THE
UNIVERSITY
OF RHODE ISLAND
FACULTY SENATE OFFICE

THINK BIG WE DO™

Green Hall, 35 Campus Avenue, Kingston, RI 02881 USA p: 401.874.2616

Serial Number #19-20-17C

TO: President David Dooley

FROM: Bahram Nassersharif, Chairperson of the Faculty Senate

1.   The attached BILL titled, the Curriculum and Standards Committee Report #2019-20-7: Transfer Early Childhood Education track from HDF in the College of Health Sciences to Education in the Alan Shawn Feinstein College of Education and Professional Studies, is forwarded for your consideration.

2.   This BILL was adopted by vote of the Faculty Senate on January 23, 2020.

3.   After considering this bill, will you please indicate your approval or disapproval. Return the original, completing the appropriate endorsement below.

4.   In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective February 13, 2020 three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; or (3) the University Faculty petitions for a referendum.

_____
Bahram Nassersharif   January 23, 2020
Chairperson of the Faculty Senate

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

a.   Approved _✓_.

b.   Approved subject to Notice of the Council on Postsecondary Education ___.

c.   Disapproved ___.

_____   __1·28·20__
Signature of the President   (date)

UNIVERSITY OF RHODE ISLAND FACULTY SENATE
January 23, 2020

Faculty Senate Curriculum and Standards Committee
Report 2019-2020-7

At the December 19, 2019 meeting of the Curriculum and Standards Committee the following matters were considered and are now presented to the Faculty Senate.

SECTION II
Curricular Matters Which Require Confirmation by the
Faculty Senate

PROGRAM CHANGES:

COLLEGE OF HEALTH SCIENCES and the COLLEGE OF EDUCATION & PROFESSIONAL STUDIES:
HDF - Early Childhood Education (See Appendix C)
(Contact: Deb Riebe)
Transfer Early Childhood Education track to Education as a major:
The College of Health Sciences (CHS) and the Alan Shawn Feinstein College of Education and Professional Studies (CEPS) propose that the Early Childhood Education (ECE) program, which is currently located in the Department of Human Development and Family Studies (HDF), be relocated to CEPS, specifically to the School of Education (SOE). The mission and vision of the ECE program is better aligned with CEPS/SOE and there is more opportunity for creative curriculum opportunities and program efficiencies if the program is housed with other education-based programs. Housing all teacher education programs that require state licensure from the Rhode Island Department of Education in the same college/school is practical and efficient, and makes it easier for students to understand and navigate the system. Students in the ECE program currently earn a B.S. degree in HDF from CHS. When relocated to CEPS/SOE, ECE will become a major where the students will earn a B.S. with a major in Early Childhood Education. ECE will change from a program (or track) in HDF to a major in SOE to better align with the structure of SOE. There are no substantive changes to the ECE program being requested with this proposal and there are no costs associated with this change. One faculty position/line (Dr. Hyunjin Kim) will move from CHS/HDF to CEPS/SOE.

To summarize:
- This is not technically a new program but a relocation of an existing program.
- The current ECE program is a track in HDF. Students completing this program earn a BS degree.

- It is proposed that the ECE program be relocated to CEPS/SOE. Moving forward, new cohorts of students completing the program will earn a B.S. with a major in Early Childhood Education.   There are minimal curriculum changes (changing the prefix of some courses from HDF to EDC).
- No new resources are being requested.
- One faculty line, currently occupied by Dr. Hyunjin Kim, will move from CHS/HDF to CEPS/SOE.

A Proposal for: Transferring the Early Childhood Education Program to the School of Education

Date: 9/27/2019

A.   PROGRAM INFORMATION

A1. Name of institution
University of Rhode Island

A2. Name of department, division, school or college
Department of Human Development and Family Studies
College of Health Sciences

A3. Title of proposed program and Classification of Instructional Programs (CIP) code
Program title: Early Childhood Education
Classification code (CIP): 31.1210

A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
Initiation date: 9/1/2020
First degree date: 5/2021

A5. Intended location of the program
School of Education; Alan Shawn Feinstein College of Education and Professional Studies

A6. Description of institutional review and approval process

		Approval Date
Department	Human Development & Family Studies	4/19/2019
	School of Education	
College	College of Health Sciences	10/25/2019
	College of Education and Professional Studies	9/20/2019
Curriculum and Standards		12/19/19
Faculty Senate		1/23/20
President of the University		

A7. Summary description of proposed program (not to exceed 2 pages)

The College of Health Sciences (CHS) and the Alan Shawn Feinstein College of Education and Professional Studies (CEPS) propose that the Early Childhood Education (ECE) program, which is currently located in the Department of Human Development and Family Studies (HDF), be relocated to CEPS, specifically to the School of Education (SOE). The mission and vision of the ECE program is better aligned with CEPS/SOE and there is more opportunity for creative curriculum opportunities and program

efficiencies if the program is housed with other education-based programs. Housing all teacher education programs that require state licensure from the Rhode Island Department of Education in the same college/school is practical and efficient, and makes it easier for students to understand and navigate the system.

