunity for the current RI Infant Toddler workforce to achieve credit bearing professional development and support their movement along the career lattice; as well as, increase enrollment in the early childhood program serving as a pathway into the ECED BS Concentration B3 – which are both positive outcomes of the addition of a CUS B3.  |
| A.6. [Impact on other programs](#impact)  | There are no anticipated impacts on other programs.  |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | Will need to hire additional adjunct faculty with B3 expertise. |
| [*Library*:](#library) | Textbook and course materials were purchased with funding from a grant and don’t anticipate any additional requests for materials from the library.  |
| [*Technology*](#technology) | Technology was purchased with funding from a grant and don’t anticipate any additional requests for materials from the library. |
| [*Facilities*](#facilities): | Will need classroom space to run the courses in the evenings or Saturdays.  |
| A.8. [Semester effective](#Semester_effective) | Fall 2020 | 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 single file along with this form. |

### 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) |  | Estimated target enrollment for CUS B3 is 15-20 students per cohort. |
| C.2. [Admission requirements](#admissions) |  | Must apply to the ECED department to be admitted into the certificate. |
| C.3. [Retention requirements](#retention) |  | Required to maintain minimum cumulative GPA of 2.0. |
| C.4. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. |  | * ECED 202 – Early Childhood Development, Birth-8 (3 credits)
* ECED 310 – Contextualizing Infant Toddler Education (3 credits)
* ECED 312 – Infant Toddler Cognitive Development and Learning (3 credits)
* ECED 314 – Infant Toddler Social/Emotional Development and Learning (3 credits)
* ECED 416 – Infant Toddler Language Development and Learning (3 credits)
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| C.5. [Credit count](#credit_count) for each program option |  | 16 total credits for the CUS B3 |
| C.6. Other changes if any |  |  |
| C.7 [Program goals](file:///C%3A/Users/sabbotson/Documents/Curriculum/Program%20goals)Needed for all new programs |  | Completion of the CUS B3, will allow infant toddler educators to move along a pathway by completing the new 15 college credits. Educators can then leverage these credits to move forward in BrightStars ratings, RI’s Workforce Knowledge and Competencies educator continuum, and increase educator wages & program tiered-reimbursement rates. |

## 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 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 and a printed signature copy of this whole 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 proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Carolyn Obel-Omia | Chair of Elementary Education | e-mail confirmation to curriculum@ric.edu | 3/27/2020 |
| Jeannine Dingus-Eason | Dean of FSEHD | e-mail confirmation to curriculum@ric.edu | 3/26/2020 |

##### D.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 |
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