# UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#1pxezwc): 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.**

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| A.1. [Course](#2et92p0) | **SPED 210: Supporting Social, Emotional, and Behavioral Learning** | | | |  |
| [Replacing](#3dy6vkm) | **SPED 310: Procedures of Behavior Management for Youth and Children with Disabilities** | | | |
| A.2. [Proposal type](#1fob9te) | **Course: revision** | | | |
| A.3. [Originator](#4d34og8) | **Cara McDermott-Fasy** | [Home department](#2s8eyo1) | **Special Education** | | |
| A.4. [Context and Rationale](#49x2ik5) | The Special Education Department has carefully reviewed the course sequence in the Special Education program. Some new courses have been added, and existing courses re-sequenced and modified to provide learning opportunities that mirror the changing field of special education in RI and across the country.  As a result of this review, SPED 210 has undergone the following changes:   * Name change * Number change to reflect earlier semester taken in program * Prerequisite change * Modified learning outcomes to reflect emphasis on: standards-based instruction, data-based instruction, technology, equity, RI educational expectations/initiatives (especially coverage of MTSS/SEL/DBI and Special Populations - IEP) | | | | |
| A.5. [Student impact](#2p2csry) | Since all programs have redesigned their course offerings, it is not assumed that this course changes will have a negative effect. Positive impact is expected with core knowledge and readiness for the field. | | | | |
| A.6. [Impact on other programs](#147n2zr) | Changes will affect the Elementary Education Department Roadmap and Program of Study forms. | | | | |
| A.7. [Resource impact](#3o7alnk) | [*Faculty PT & FT*](#23ckvvd): | **None** | | | |
| [*Library*:](#ihv636) | **None** | | | |
| [*Technology*](#32hioqz) | **None** | | | |
| [*Facilities*](#1hmsyys): | **None** | | | |
| A.8. [Semester effective](#3znysh7) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#3znysh7) | |  | |

B. [NEW OR REVISED COURSES](#41mghml)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#2grqrue)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#44sinio) | **SPED 310** | **SPED 210** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#3rdcrjn) | **Procedures of Behavior Management for Youth and Children with Disabilities** | **Supporting Social, Emotional, and Behavioral Learning** |
| B.4. [Course description](#vx1227) | This is an eclectic review of behavioral, psychodynamic, and humanistic concepts and strategies. Data collection, intervention, and evaluation procedures are explored. Thirty hours of assigned practicum is included. | Students examine principles and procedures for supporting social, emotional, and behavioral needs of preschool through secondary level students across a multi-tiered system of support. Thirty hours of assigned practicum included. |
| B.5. [Prerequisite(s)](#1y810tw) | SPED 300 (or SPED 302 or ELED 302), with minimum grade of B- | SPED 202 or ELED 202, and admission into the elementary and special education B.S. programs, or consent of department chair |
| B.6. [Offered](#3fwokq0) |  |  |
| B.7. [Contact hours](#26in1rg) |  |  |
| B.8. [Credit hours](#lnxbz9) |  |  |
| B.9. [Justify differences if any](#35nkun2) |  | |
| B.10. [Grading system](#1v1yuxt) |  |  |
| B.11. [Instructional methods](#4f1mdlm) |  |  |
| B.12.[Categories](#2u6wntf) |  |  |
| B.13. Is this an Honors course? | **NO** |  |
| B.14. [General Education](#19c6y18)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** |  |
| B.15. [How will student performance be evaluated?](#3tbugp1) |  |  |
| B.16. [Redundancy statement](#1ksv4uv) |  |  |
| B. 17. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#28h4qwu)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#nmf14n)**, if relevant** | [**How will each outcome be measured**](#4i7ojhp)**?** |
| 1. TCs develop basic skills in designing and implementing standards-based lessons and intervention plans aligned to the RI social emotional learning standards | 1. **CEC 2, 4, 5** 2. **RIPTS 1-9** | 1. *through the FBA-BIP Project, IEP assignment, and RI ICEE* |
| 2. TCs demonstrate basic skills in identifying, gathering, and analyzing data from various sources in the development of high-quality learning environments including: (1) the arrangement of the physical environment; (2) comprehensive educational program planning; and (3) scheduling which facilitates student learning | 1. **CEC 2, 4** 2. **RIPTS 6, 9** | 1. *through the Structure Project* |
| 3. TCs develop a general understanding of the core principles, concepts, and purposes of assessment relevant to social, emotional and behavioral (SEL) learning across a multi-tiered system of support, including observing, measuring, and recording behavior, applying knowledge and understanding of the influences of antecedent and consequent events upon behavior, and the use of single subject designs in behavior analysis | 1. **CEC 2, 4** 2. **RIPTS 6, 9** 3. **ISTE 7b & c** | 1. *through the FBA-BIP Project and IEP assignment* |
| 4. TCs develop basic skills in using assessment data to systematically plan, implement and adapt evidence based practices across a multi-tiered system of support to facilitate social, emotional and behavioral learning with full consideration of professional and ethical issues | **CEC 2, 4, 5, 6**  **RIPTS 6, 9**  **ISTE 7b & c** | *through the FBA-BIP Project, IEP assignment, and RI ICEE* |
| 5.Using video analysi*s* of teaching, teacher candidates view videos of High Leverage Practices (HLPs) in special education to identify ways to provide positive and constructive feedback to guide students’ learning and behavior (#8 and 22) and to use strategies to promote active engagement (#18) | **CEC 2, 4, 5**  **RIPTS 6, 9** | 1. *through SPED 310 video analysis tool* |
| 6. TCs continue to develop basic skills in designing, implementing, and assessing digital age learning experiences to support the social, emotional and behavioral learning of students across a multi-tiered system of support (see ISTE Standards) by incorporating behavioral technology in educating and assessing students with disabilities (i.e. Support to Executive Function such as temporal supports:  time timers, scheduling supports; Reinforcement support: Class Dojo; Video Modeling; Low technology supports for behavior: Power cards) | 1. **CEC 2, 4, 5** 2. **RIPTS 6** 3. **ISTE 1a 7 c, 4a, 5a-c, 6a, 7a-c** | 1. *through the Structure Project, FBA-BIP Project, IEP assignment, and RI ICEE* |
| 7. Using *Readings for Diversity and Social Justice* (4th Ed) text, TCs continue to reflect on own biases and develop a deeper awareness of their own worldviews, the experiences of other cultures and the impact of poverty on learning related to issues of social, emotional and behavioral learning | 1. **CEC 6** 2. **RIPTS 10, 11** | 1. *through Social Justice Reflection Paper* |
| 8. TCs continue to develop deeper awareness of the experiences of other cultures and the impact of poverty on learning by analyzing the influence exerted by students’ abilities (cognitive, sensory, neurological and emotional status), gender, social class, language, cultural, and experiential background on their social, emotional and behavioral development | 1. **CEC 1, 6** 2. **RIPTS 1, 10, 11** | 1. *through the Structure Project, FBA-BIP Project, and IEP assignment* |
| 9. TCs continue to develop basic skills in designing and implementing evidence-based social-emotional-behavioral strategies with students with disabilities that consider, connect to, and reflect student culture, language, race, values, customs, and beliefs*.* | 1. **CEC 1, 2, 4 , 5** 2. **RIPTS 1, 4,** 3. **ISTE 5a** | 1. *through the FBA-BIP Project, IEP assignment, and RI ICEE* |
| 10. TCs will select/develop assessments related to social, emotional and behavioral learning that validate and consider students’ linguistic and cultural identities | 1. **CEC 1, 4** 2. **RIPTS 1, 4, 8, 9** 3. **ISTE 7b & c** | 1. *through the FBA-BIP Project, IEP assignment, and RI ICEE* |
| 11. TCs develop the knowledge, skills, and practices embedded in the following key Rhode Island Educational: Comprehensive Assessment System, ESSA, IDEA, MTSS/SEL, Special Population Initiatives, and Bullying & Violence Prevention | 1. **CEC 6** 2. **RIPTS 10, 11** | 1. *through course examinations* |
| 12. Develop a particular awareness of the Rhode Island Special Population Initiative on IEPs via opportunities to develop standards/data-based IEPs based on FBA data and write lessons for students with disabilities that align with such IEPs and focus on access to the general education in the least restrictive environment | 1. **CEC 2, 4, 5** 2. **RIPTS 6, 9** 3. **ISTE 7b & c** | 1. *through the FBA-BIP Project and IEP assignment* |
| 14. Apply key competencies of SPED 210 course content (and prior courses) in accompanying fieldwork related to Special Education (Standards -Based Instruction, Data-Driven Instruction, Technology, Equity, RI Initiatives, and Professionalism) | 1. **CEC 2, 4, 5, 6, 7** 2. **RIPTS 6, 7, 9, 10, 11** 3. **ISTE 5a, 7a-c** | *through RI-ICEE* |