Students in the ECE program currently earn a B.S. degree in HDF from CHS. When relocated to CEPS/SOE, ECE will become a major where the students will earn a B.S. with a major in Early Childhood Education. ECE will change from a program (or track) in HDF to a major in SOE to better align with the structure of SOE. There are no substantive changes to the ECE program being requested with this proposal and there are no costs associated with this change. One faculty position/line (Dr. Hyunjin Kim) will move from CHS/HDF to CEPS/SOE.

To summarize:
- This is not technically a new program but a relocation of an existing program.
- The current ECE program is a track in HDF. Students completing this program earn a BS degree.
- It is proposed that the ECE program be relocated to CEPS/SOE. Moving forward, new cohorts of students completing the program will earn a B.S. with a major in Early Childhood Education.
- There are minimal curriculum changes (changing the prefix of some courses from HDF to EDC).
- No new resources are being requested.
- One faculty line, currently occupied by Dr. Hyunjin Kim, will move from CHS/HDF to CEPS/SOE.

A8. Signature of the President

_____
David M. Dooley
A9. Person to contact during the proposal review
    Name: Deborah Riebe
    Title: Associate Dean, College of Health Sciences
    Phone: 874-5444
    Email: debriebe@uri.edu

A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.

N/A

B. RATIONALE: There should be a demonstrable need for the program.

B1. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.

The state (Rhode Island Department of Education; RIDE) and nationally (National Association for the Education of Young Children [NAEYC] and Council for the Accreditation of Educator Preparation [CAPE: Formally NCATE-National Council for Accreditation of Teacher Education]) accredited program in ECE leads to a career as early childhood educator for Birth through Age of Eight. Successful completion of the program results in RI state licensure in PreK- 2nd Grade teaching certification. Individuals with this credential are competitive for teaching positions in Rhode Island and beyond.

The URI ECE program uses best practices, scientifically based approaches and experiential learning integrated across the curriculum to produce highly qualified teachers. ECE is a branch of education theory which relates to the teaching of children from birth up to the age of eight years with the aim of improving cognitive and social development of young children.

B2. What is the economic need and workforce data related to the program?

The U.S. bureau of labor statistics reports that the 2018 median salary for kindergarten and elementary school teachers is $57,980. A kindergarten through grade 2 teacher's salary is similar to other elementary teacher salaries; the exact salary varies depending on many factors such as the location of the school, and the teacher's education and experience. Job growth for teachers is expected to be positive, with a projected job growth rate of 7% through 2026. The US bureau of labor statistics reports that the 2018 median salary for preschool teachers is $29,780 with a projected job growth of 10% over the next 7 years.

B3. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.

There is demand for quality early childhood teachers, especially in the public prek-K programs. Most of the current teachers in public preschools are holding no or elementary education certificate with lack of knowledge and field experience in early childhood. Quality teachers who are developmentally and culturally responsive teachers with a high level of content and pedagogical knowledge in child development and early learning will promise desirable early educational experience for later success in school and life. On July 16, 2019 there were 326 K-2 positions and 29,197 preschool teaching positions listed on Indeed.com.

C. INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.

C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.

The University of Rhode Island's Academic Plan prioritizes student success, particularly through the use of experiential learning. Students in the ECE program have external placements in a variety of settings throughout the curriculum and 100% of students complete a full semester of student teaching.

ECE aligns with the University's mission, particularly in providing knowledge that enriches the lives our students and the citizens that they will serve in myriad capacities. ECE graduates will impact the lives of children across the country as they serve in teaching roles that promote healthy social and cognitive development.

D. **INTER-INSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Council on Postsecondary Education pertaining to the coordination and collaboration between public institutions of higher education.**

D1. **Estimate the projected impact of this program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections. Have you communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication.**

As the ECE program already exists, the impact of this organizational change will not have an impact on the other public higher education institutions in Rhode Island.

D2. **Using the format prescribed by the Council on Postsecondary Education, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also submit either a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable (see *Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs*).**

Qualified transfer students are accepted into the ECE program through the School of Education admissions office. A JAA agreement between HDF/ECE is already in place.

D3. **Describe any cooperative arrangements or affiliations with other institutions in establishing this program. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)**
N/A

D4. **How does this program align to academic programs at other institutions?**

Overall, the content in ECE is driven by national accreditation standards. In Rhode Island, curriculum is also guides curriculum by Rhode Island Department of Education state standards.

The Early Childhood Education (ECE) is a fully accredited teacher certification program that prepares candidates to teach children in preschool through grade 2. The ECE program, a comprehensive program through which the candidates develop professional dispositions to meet the National Associate for the Education of Young Children (NAEYC)'s professional standards, the Rhode Island Professional Teaching Standards (RIPTS), the Rhode Island Early Learning and Development Standards (RIELDS), Workforce Knowledge and Competences (WKC). Through the program, the candidates enable to demonstrate their proficiency in the knowledge, skills, and professional dispositions and demonstrate the importance of basing curriculum decisions on three critical factors: age appropriateness, individual appropriateness, and social and cultural appropriateness.

