# 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](#147n2zr): 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](#tyjcwt) | **SPED 312: Assessment Procedures for Children and Youth with Disabilities** | | | |  |
| [Replacing](#1fob9te) |  | | | |
| A.2. [Proposal type](#2et92p0) | **Course: revision** | | | |
| A.3. [Originator](#4d34og8) | **Cara McDermott-Fasy** | [Home department](#2s8eyo1) | **Special Education** | | |
| A.4. [Context and Rationale](#17dp8vu) | 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 312 has undergone the following changes:   * Error was noted in course description. Stated that course focused on students with mild/moderate disabilities. In fact, course focuses on students with disabilities in general. * Prerequisite change * Modified learning outcomes to reflect emphasis on: standards-based instruction, data-based instruction, technology, equity, RI educational expectations/initiatives (especially coverage of Special Populations/IEPs) | | | | |
| A.5. [Student impact](#3o7alnk) | Since all programs have redesigned their course offerings, it is not assumed that this course change will have a negative impact. Positive impact is expected with core knowledge and readiness for the field. | | | | |
| A.6. [Impact on other programs](#23ckvvd) | Changes will affect Elementary Education Department Roadmap and Program of Study forms. | | | | |
| A.7. [Resource impact](#ihv636) | [*Faculty PT & FT*](#32hioqz): | **None** | | | |
| [*Library*:](#1hmsyys) | **None** | | | |
| [*Technology*](#41mghml) | **None** | | | |
| [*Facilities*](#2grqrue): | **None** | | | |
| A.8. [Semester effective](#3znysh7) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#3znysh7) | |  | |
| 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. | | | | | |

