# 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 415: Assessment/Instruction with Young Exceptional Children** | | | |  |
| [Replacing](#Ifapplicable) | **SPED 415: Early Childhood Developmental Screening and assessment** | | | |
| A.2. [Proposal type](#type) | **Course: revision** | | | |
| A.3. [Originator](#Originator) | **Kalli Kemp** | [Home department](#home_dept) | **Special Education** | | |
| A.4. [Context and Rationale](#Rationale) | **The purpose of this proposal is to revise the course titles and descriptions for SPED 415 to more accurately describe the revised content of the courses.**  **Currently this course is taken by B.S. in Early Childhood program candidates, M.Ed. in Severe Intellectual Disabilities program candidates, and is a prerequisite course to the M.Ed. in Early Childhood Special Education program. This is a diverse group of candidates, which can make it challenging to provide appropriate content to all students. Therefore, the content of this course is being revised to be most appropriate for B.S in Early Childhood program candidates. A new course, SPED 515, has been created that will be taken by students in the M.Ed. in Severe Intellectual Disabilities and M.Ed. in Early Childhood Special Education programs, and graduates will no longer take this course. This will allow for more focused content for students in the different programs, and allows for an improved developmental trajectory for students that are in the B.S in Early Childhood that are later admitted into the M.Ed. in Early Childhood Special Education program. Thus, SPED 415 will just serve undergraduates in the future, and have a revised prerequisite, title and description to reflect that.** | | | | |
| A.5. [Student impact](#student_impact) | **This is expected to have a positive impact for students that will allow for improved content and skills relevant to their program.** | | | | |
| A.6. [Impact on other programs](#impact) | **This is expected to have a positive impact for students that will allow for improved content and skills relevant to their program.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **N/A** | | | |
| [*Library*:](#library) | **N/A** | | | |
| [*Technology*](#technology) | **N/A** | | | |
| [*Facilities*](#facilities): | **N/A** | | | |
| 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.**

|  | Old ([for revisions only](#Revisions)) 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](#cours_title) | **SPED 415** | **SPED 415** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Early Childhood Developmental Screening and assessment** | **Assessment/Instruction with Young Exceptional Children** |
| B.4. [Course description](#description) | **Interdisciplinary assessment procedures and the development of individualized education programs are studied. Emphasis is on determining the technical adequacy of diagnostic tests.** | **An array of curriculum and instructional approaches for serving infants, preschool, and early elementary children with disabilities in inclusive contexts are examined. Topics include assessment, evidence-based instruction, and curriculum design/adaptations.** |
| B.5. [Prerequisite(s)](#prereqs) | **Graduate status or consent of department chair.** | **SPED 301 or consent of department chair.** |
| B.6. [Offered](#Offered) | **Fall |** | **Fall |** |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **| Lecture |Small group |** | **| Lecture Small group** |
| B.12.[Categories](#required) | **Required for major/minor** | **Required for major/minor** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Quizzes | Projects |**  **| Reports of outside supervisor** | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Quizzes | Projects |**  **| Reports of outside supervisor** |
| B.16. [Redundancy statement](#competing) |  |  |
| 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)**?** |
| --- | --- | --- |
| TCs will develop understanding of the significance of integrating programs for children with disabilities and vulnerable children within the context of a comprehensive early childhood system. | (RIPTS 1, 4, 11; CEC 1, 2, 6, 7, Equity) | Differentiated Lesson Plan |
| TCs will develop basic understanding of methods for gathering information on a child’s developmental status, a family’s priorities and concerns for their child, and with using this information as a foundation to design and implement a responsive program that promotes child development and learning | RIPTS 2, 4, 9; CEC 4, 5, 7; Data-Based Instruction) | Family Interview |
| TCs will develop a basic understanding of approaches to special education assessment practice (i.e. MTSS/RTI/DBI) which integrate multiple types of assessment information for a variety of education decisions. | (RIPTS 9; CEC 4; Data-Based Instruction) | Assessment Project  Differentiated Lesson Plan |
| TCs will demonstrate competency in gathering information to monitor progress, determine the effectiveness of instruction, and modify instruction for individual children. | (RIPTS 9; CEC 4; Data-Based Instruction) | Assessment Project  Differentiated Lesson Plan |
| TCs will begin to apply assessment skills to the development and implementation of standards-based lessons for young exceptional students and use those skills to assess student proficiency in RI student standards (CCSS/RIELDS) | (RIPTS 2, 9, CEC 4, 5; Standards-Based Instruction) | Assessment Project  Differentiated Lesson Plan |
| TCs will develop basic understanding in implementation of evidence-based and recommended practices for young students with exceptionalities in inclusive and natural settings. | (RIPTS 2, 4; CEC 4, 5; Equity) | Differentiated Lesson Plan |
| TCs will understand the underlying principles and concepts of curriculum adaptation, and methods for responding to the needs of diverse learners within the context of the same program or classroom. | (RIPTS 2, 4; CEC 4, 5; Standards-Based Instruction) | Differentiated Lesson Plan |
| Using video analysis of teaching, TCs will view videos of EC SPED Recommended Practices to identify methods for providing instruction and/or intervening with young children. | (RIPTS 2; CEC 5; Equity) | Class Assignments |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Inclusion in Early Childhood    1. Serving Students with and without Disabilities in Regular Education Classrooms    2. Supports Culturally and Linguistically Diverse Students with Disabilities 2. Introduction to Response to Intervention    1. RTI in Elementary Grades    2. Models of RTI in Early Childhood    3. RTI for Academics    4. Tiered models for social-emotional and behavior 3. Assessment within RTI    1. Role of Assessment in RTI    2. Assessment in Early Childhood    3. Universal Screening    4. Progress Monitoring    5. Using Data to Make Decisions    6. Using Data to Modify Instruction 4. Curriculum    1. High-quality core curriculum    2. Curriculum in inclusive early childhood classrooms 5. RTI in Early Literacy    1. Assessments    2. Curriculum and Instruction    3. Adapting and individualizing instruction 6. RTI in Early Mathematics    1. Assessments    2. Curriculum and Instruction    3. Adapting and individualizing instruction 7. Tiered Instruction for Social-Emotional and Behavioral Skills    1. Assessments    2. Curriculum and Instruction    3. Adapting and individualizing instruction 8. Recommended Practices for Young Students with Disabilities    1. Embedding Instruction    2. Systematic Instruction 9. Collaboration    1. Collaborating with Other Professionals    2. Collaborating with Families |

## 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](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 prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Kalli Kemp | Program Director of M.Ed. in Early Childhood Special Education |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Gerri August or Julie Horwitz | Co-Deans of FSEHD |  |  |
| Leslie Sevey | Program Director of B.S. in Early Childhood Education |  |  |