In addition to building strong content knowledge, the ECE provides rich field experience opportunities for candidates to make their knowledge and skills more meaningful and effective for young children. The ECE program requires the candidates to take multiple field experiences across the subject matters and developmental domains in the RIELDS, which enable the candidates to extend their skills in preschool and primary 1-2 teaching.

5. **Are recipients of this credential accepted into programs at the next degree level without issue?**
   Yes, students routinely continue on for a master's degree in various education programs (ex., education, educational leadership).

D6. **How does this program of study interface with degree programs at the level below them?**
   There are no URI programs at the level below the ECE program (BS in HDF). There is a JAA agreement with CCRI for students who have earned their associate's degree to transfer seamlessly into the ECE program at URI.

D7. **If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)**
   All students in the ECE program complete preprofessional field experiences throughout the program. Students also student teach in at the elementary level (K-2) during their last semester at URI. Placements and affiliation agreements are already managed by the SOE in consultation with ECE faculty.

D8. **Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).**

   The ECE program will not be available under the NEBHE RSP.

E. **PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.**

E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:

ECE is an existing program in HDF/CHS. It is proposed that the existing program in ECE become a major in SOE/CEPS with limited curricular changes. In general, the prefix of post-acceptance ECE courses directly related to the ECE program will be changed to an EDC prefix. Pre-acceptance courses will remain in HDF. ECE students will continue to take some HDF courses (HDF 203, 208, 305). A letter of support is included in the appendices.

Currently, students earn a B.S. degree in HDF. Once the ECE program is relocated to SOE, students will earn a B.S. degree with a major in Early Childhood Education If this proposal is approved, students currently in the ECE program will have the choice to earn a B.S. in HDF or change departments and earn a B.S. in ECE. Future candidates with earn a B.S. degree in ECE from SOE.

The curriculum is included in the appendices.

a. Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog.

There are no new courses associated with this program; one course has a minor name change (indicated by parentheses below). The post-acceptance courses will change from an HDF prefix to an EDC prefix. Pre-acceptance courses will remain in HDF.

HDF 301 to EDC 301 Early Childhood Curriculum I:Introduction to Curriculum
HDF 303 to EDC 303 Early Childhood Curriculum II: Math & Science
HDF 455 to EDC 461 (Assessment in Early Childhood Education)

HDF 200, 201, 202, 208, 230, 305 and 420 will remain in HDF. Although HDF 203 will remain in HDF, Dr. Kim may continue to offer an EDC specific section of the course for ECE students as it's a field experience required ECE foundation course. There is also a verbal commitment by the ECE program to continue to place HDF 301 students in the URI Child Development Centers for practicum placements.

b. Are there specializations and/or tracks/options/sub-plans/concentrations? If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.

There are no specializations and/or tracks/options/sub-plans/concentrations within the ECE program.

c. Course distribution requirements, if any, within program.
N/A

d. **Total number of free electives available after specialization requirements are satisfied.**

   17-31

e. **Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.**

   The ECE program requires 120 credits which is similar to most programs in the region. The program conforms to standards and is currently state-approved by the Rhode Island Department of Education (RIDE), nationally recognized by the National Association for the Education of Young Children (NAEYC), and is currently accredited by the Council for the Accreditation of Educator Preparation (CAEP: Formal NCATE-National Council for Accreditation of Teacher Education).

f. **Identify any courses that will be delivered or received by way of distance learning (refer to *Policy on Distance Learning, Council on Postsecondary Education, State of Rhode Island and Providence Plantations*).**

   N/A

g. **Is the program content guided by program-specific accreditation standards or other outside guidance?**

   Yes, the ECE program is currently accredited by the Council for the Accreditation of Educator Preparation (CAEP: Formally NCATE-National Council for Accreditation of Teacher Education). The program is fully approved by the Rhode Island Department of Education (RIDE), the nationally recognized by National Association for the Education of Young Children (NAEYC).

E2. **Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.**

Upon completion of the ECE program, students are eligible for a Rhode Island license to teach early childhood education. Completing a Rhode Island approved program allows candidates to apply for license through reciprocity with 46 other states (https://www.teaching-certification.com/teaching/rhode-island-teacher-reciprocity.html); students are eligible to teach with minor state-specific requirements or without further action.

E3. **Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.**

Upon successful completion of a URI teacher certification program, candidates will:

- Have a firm understanding of the content and pedagogical knowledge, skills and dispositions for teachers.
- Be successful in lesson planning for active learning.
- Complete multiple practicum experiences culminating with a final practicum/internship that prepares candidates to be the teacher of record in their own classroom.
- Understand and assess their impact on student learning.

E4. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

Student learning is assessed by the RIDE professional standards and NAEYC/NCATE standards in content knowledge at the end of each semester in the program and by the Praxis tests in early childhood education (#5025) and Education of Young Children (#5024) aligned with all three aforementioned standards. These required Early Childhood Tests completely align with all 7 of the NAEYC Standards (#5024) which include Language and Literacy, Mathematics, Social Studies, Science, Health and Physical Education and Creative and Performing Arts.