B. [NEW OR REVISED COURSES](#vx1227)  **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](#3fwokq0)) 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](#3j2qqm3) | SPED 312 |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#26in1rg) | **Assessment Procedures for Children and Youth with Disabilities** |  |
| B.4. [Course description](#2xcytpi) | The principles and procedures of educational assessment for preschool through secondary level students with mild/moderate disabilities are examined. Thirty hours of assigned practicum is included. | Students examine principles and procedures of educational assessment for preschool through secondary level students across a multi-tiered system of supports. Thirty hours of assigned practicum included. |
| B.5. [Prerequisite(s)](#1ci93xb) | SPED 300 (or SPED 302 or ELED 302), SPED 310, or consent of department chair | SPED 202 or ELED 202, and admission into the elementary and special education B.S. programs, or consent of department chair |
| B.6. [Offered](#1v1yuxt) |  |  |
| B.7. [Contact hours](#44sinio) |  |  |
| B.8. [Credit hours](#1ksv4uv) |  |  |
| B.9. [Justify differences if any](#z337ya) |  | |
| B.10. [Grading system](#4f1mdlm) |  |  |
| B.11. [Instructional methods](#2u6wntf) |  |  |
| B.12.[Categories](#19c6y18) |  |  |
| B.13. Is this an Honors course? | NO |  |
| B.14. [General Education](#lnxbz9)  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](#35nkun2) |  |  |
| B. 17. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#2bn6wsx)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#28h4qwu)**, if relevant** | [**How will each outcome be measured**](#3whwml4)**?** |
| 1. Apply assessment skills to the development and implementation of standards-based lessons for SWD and use those skills to assess student proficiency in RI student standards (i.e. CCSS: ELA/Math) | CEC 3, 4, 5  RIPTS 1-9  ISTE 7a-c | *through the CBA/CBM course artifact and R ICEE* |
| 2. Describe contemporary approaches to special education assessment practice (i.e. MTSS/RTI/DBI) which integrate multiple types of assessment information for a variety of education decisions | CEC 4  RIPTS 9  ISTE 7b & c | *through quizzes and examinations* |
| 3. Develop a general understanding of the core principles, concepts, and purposes of assessment, describing the major areas and issues in assessment (i.e. reliability/validity) in behavior, language, learning, and achievement to enhance instruction, adaptations and support for progress in general and special curricular | CEC 4  RIPTS 9  ISTE 7a-c | *through quizzes and examinations* |
| 4. Describe the current educational terminology, definitions, identification criteria and related assessment practices (i.e. MTSS/RTI/DBI) | CEC 4  RIPTS 9 | *through quizzes and examinations* |
| 5. Develop basic skills in selecting and implementing assessments in order to monitor progress and using assessment data to evaluate and modify instructional practices, applying assessment skills to case studies and fieldwork to identify present levels of performance and mastery goals | CEC 4  RIPTS 9  ISTE 7b & c | *through CBA/CBM course artifact* |
| 6. Using video analysis of teaching, teacher candidates will view videos of High Leverage Practices (HLPs) in Special Education to identify ways to systemically design instruction towards learning goals | CEC 4, 5  RIPTS 4, 9  ISTE 7b & c | *through SPED 312 video analysis tool* |
| 7. Develop basic skills in identifying, gathering and analyzing data from other sources (i.e. research, student work, and professional resources such as *TEC journal*) other than assessments to improve learning and instructional practice | CEC 4, 5, 6  RIPTS 4, 9, 10, 11  ISTE 1a & c | *through CBA/CBM course artifact* |
| 8. Learn about and practice formal educational testing relevant to academic aspects of special education (i.e. Norm Referenced Tests), evaluating formal and informal assessment types for technical adequacy including, as appropriate, norms, reliability, validity, bias and interpretation of assessment results | CEC 4  RIPTS 9 | *through Norm Referenced Testing Protocol Assignment* |
| 9. Describe the application of technology in assessment of students with disabilities during administration, scoring, interpretation, instructional planning and progress monitoring | CEC 4, 5  RIPTS 4, 9  ISTE 7b & c | *through CBA/CBM course artifact* |
| 10. Develop basic skills in designing, implementing, and assessing digital age learning experiences and assessment to support the learning of students with disabilities by conveying knowledge of ISTE Standards related to assessment and demonstrating the ability to incorporate technology into the assessment of students with disabilities and accessibility features into typical instruction and formalized assessment | CEC 4, 5  RIPTS 4, 9  ISTE 1a& c, 4a, 5a-c, 6a, 7a-c | *through CBA/CBM course artifact* |
| 11. Using Readings for Diversity and Social Justice (4th Ed) text, TCs will 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 assessment | CEC 1, 6, 7  RIPTS 1, 7, 10, 11 | *through Social Justice online blog posts* |
| 12. Describe the role of cultural and linguistic differences in the selection of assessments and interpretation of information, developing basic skills in designing and implementing strategies that are effective with students with disabilities | CEC 1, 4  RIPTS 1, 4, 8, 9  ITSE 7a-c | *through Social Justice online Blog and CBA/CBM course artifact* |
| 13. Develop skills in designing and implementing strategies that are effective when working with colleagues and families in diverse communities that promote active communication and collaboration in developing and integrating assessment information and decision making | CEC 1, 2, 6, 7  RIPTS 1, 4, 7, 10, 11  ITSE 4d | *through RIPIN Parent Panel reflection paper* |
| 14. Articulate the rights of privacy, confidentiality, and respect for differences among all persons interacting with students with disabilities and families that demonstrate these ethical and legal requirements in all written and oral communications | CEC 1, 6, 7  RIPTS 1, 4, 7, 10, 11  ITSE 4d | *through quizzes and examinations* |
| 15. Develop the knowledge, skills, and practices embedded in key Rhode Island educational initiatives and Rhode Island educational laws and policies related to academic aspects of special education (i.e. Comprehensive Assessment System, ESSA, IDEA, MTSS/RTI, Special Population Initiatives, RI-CAS, DLM) by describing state and federal mandates, procedure, timelines and ethical principles of assessment involved in referral, eligibility, program planning, instruction, placement, and program monitoring for students with disabilities and identifying the process and requirements for participation for students with disabilities in school, system, and statewide assessments | CEC 6  RIPTS 10, 11 | *through quizzes and examinations* |
| 16. Develop a particular awareness of the Rhode Island Special Population Initiative on IEPs via opportunities to develop standards/data-based IEPs based and write lessons for students with disabilities that align with standards/data-based IEPs and focus on access to the general education | CEC 4, 5  RIPTS 4, 9  ITSE 7a-c | *through IEP development assignment* |
| 17. Apply key competencies of SPED 312 course content (and prior courses) in accompanying fieldwork related to Special Education (Standards -Based Instruction, Data-Driven Instruction, Technology, Equity, RI Educational Expectations/Initiatives, and Professionalism) | CEC 4, 5, 6, 7  RIPTS 4, 7, 9, 10, 11  ITSE 5a, 7a-c | *through RI-ICEE* |

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| B.19. [**Topical outline**](#nmf14n)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. The Traditional Model of Assessment vs. The Contemporary Model of Assessment    1. Preventative Health Care Analogy    2. Response to Intervention   2) Legal and Ethical Issues and Considerations   1. History of IDEA 2. Overview of Other Federal and State Laws/Initiatives   3) Technical Prerequisites of Understanding Assessment and Assessing Students   1. Descriptive Statistics 2. Reliability and Validity   4) Assessing Students Part 1   1. Curriculum Based Assessments 2. Curriculum Based Measurements   5) Assessing Students: Part 2   1. Norm Referenced Tests 2. CAS, RI-CAS, DLM   6) Special Considerations   1. Assessments in Early Childhood 2. Secondary Transition   7) Interpreting Assessments for Educational Interventions   1. Evaluation Reports and IEPs within the Special Education Timeline 2. Data Based Individualization (DBI) |

## 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](#49x2ik5): 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](#2p2csry) | Date |
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