# 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](#23ckvvd): 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](#30j0zll)  | **SPED 435: Assessment/Instruction: Young Students with SID** |  |
| A.2. [Proposal type](#tyjcwt) | **Course: revision**  |
| A.3. [Originator](#2et92p0) | **Susan Dell** | [Home department](#3dy6vkm) | **Special Education** |
| A.4. [Context and Rationale](#1fob9te)  | 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 435’s prerequisites have changed as have some of the student learning outcomes. This proposal is requesting:**REQUESTED CHANGES**1. **Change in prerequisites:** The course numbering of prerequisite courses have changed so this will be reflected in changed prerequisites of SPED 435. SPED 300 will no longer be accepted as a prerequisite. The new prerequisites will be: **SPED 210, SPED 312, or consent of department chair.**
2. **Change in course offering:** The new program map will switch the semester in which SPED 435 will be offered to Spring.
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| A.5. [Student impact](#ihv636) | 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](#32hioqz)  | Changes will affect Elementary Education Department Roadmap and Program of Study forms. |
| A.7. [Resource impact](#1hmsyys) | [*Faculty PT & FT*](#41mghml):  | **None** |
| [*Library*:](#2grqrue) | **None** |
| [*Technology*](#vx1227) | **None** |
| [*Facilities*](#3fwokq0): | **None** |
| A.8. [Semester effective](#1t3h5sf) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#1t3h5sf) |  |

B. [NEW OR REVISED COURSES](#1v1yuxt)  **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](#4f1mdlm))Only include information that is being revised, otherwise leave blank  | NewExamples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#1y810tw)  | **SPED 435** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#3j2qqm3)  | **Assessment/Instruction: Young Students with SID** |  |
| B.4. [Course description](#44sinio)  |  |  |
| B.5. [Prerequisite(s)](#1ci93xb) | **SPED 300, SPED 310, SPED 312, and admission to the Department of Special Education.** | **SPED 210, SPED 312, or consent of department chair.** |
| B.6. [Offered](#2u6wntf) | **Fall**  | **Spring** |
| B.7. [Contact hours](#1ksv4uv)  |  |  |
| B.8. [Credit hours](#4i7ojhp) |  |  |
| B.9. [Justify differences if any](#2jxsxqh) |  |
| B.10. [Grading system](#19c6y18)  |  |  |
| B.11. [Instructional methods](#3whwml4) |  |  |
| B.12.[Categories](#z337ya) |  |  |
| B.13. Is this an Honors course? | **NO** |  |
| B.14. [General Education](#2xcytpi) | **NO** |  |
| B.15. [How will student performance be evaluated?](#2bn6wsx) |  |  |

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| B.18**.** [**Course learning outcomes**](#3as4poj)**:**  | [**Professional Org.Standard(s)**](#qsh70q) | [**How will each outcome be measured**](#1pxezwc)**?** |
| 1. **Standards Based Instruction** (1.1-1.3)

Demonstrate the ability to plan instruction (ELA, Mathematics, Functional) developing curriculum objectives and instructional strategies for both individuals and groups.  Design instructional programs that facilitate community participation, functional independence, positive self-concept, and realistic goals linked to appropriate RI student standards.   | (CEC 3, 5); RIPTS 5: 4: 6: 2: INTASC 7,8 | Unit and Lesson Plans |
| 1. **DATA DRIVEN INSTRUCTION (1.4)**

Demonstrate the ability to select and/or design formal and informal evaluation strategies (including task analysis) in the domains of:   Sensory, Motor, Communication and Language, Self Care, Social Behavior, Alternatives for Challenging Behavior.  Understand the impact of development and disability in these areas on the lives and social competence of individuals with severe disabilities  | (CEC 4), RIPTS 9: Assessment | Informal Observation, Formal Communication Assessment, & IEP |
| 1. Demonstrate the ability to plan and implement a series of appropriate lessons based on an individual student’s IEP and aligned with CCSS/DLM Essential Elements, particularly in relation to short term objectives in a particular content area.
 | RIPTS 4, 6, 7; CEC 5; INTASC 1, 2, 3, 4, 5, 6, 7, 8). | RI-ICEE Practicum EvaluationUnit and Lesson Plans |
| 1. Demonstrate the ability to capture data to be used in designing a Positive Behavior Intervention and Support Plan as measured through
 | CEC 4 | PBS Data Portfolio, PBS Assignment, Progress Monitoring Data Tools |
| 1. **TECHNOLOGY (1.5)**