E5. Provide an assessment plan detailing what a student should know and be able to do at the end of the program and how the skills and knowledge will be assessed. Consult with the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) to prepare a Learning Outcomes Assessment Plan for student learning assessment. Following consultation, submit a final draft of the plan to the Chair of the Learning Outcomes Oversight Committee (LOOC) for approval by the full Learning Outcomes Oversight Committee.

The assessment/curriculum map can be found at https://web.uri.edu/human-development/files/ECE-Learning-Outcomes.pdf and is included in the appendices

F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.

F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?

One FTE is required for this program. Dr. Hyunjin Kim will be reassigned from HDF/CHS to SOE/CEPS. Dr. Kim is a tenured associate professor.

F2. Facilities and Capitol Investments

It is requested that SOE identify office space in Chaffee Hall or a nearby building for Dr. Kim starting in fall 2020. If needed, Dr. Kim can continue to occupy one office in the Transition Center until May 2021. Dr. Kim's current technology (computer/laptops) will transfer to SOE/CEPS.

SOE already manages early experience and student teaching placements and already acts as the liaison between the ECE program and RIDE. Therefore, no additional resources are requested.

Assessment tools for the ECE program (RIDE funded and ECE associated course fee) in particular will move along with the program.

G.   **STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social, and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.**

    G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.

    There are currently 34 students in the ECE program. This is not a new program and no change in the number of ECE students is expected. High school seniors interested in teacher education are the primary source of students. However, there will be a national shortage of certified teachers for the next 5-10 years as baby boomers continue to retire at record rates. We will need to meet that job demand by producing more teachers.

H.   **EVALUATION: Appropriate criteria for evaluating the success of a program should be developed and used.**

    H1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.

- Job placement upon graduation
- 4 years and 6 years completion rates
- Successful state accreditation by the Rhode Island Department of Education (RIDE), the National Association for the Education of Young Children (NAEYC), and Council for the Accreditation of Educator Preparation (CAPE: Formal NCATE-National Council for Accreditation of Teacher Education).

The Unit Assessment System for the School of Education, the Professional Education Unit at the University of Rhode Island, is set up to provide for the collection and analyses of data relative to candidate performance and unit operations. The purpose of this data collection is twofold, to evaluate the progress of program candidates and to improve programs at both the initial and advanced levels. Through the Unit Assessment System we collect data within and across programs for analyses. The unit assessment analyzes data on unit operations and the aggregated data on candidate performance. These data are used to measure unit effectiveness and promote program improvement.

Unit Assessment System Processes

Data from candidate assessments and unit operations are examined by Program Assessment Committees and the Unit Assessment Committee (made up of a representative from each program). The School of Education's Unit Assessment System is outlined in Figure 1 at the end of this document. These committees review aggregated data on candidate performance and data on unit operations. These data are used to make judgments about program and unit effectiveness. Each Program Committee approves a Program Assessment Plan that specifies assessments for examining individual performance at various transition points across each program to make judgments about candidate progress through programs.

The program level and unit level assessments are linked to provide a consistent and rich level of data for review. The program level critical performance assessments and follow-up data from programs (e.g., graduate surveys, employer surveys) serve as data for unit level assessments. The program level assessments are moving toward common formats to provide common data for aggregation:

1. Licensure assessment, or other content-based assessment

2. Content-based assessment

3. Assessment of candidate ability to plan instruction

4. Assessment of internship, practicum, or other clinical experience

5. Assessment of candidate effect on student learning

6. Additional assessment SPA or program based

7. Additional assessment SPA or program based (optional)

8. Additional assessment SPA or program based (optional)

A report at the program and unit level is written analyzing the data from assessments above (1-8). The report represents how the data are used to improve both candidate performance and program quality. This description, while based on individual assessments (1-8), is a summary of findings, the faculty's interpretations, and changes made at the program and unit levels. Each report describes the steps program faculty

have taken to use information from assessments to improve both candidate performance and the program outcomes. This information should be organized around (1) content knowledge, (2) pedagogical and professional knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support learning.

It is the responsibility of the NCATE/CAEP Coordinator and the Unit Assessment Committee to coordinate follow-up surveys for candidates and employers, common critical performance tasks, training and technical studies to ensure reliable and valid data.

Central to this process is the collection of data from program and unit assessments, a data management system, unit and program assessment committees, the council of teacher education, an assessment coordinator, and the unit head.

Unit Operations and Program Assessments are intended to systematically collect data central to the operation of units and programs. For the unit this includes data on:

1. Advisement – e.g., program, career

2. Instruction – e.g., teaching, evaluation, clinical experiences, course logistics

3. Records – e.g., programs of study, check sheets, licensure

4. Resources – e.g., facilities, personnel, equipment/technology, funding

5. Faculty Matters—e.g., workload, evaluation/performance reviews, diversity, development, voice

6. Candidate Matters – e.g., diversity, complaints, student groups, communications

7. Staff Matters – e.g., diversity, workload, evaluation/performance reviews, development, and voice

8. Organization– e.g., governance, management, climate

 Individual programs also collect data to help in the assessment of candidates and of programs themselves. Data include:

1.   Learning Products– based on institutional, state and professional society standards, professional knowledge/skills/dispositions and impact on student learning, and specified proficiencies (e.g. candidates' portfolio tasks).

