# 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) | **SPED 301 inclusive Early Childhood Special Education**  |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |
| A.3. [Originator](#Originator) | **Beth Pinheiro** | [Home department](#home_dept) | **SPECIAL EDUCATION** |
| A.4. [Context and Rationale](#Rationale)  | **The purpose of this proposal is to create a course specifically designed for the needs of the early childhood educator as they relate to knowledge and skills pertaining to children with exceptionalities. In response to the RI Department of Education’s program approval report, all FSEHD undergraduate teacher prep programs redesign their programs and course offerings. Department of Special Education was charged with offering special education coursework to better prepare general educators for the social, emotional, and learning diversity inherent in all classrooms.****This course serves as the initial course in a two-course sequence (with SPED415) focusing on policies/procedures in special education as they relate to early childhood education (ECED). Enrollment in the ECE teaching program will be required.** |
| A.5. [Student impact](#student_impact) | **Since all programs have redesigned their course offerings, it is not assumed that this additional course will have a negative effect. Positive impact is expected with preparing early childhood educator to work with young children with special needs.**  |
| A.6. [Impact on other programs](#impact)  | **This course will only be required by two of the Early Childhood Education (ECED) B.S programs (and will replace the current 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 used in ECED Teaching and Community Programs concentrations).**  |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **There may be a need to hire additional faculty to teach the course.**  |
| [*Library*:](#library) | **This course is similar to other courses. No additional library resources are anticipated.** |
| [*Technology*](#technology) | **This course is similar to other courses. No additional technological resources are anticipated.** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 301** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title)  | **Inclusive Early Childhood Special Education** |
| B.4. [Course description](#description)  | Teacher candidates explore policy on early childhood special education and recommended practices to support the diverse needs of young children with exceptionalities and their families in inclusive environments. |
| B.5. [Prerequisite(s)](#prereqs) | Admission to the FSEHD ECED Program or consent of Dept Chair. |
| B.6. [Offered](#Offered) | **Fall | Spring |**  |
| B.7. [Contact hours](#contacthours)  | **3** |
| B.8. [Credit hours](#credits) | **3** |
| B.9. [Justify differences if any](#differences) |
| B.10. [Grading system](#grading)  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) | **Lecture Clinical Practice**  |
| B.12.[Categories](#required) | **Required for Major** |
| B.13. Is this an Honors course? | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** **category: n/a** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Presentations | Papers |** **Class Work | Interviews | Projects |**  |
| B.16. [Redundancy statement](#competing) | **n/a** |
| B. 17. Other changes, if any |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Teacher Candidates (TCs) will explore inclusive philosophy and practices. TCs will be able to provide a brief synopsis of the history of Special Education (SPED) and discuss how policy has changed over time. TCs will identify the ways current policy will impact the work they do/will do with children in inclusive Early Childhood (ECE) settings. | ***CEC:***6.0, 6.1, 6.2***NAEYC***: 2c, 4d, 6a**RIPTS** :1, 2, 7, 10, 11 | **Flipgrid Response****Portfolio & Presentation**Timeline |
| TCs will identify the diverse needs and characteristics of children with exceptionalities and their families using a culturally competent lens. TCs will explain the importance of collaboration among families and professionals. | ***CEC***: 1.2, 3.1, 3.2, 6.3, 7.0, 7.1, 7.2, 7.3***NAEYC***: 1a, 2a, 2b, 2c, 4d, 6c, 6d, 6e | **Flipgrid Response****Portfolio & Presentation*** Family Interview
* Research Paper
 |
| TCs will explore and identify the SPED referral, evaluation, and placement process. TCs will describe SPED Individualized Family Service Program (IFSP) and Individualized Education Program (IEP) teams and how teams collaborate with families during the referral, evaluation, and placement processes to meet the diverse needs of children with exceptionalities and their families. | ***CEC***: 1.1, 4.3, 7.0, 7.1, 7.2, 7.3***NAEYC***: 2b, 2c, 3b, 3d, 4d, 5a, 5c, 6c, 6d, 6e | **Flipgrid Response****Portfolio & Presentation*** Teacher Interview
 |
| TCs will identify the essential components of and discuss the key differences in IEPs and IFSPs. | ***CEC***:3.3, 4.2, 4.3, 7.3 ***NAEYC*** : 4d | **Flipgrid Response****Portfolio & Presentation**Mock IEP |
| TCs will demonstrate knowledge of the range of development in young children and TCs will begin to explore the influence of disability on development. TCs will demonstrate their ability to use this information to create healthy, respectful, supportive, and challenging environments conducive to learning for all students in an inclusive ECE setting. | ***CEC*** : 1.0, 1.2, 2.0, 2.1, 2.2, 3.1, 3.2, 5.1***NAEYC*** : 1a, 1b, 1c, 3a, 3c, 3d, 4c, 4d, 5a, 5c | **Flipgrid Response****Portfolio & Presentation*** UDL Classroom Design (UDL CD)
* Differentiated Lesson Plan (DLP)
* PBIS Classroom Behavior Plan (PBIS CBP)
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| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| 1. Context of Special Education
	1. What is Early Childhood Special Education?
	2. What are the Primary Principles of Early Childhood Special Education?
2. Cultural Competency
	1. Children and Family Diversity.
	2. What is Bias?
	3. How do I Support Families of Young Children?
3. The Special Education Process
	1. What are the Steps for Eligibility?
	2. Who is Involved in the Eligibility Process for Young Children?
4. Delivering Services
	1. What is an IEP?
	2. What is an IFSP?
	3. What are the Primary Differences?
	4. Who Delivers SPED Services?
5. Special Education Curriculum
	1. What are the Different Service Delivery Models?
	2. What is Differentiation for Early Childhood Education?
6. Environments
	1. What is Environment?
	2. What is Universal Design for Learning?
	3. How do we Adapt Environments for young children with special needs?
7. Disability Categories
	1. What are the 13 disability Categories?
	2. What are high incidence disabilities?
	3. What are low incidence disabilities?
	4. Young children with disabilities
8. Interventions and Instructional Strategies
	1. What Does Evidence-Based Mean?
	2. PBIS
	3. RTI
	4. Teaching Models
	5. How do I Plan for ECE SPED Instruction?
9. Issues in ECE SPED
	1. Taking a Closer Look at IDEA.
	2. What is ESSA?
	3. How do IDEA and ESSA Compare?
	4. Why Does all of this Matter?
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## 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 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 |
| --- | --- | --- | --- |
| Leslie Sevey  | Program Director of Early Childhood Special Education  |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Gerri August/Julie Horwitz | Deans of FSEHD |  |  |