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| B.19. [**Topical outline**](#37m2jsg)**:** |
| 1. The Current Context 2. MTSS/SEL 3. Preventative Health Care Analogy   2) Legal and Ethical Issues and Considerations   1. History of IDEA 2. Other: ADA, Section 504, ESSA, Key Court Cases   3) A Closer Look at Primary Prevention, or Tier 1   1. District/School Level (i.e. school matrix, curricular approaches such as Responsive Classroom, bullying & violence prevention, etc.); Examples of Universal Screening Tools (i.e. FAST) 2. Classroom Level (i.e supportive environmental structures, classroom norms/expectations; management strategies/systems, i.e. Token Economy)   3) Evidence Based Practices in Addition to Core & Ways to Monitor Progress in social, emotional and behavioral learning   1. Tier 2 example: Check-In, Check-Out; Examples of Progress Monitoring (i.e. ODR: major, minor) 2. Tier 3 example: FBA/BIP; Examples of Progress Monitoring   4) IEP Development   1. Present Level of Functional Strengths and Needs; Baseline/Annual Goal/Short Term Objectives 2. Supplemental Aids and Services related to social, emotional and behavioral needs (including technology)   5) IEP Implementation   1. Behavior Intervention Plans (BIP) 2. Data Based Individualization (DBI) applied to Annual Goals addressing Functional Needs     6) The Expanding Circle of Support   1. Classroom supports (i.e. Related Service Providers(, district supports and community supports around issues of social, emotional, and behavioral learning (i.e. RIPEN) 2. Involving families in intervention plans |

## 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 Coordinators, 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 proposals.

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| Name | Position/affiliation | [Signature](https://docs.google.com/document/d/1HYn-_bOVrUXnuQ8gjF-smDqXgZLxP8UMLk22MoYUX9U/edit#heading=h.2u6wntf) | Date |
| Ying Hui-Michael | Chair of Special Education Department |  |  |
| Carolyn Obel-Omia | Chair of Elementary Education Department |  |  |
| Gerri August/Julie Horwitz | Dean of Feinstein School of Education and Human Development |  |  |

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##### D.2. [Acknowledgements](#qsh70q): 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

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| Name | Position/affiliation | [Signature](#3as4poj) | Date |
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