2.   Transition Points – Individual candidate records on pre-specified program transition points (e.g., program admission or exit)

3.   Program Components – learning products aggregated by courses, field experiences, and other such curricular elements (e.g. aggregated performances in a capstone course).

4. Post-Program Assessments – follow-up surveys of program completers and their employers as well as results from state licensure tests and external reviews (e.g., Rhode Island state program reviews).

The Data Management System is the system by which information is collected for data analyses and report writing. Presently the core of this system is a School of Education designed electronic portfolio system (efolio) that is presently utilized by the elementary, secondary, early childhood, physical and health education, music education, reading education, and special education programs. Since the internal development of the e-folio system, a number of vendors have developed electronic portfolio systems. We are presently under contract with TaskStream and have standardized and moved all critical performance tasks, evaluation instruments, and follow-up instruments to this system.

I. IS THE PROGRAM FINANCIALLY VIABLE?

I1. ALL PROPOSALS: Complete the Rhode Island Office of Postsecondary Commissioner Budget Form demonstrating that existing funds are sufficient for carrying out the program. The completed proposal with Budget Form requires review by the URI Budget and Financial Planning Office. Proposers shall request a Statement of No Financial Impact from the URI Budget and Financial Planning Office.

The Early Childhood Education (ECE) program is an existing program housed within the Department of Human Development and Family Studies (HDF) in the College of Health Sciences (CHS). The mission and vision of this teacher education program is better aligned with the School of Education (SOE) in the College of Education and Professional Studies (CEPS)/SOE and there is more opportunity for creative curriculum opportunities and program efficiencies if the program is housed with other education-based programs. Housing all teacher education programs that require state licensure from the Rhode Island Department of Education in the same college/school is practical and efficient, and makes it easier for students to understand and navigate the system. Therefore, we are proposing that the existing ECE program be relocated to SOE.

Students in the ECE program currently earn a B.S. degree in HDF from CHS. If relocated to CEPS/SOE, ECE will become a major and students will earn a B.S. with a major in Early Childhood Education. ECE will change from a program (or track) in HDF to a major in SOE to better align with the structure of SOE. Because of the change in the status (changing from a program to a major), we are required to propose this as a "new" program. In reality and from a budgetary standpoint, we are taking an existing program and moving it to another unit with no requests for resources.

There are no substantive changes to the HDF program being requested with this proposal and there are no costs associated with this change. One current faculty position/line (Dr. Hyunjin Kim, the current ECE program coordinator and advisor) will be redeployed from CHS/HDF to CEPS/SOE. Dr. Kim will require some

administrative support, particularly around accreditation issues and may need advising support. SOE already manages early experience and student teaching placements and already acts as the liaison between the ECE program and RIDE. Current SOE staff (ex., Jihan Minikon, advisor; Josh Smith, Accreditation Specialist) can assist Dr. Kim as needed Therefore, no additional clerical resources are requested. It is conservatively estimated that the ECE program will attract 9 new students per year.

Appendix

Curriculum Sheet
Letter of support from HDF
Budget
Student Learning Outcomes Map

THE UNIVERSITY OF RHODE ISLAND

HDF/EARLY CHILDHOOD EDUCATION (ECE) CURRICULUM SHEET

120 Total Credits Required

Name: _____   **ID Number:** _____

Advisor Signature (Attached with Intent to Graduate Form)   **Date:** _____

Note to all students: This 2-sided worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

GENERAL EDUCATION GUIDELINES: General education is 40 credits. Each of the 12 outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. One course must be a Grand Challenge (G). No more than 12 credits can have the same course code (note- HPR courses may have more than 12 credits). General education courses may also be used to meet requirements of the major or minor when appropriate. **Courses meeting the following outcomes must be taken prior to admittance in to the HDF major: A2 Social & Behavioral Science; B1 Writing Effectively; & B3 Mathematical, statistical or computational strategies.**

General Education Credit Count

At least 40 credits; no more than 12 credits with the same course code

Course	Cr.	Course	Cr.
		Total General Education credits	

General Education Outcome Audit

At least 3 credits in each outcome	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical, or computational strategies	
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. Check that at least one course of your 40 credits is an approved "G" course	

Note. General Education courses that also count toward Early Childhood Education program include HDF 208 (A2), EDC 102 (B4, C3), 312 (A2, B4), 485 (D1).

OVER - FOR SPECIFIC PROGRAM REQUIREMENTS.

THE UNIVERSITY OF RHODE ISLAND   FALL 2018-

HDF/EARLY CHILDHOOD EDUCATION (ECE) CURRICULUM SHEET   120 Total Credits Required

ABOUT HDF BS DEGREE WITH EARLY CHILHOOD EDUCATION (ECE) TEACHER CERTIFICATION:

Students seeking admission to the bachelor's degree program in HDF must complete the following courses with an overall GPA of 2.0 prior to acceptance into the major: HDF 200 or 201, AND general education courses described on the previous page. An overall 2.0 GPA is needed to transfer from University College to the College of Health Sciences. At admission to the ECE Program, students must hold and maintain a 2.75 GPA overall, and in ECE required courses. HDF majors apply for admission to the ECE certificate program in their sophomore year (see below).