Demonstrate strategies for facilitating development of effective communication and social competence – including the design and use of alternative and/or augmentative communication systems.  | (CEC 1,5); RIPTS 8: Communication | Augmentative Communication System project |
| 1. Demonstrate competence in accessing the Open Hands Open Access online learning modules to further knowledge related to the instruction of students with deaf-blindness.
 | CEC 5 | OHOA Online Learning Modules |
| 1. Demonstrate knowledge of a diverse array of technology to meet the needs of students with SID including technology that supports learning in a variety of content areas.
 | CEC 5 | In-class assignments |
| 1. **EQUITY: STUDENTS WITH DISABILITIES (1.6)**

Have knowledge of the characteristics of students with severe or multiple disabilities and the curriculum and instructional practices that are effective with these students.  This includes current terminology, definitions, classification systems, identification criteria, prevalence and incidence.   | (CEC 1), RIPTS 4: Diversity of Learners; 3: Learning and Development | Informal Observation, Formal Communication Assessment, & IEP |
| 1. Have knowledge of the nature of physical development, physical disabilities, sensory disabilities, and health impairments as they relate to the development and learning of students with severe disabilities; have knowledge of the etiologies and medical aspects of these disabilities; have knowledge of the psychological and social emotional characteristics of children with severe disabilities.
 |  (CEC 1), RIPTS 4: Diversity of Learners, 3: Learning and Development | Informal Observation, Formal Communication Assessment, & IEP |
| 1. Demonstrate the ability to use ecological inventories to determine the core domains and experiences (for each domain) that should be included in a student’s Individualized Education Plan
 | (CEC 4), RIPTS 9: Assessment, 2: Content Knowledge | Informal Observation, Formal Communication Assessment, & IEP |
| 1. Have knowledge of how language development impacts learning and social skill development in children with severe intellectual disabilities.
 | CEC 4 | PBS Data Portfolio, PBS Assignment, Progress Monitoring Data Tools |
| 12. **EQUITY: WORKING WITH FAMILIES (1.6)** TCs demonstrate proficiency in designing and implementing strategies that are effective when working with families in diverse communities as measured through  |  | **Formal Communication Assessment (Parent report).** |
| 13. Demonstrates understanding of RI Initiatives* Implications of IEP practices and policies
* Embedding Self Determination in instruction
* Dynamic Learning Maps (DLM) Alternate Assessment
 | RIPTS 10,11 | Informal Observation, Formal Communication Assessment, & IEP Unit and Lesson Plans |
| 13. TCs will apply key competencies of SPED 435 course content (and prior courses) in accompanying fieldwork (e.g., Standards -Based Instruction, Data-Driven Instruction, Technology, Equity, RI Initiatives, and Professionalism)  |  | SPED 435 RI-ICEE Observation Tool. |

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| B.19. [**Topical outline**](#3tbugp1)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Overview
* Explanation of Course Policies and Procedures
* Terminology and Definitions
* Classification Systems and Identification Criteria
* Prevalence and Incidence

2. Overview of Challenges* The impact of physical disability, sensory disabilities, intellectual disabilities, health impairments on development and learning.
* Etiology and medical aspects of these disabilities.

3. Foundations of Instruction for Students with Severe Intellectual Disabilities (SID) * Historical, Legislative and Multidisciplinary Perspectives
* Learning characteristics of persons with severe disabilities
* Impact of sensory, physical and health disabilities

4. Informal evaluation and analysis strategies 1. Ecological Inventories* + - Analysis of school culture, student and family culture
		- Observation of learning style
		- Task Analysis – Criterion referenced evaluations

5. Formal evaluation strategiesDevelopmental ProfilesAdaptive Behavior ProfilesInterpretation and presentation6. Components of Quality IEPs* Developing and writing goals that are community referenced, that are realistic, that promote functional independence and positive self-worth, and that match student characteristics and needs.
* Developing individual lesson plans & data collection

7. Systematic InstructionInstructional Routines - environmental structures that facilitate learning and student initiationCues and consequences, reinforcement strategiesEvidence Based Practice: Shaping, prompting, fading, generalization 8. Health Care/ Motor/ Self Care Skill Development* Physical Disability and Motor Instruction
* Assistive Technology, positioning devices
* Sources for specialized materials, equipment, assistive technology
* Strategies that facilitate sensory stimulation and sensory integration

9. Augmentative Communication Systems: selection and design* (a) Description of Student (Disability and Characteristics)
* (b) Selection of System – Rationale for selection (response mode, symbol system)
* (c) Pragmatic Functions achieved through the system
* (d) Vocabulary included, Syntax, Layout
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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 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 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  |  |  |

##### D.2. [Acknowledgements](#147n2zr): 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