Program Requirements

Course	Title	Sem	Credit	Course	Title	Sem	Credit
Core Requirements for HDF				**Professional Content for ECE**			
~HDF 200	Life Span Development I		3	~HDF 203*	Introduction to Work with Children (See below)		4
HDF 201	Life Span Development II		3	~HDF 208	Health and Wellness of Young Child		3
HDF 202	Research Perspectives in HDF		3	~HDF 305	Family Engagement in Early Childhood Settings		3
HDF 205	Family Financial Issues Across the Life Span		3	~EDC 102	Introduction to American Education		3
~HDF 230	Marriage and Family Relationships		3	~EDC 250	Supervised Preprofessional Field Experience		1
				~EDC 312	The Psychology of Learning		3

HDF 203* must be completed or be enrolled in at time of application to the ECE Certificate Program

EARLY CHILDHOOD EDUCATION TEACHER CERTIFICATE PROGRAM

Acceptance into the certificate program requires a separate application available from the Office of Teacher Education online at http://web.uri.edu/education/office-of-teacher-education/. An interview, portfolio, and admittance test are part of the admission process. Students must be at the sophomore level to apply. The following requirements must be completed for this state-approved teacher certification program. These courses must be taken prior to Student Teaching.

AFTER ACCEPTANCE	Semester Taken
~HDF 301 (4) Early Childhood Curriculum I: Introduction to Curriculum (Fall 1)	_____
~HDF 420 (3) Early Language and Literacy Development (Fall 1)	_____
~HDF 303 (4) Early Childhood Curriculum II: Math & Science (Spring 1)	_____
~HDF 455 (3) Assessment in Early Childhood (Spring 1)	_____
~EDC 402 (3) The Education of Special Needs Students (Spring 1)	_____
~EDC 424 (3) Teaching Literacy in the Primary Grades (Spring 1)	_____
~EDC 426 (3) Early Childhood Curriculum III: Integrated Language Arts & Social Studies (Fall 2)	_____
~EDC 350 (1) Primary School Practicum (Fall 2, concurrent with EDC 426)	_____
~EDC 484 (12) Supervised Student Teaching (Spring 2, concurrent with EDC 485)	_____
~EDC 485 (3) Seminar in Teaching (Spring 2)	_____

Note. ~ Courses required for ECE teacher licensure, PK-2.

Free Electives: Use free electives as needed to total 120 credits											
Course	Cr	Sem	Course	Cr	Sem	Course	Cr	Sem	Course	Cr	Sem

HDF/ECE courses
1 message

Sue Adams <suekadams@uri.edu>   Fri, Oct 11, 2019 at 7:58 PM
To: "debriebe@URI.EDU" <debriebe@uri.edu>

To whom it may concern;

The Department of Human Development and Family Studies is pleased to continue to include Early Childhood Education Students in the following required courses: HDF 200, HDF 201, HDF 202, HDF 208, HDF 230, and HDF 305.

Sincerely,

Sue Adams

--
Sue K. Adams, Ph.D.
Professor and Chair
Dept. of Human Development and Family Studies
Transition Center 112
2 Lower College Road
Kingston, RI 02881
Phone: 401.874.5958
Fax: 401.874.4020
Email: suekadams@uri.edu

THE UNIVERSITY OF RHODE ISLAND

Joanne Lawrence <jlawrence@uri.edu>

KIN and HDF Program Moves to SOE

2 messages

Danielle Dennis <danielle_dennis@uri.edu>　　　　　　　Mon, Dec 9, 2019 at 1:00 PM
To: jlawrence@uri.edu
Cc: Deborah Riebe <debriebe@uri.edu>, Anne Seitsinger <anneseitsinger@uri.edu>

Dear Joanne,

The School of Education faculty voted on 9.20.19 to approve the Early Childhood Education and Healthy and Physical Education programs to the SOE. The proposals the faculty voted on included the associated KIN and HDF courses.

Please do not hesitate to contact me if you have any questions.

Thank you,
Danielle

--
Danielle V. Dennis
Director, School of Education
Professor, Literacy Teacher Education and Policy
University of Rhode Island
Alan Shawn Feinstein College of Education and Professional Studies
401-874-4200
danielle_dennis@uri.edu

Joanne Lawrence <jlawrence@uri.edu>　　　　　　　　Mon, Dec 9, 2019 at 1:11 PM
To: Danielle Dennis <danielle_dennis@uri.edu>
Cc: Deborah Riebe <debriebe@uri.edu>, Anne Seitsinger <anneseitsinger@uri.edu>

Thank you Danielle!

joanne

Joanne Lawrence
Specialist, Faculty Senate Office
301 Green Hall
401-874-2616

[Quoted text hidden]

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance.

Page 1 of 3

Choose one: X Full-time   ☐ Part-time   ☐ Combination of full- and part-time

REVENUE ESTIMATES

	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024
Tuition: In-State	$12,590	$12,590	$12,590	$12,590
Tuition: Out-State	$29,710	$29,710	$29,710	$29,710
Tuition: Regional				
Mandatory fees per student	$1,976	$1,976	$1,976	$1,976
FTE # of New Students: In-State	6	6	6	6
FTE # of New Students: Out-State	3	3	3	3
# of In-State FTE students transferring in from the institution's existing programs				
# of Out-State FTE students transferring in from the institution's existing programs				

TUITION AND FEES	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
First Year Students								
In-State tuition	$75,540.00	$0.00	$75,540.00	$0.00	$75,540.00	$0.00	$75,540.00	$0.00
Out-of-State tuition	$89,130.00	$0.00	$89,130.00	$0.00	$89,130.00	$0.00	$89,130.00	$0.00
Regional tuition								
Mandatory fees	$17,784.00	$0.00	$17,784.00	$0.00	$17,784.00	$0.00	$17,784.00	$0.00
Second Year Students								
In-State tuition			$75,540.00	$0.00	$75,540.00	$0.00	$75,540.00	$0.00
Out-of-State tuition			$89,130.00	$0.00	$89,130.00	$0.00	$89,130.00	$0.00
Regional tuition								
Mandatory fees			$17,784.00	$0.00	$17,784.00	$0.00	$17,784.00	$0.00
Third Year Students								
In-State tuition					$75,540.00	$0.00	$75,540.00	$0.00
Out-of-State tuition					$89,130.00	$0.00	$89,130.00	$0.00
Regional tuition								
Mandatory fees					$17,784.00	$0.00	$17,784.00	$0.00
Fourth Year Students								
In-State tuition							$75,540.00	$0.00
Out-of-State tuition							$89,130.00	$0.00
Regional tuition								
Mandatory fees							$17,784.00	$0.00
Total Tuition and Fees	**$182,454.00**	**$0.00**	**$364,908.00**	**$0.00**	**$547,362.00**	**$0.00**	**$729,816.00**	**$0.00**
GRANTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
CONTRACTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
OTHER (Specify)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Grants, Contracts, Other	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
TOTAL	**$182,454.00**	**$0.00**	**$364,908.00**	**$0.00**	**$547,362.00**	**$0.00**	**$729,816.00**	**$0.00**

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

Note: Early Childhood Education is an existing program with 34 students; there is a conservative estimate for maintaining ~34 students.

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance.

Page 2 of 3

EXPENDITURE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022		Year 4 2023	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
PERSONNEL SERVICES								
Administrators								
Faculty								
Support Staff								
Others								
Fringe Benefits 50%								
Total Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
OPERATING EXPENSES								
Instructional Resources								
Other (specify)*								
Total Operating Expenses	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
CAPITAL								
Facilities								
Equipment								
Other								
Total Capital	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
NET STUDENT ASSISTANCE								
Assistantships								
Fellowships								
Stipends/Scholarships								
Total Student Assistance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL EXPENDITURES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

* Current budget is $5,700; requestion increase of $4,300

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 3 of 3**

	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM				
Total Revenue	$182,454.00	$364,908.00	$547,362.00	$729,816.00
Total Expenses	$0.00	$0.00	$0.00	$0.00
Excess/Defeciency	**$182,454.00**	**$364,908.00**	**$547,362.00**	**$729,816.00**
BUDGET SUMMARY OF EXISTING PROGRAM ONLY				
Total Revenue	$0.00	$0.00	$0.00	$0.00
Total Expenses	$0.00	$0.00	$0.00	$0.00
Excess/Defeciency	**$0.00**	**$0.00**	**$0.00**	**$0.00**
BUDGET SUMMARY OF NEW PROGRAM ONLY				
Total of Newly Generated Revenue	$182,454.00	$364,908.00	$547,362.00	$729,816.00
Total of Additional Resources Required for	$0.00	$0.00	$0.00	$0.00
Excess/Deficiency	**$182,454.00**	**$364,908.00**	**$547,362.00**	**$729,816.00**

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

THE
UNIVERSITY
OF RHODE ISLAND

THINK BIG

BUDGET AND FINANCIAL PLANNING
Adams House, 85 Upper College Road, Kingston, RI 02881 USA   p: 401.874.2509   f: 401.874.5824   uri.edu/budget

DATE: November 7, 2019

TO: Margaret Benz
Coordinator, Faculty Senate

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal to Transfer the Early Childhood Education Program to School of Education

As originally requested from Deborah Riebe, Associate Dean in the College of Health Sciences,
October 3, 2019, the Budget and Financial Planning Office requested an update to the proposal
regarding new students for the program.   On October 18, 2019, we received the updated
information.   The Budget and Financial Planning Office has reviewed the updated documents
related to the proposal to transfer the Early Childhood Education Program to the School of
Education.

The Budget and Financial Planning Office, including communications with Enrollment Services,
concurs that the request to transfer the Early Childhood Education Program from the College of
Health Sciences to the School of Education is not anticipated to have an impact on the Fund 100
unrestricted budget as it has been presented.

Please let us know if you require any further information.

cc: Donald DeHayes   Matthew Bodah
Dean Libutti   Cheryl Hinkson
Colleen Robillard   Gary Liguori
Deb Riebe   R. Anthony Rolle
Joanne Lawrence   John Humphrey
Anne Veeger   Anne Seitsinger
Danielle Dennis

Student Learning Outcomes
Program Assessment Curriculum Map

RI PROFESSIONAL TEACHING STANDARDS AND CONTENT STANDARDS (NAEYC)

Standards / Course # and Name	Rhode Island Professional Teaching Standards/Outcomes			NAEYC PROGRAM STANDARDS/OUTCOMES						
	Instruction Cluster *Standard 1. General Knowledge Standard 2. Content Knowledge Standard 5. Critical Thinking Standard 9. Assessment*	Environmental Cluster *Standard 3. Learning and Development Standard 4. Diversity of Learners Standard 6. Learning Environment*	Professionalism Cluster *Standard 7. Collaboration Standard 8. Communication Standard 10. Professional Development Standard 11. Professional and Ethical Standards*	S1 Promoting child development and learning	S2 Building family and community relationship	S3 Observing, documenting, and assessing to support young children and families	S4 Using developmentally effective approaches	S5 Using content knowledge to build meaningful curriculum	S6 Becoming a professional	S7 Early childhood field experiences
EDC 102: Introduction to Education	I	I	I	I	I	I	I	I	I	
EDC 250: Supervised Pre Professional Field Experiences	I	I	I	1			I	I		I
EDC 312: Psychology of Learning			I	1	I	I	I	I	I	
HDF 203: Introduction to Work with Children	I	I	I	1	I	R	I	I	I	R
HDF 301: Early Childhood Curriculum I: Introduction to Curriculum	R	R	R	R	R	R	R	E	R	E
HDF 303: Early Childhood Curriculum II: Integrated Math and Science	R	R	R	R	R	R	R	E	R	E
HDF 305: Family Engagement in Early Childhood Settings	R	R	R	R	E		I	I	I	
HDF 357: Family and Community Health	R		R					I	R	
HDF 420: Early Language and Literacy Development	R	R	R	I	R	I	R	R	R	R
HDF 455: Assessment of Young Children	R	R	R	R	R	E		R	R	R
EDC 350: Primary School Practicum	R	R	R		R	R	R		R	E
EDC 402: Educating Students with Special Needs in Inclusive Settings	R	R		R			R	R		
EDC 424: Teaching Literacy in the Primary Grades	R	R	R	R			R	R	R	
EDC 426: Early Childhood Curriculum III: Integrated Language Arts and Social Studies	R	R	R	R	R	R	R	E	R	E
EDC 484: Supervised Student Teaching	E	E	E	E	E	E	E	E	E	E
EDC 485: Seminar in Teaching	E	E	E	E	E	E	E	E	E	E

Student Learning Outcomes
Program Assessment Curriculum Map

PK-12 STUDENT STANDARDS AND RIDE PROGRAM APPROVAL OUTCOMES

Course # and Name	1.3 Standards Driven Instruction: PK-12 Student Standards *Identify the PK-12 Student Standards that are required for the certification area (Teachers only). Describe how candidates learn about and how to use the particular set of PK-12 standards in each course. (The Student Learning Standards are available on the RIDE website under PREP-RI Resources.)*				1.4 Data-Driven Instruction Map Key I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized for Mastery	1.5 Technology Map Key I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized for Mastery	1.6 Equity Map Key I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized for Mastery	1.7 RI Educational Expectations Map Key I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized for Mastery
	PK-12 Student Standards Set 1 CCSS ELA & Literacy	PK-12 Student Standards Set 2 CCSS Mathematics	PK-12 Student Standards Set 3 NGSS	PK-12 Student Standards Set 4 GSEs				
EDC 102: Introduction to Education	I	I	I	I		I	I	I
EDC 250: Supervised Pre Professional Field Experiences								I
EDC 312: Psychology of Learning					I		I	I
HDF 203: Introduction to Work with Children	I	I	I	I	I	I	I	I
HDF 301: Early Childhood Curriculum I: Introduction to Curriculum	I	I		I	R	R	R	R
HDF 303: Early Childhood Curriculum II: Integrated Math and Science		R	R		R	R	R	R
HDF 305: Family Engagement in Early Childhood Settings				I	R		I	I
HDF 357: Family and Community Health				R	I	I	R	R
HDF 420: Early Language and Literacy Development	R				I	I	R	R
HDF 455: Assessment of Young Children	I	I	I	I	E	R	R	R
EDC 350: Primary School Practicum	R			R				R
EDC 402: Educating Students with Special Needs in Inclusive Settings							R	R
EDC 424: Teaching Literacy in the Primary Grades	E							R
EDC 426: Early Childhood Curriculum III: Integrated Language Arts and Social Studies	R			R	R	R	R	R
EDC 484: Supervised Student Teaching	E	E	E	E	E	E	E	E
EDC 485: Seminar in Teaching	E	E	E	E	E	E	E	E