# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| --- | --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | SPED 516: Individualized Interventions for Young Exceptional Children **All courses are in the Early Childhood Special Education Program** | | | | |  |
| [Replacing](#Ifapplicable) | SPED 516: Programs for Young Children with Disabilities | | | | |  |
| A.2. [Proposal type](#type) | **Course: revision** | | | | |  |
| A.3. [Originator](#Originator) | **Kalli Kemp** | | [Home department](#home_dept) | | **Special Education** | |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to**   * **Revise the course titles and descriptions for SPED 516 to more accurately describe revisions made to the content of the courses.** * **In addition to updating the course title and description, this proposal makes adjustments to pre-requisites for SPED 516 to provide better guidance through a developmental course sequence.** | | | | | |
| A.5. [Student impact](#student_impact) | **Positive impact is expected as course titles will provide students a clearer understanding of course topics.** | | | | | |
| A.6. Impact on other programs | **Students from two the M.Ed. in Early Childhood may take SPED 516. Positive impact is also expected as course titles will provide students a clearer understanding of course topics.** | | | | | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | **No impact noted.** | | | | |
|  | [*Library*:](#library) | **No impact noted.** | | | | |
|  | [*Technology*](#technology) | **No impact noted.** | | | | |
|  | [*Facilities*](#facilities): | **No impact noted.** | | | | |
|  | Promotion/ Marketing needs | **Promotional materials will be required to communicate updated program and course information.** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall | |  | | |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | SPED 516 | SPED 516 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | Programs for Young Children with Disabilities | Individualized Interventions for Young Exceptional Children |
| B.4. [Course description](#description) | An array of organizational models for serving infants and preschool children with special needs is examined. Topics include the effective implementation of individualized educational programs, curricular design, inclusion, assessing child progress, and family engagement. | Intervention and instructional approaches to the education of young exceptional students are analyzed. Topics include effective implementation of individualized education programs, data-based individualization, and implementation of evidence-based practices. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status and concurrent enrollment with [SPED 668](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-668), [SPED 513](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-513) and consent of program advisor. | Graduate status, [SPED 513](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-513) or consent of program advisor. |
| B.6. [Offered](#Offered) | **Spring** | **Fall** |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  | |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| TCs will develop deep understanding and develop skills in implementing evidence-based and recommended practices for young students with exceptionalities, including those who are culturally and linguistically diverse, across major domains of development and learning that support access to the general curriculum and learning environment in inclusive and natural settings | (RIPTS 2, 3, 4, 6; CEC 1, 2, 3, 5; Equity, Standards-Based Instruction) | Evidence-Based Practice Presentation  Program Observation and Analysis |
| TCs will develop deep understanding the underlying principles and concepts of curriculum design and adaptation, and methods for responding to the needs of diverse learners within the context of the same program or classroom | (RIPTS 1, 2, 3, 4, CEC 3, 5; Standards-Based Instruction) | Program Observation and Analysis |
| TCs will understand how to create and adapt learning environments and materials that are safe, inclusive, and promote access for diverse learners in inclusive and natural settings | (RIPTS 6; CEC 2; Technology) | Program Observation and Analysis  Program Plan |
| TCs will develop skills in embedding intervention and instructional opportunities into everyday routines for young exceptional students | (RIPTS 2; CEC 2, 5; Standards-Based Instruction) | Program Plan |
| TCs will understand age-appropriate use of technology, including assistive technology, in learning and instruction for young exceptional students. | (RIPTS 2; CEC 2, 5; Technology) | Evidence-Based Practice |
| TCs will understand methods for gathering information on a child’s developmental status and learning, a family’s priorities and concerns for their child, and using this information as a foundation to design and implement a responsive, comprehensive program that promotes child development and learning | (RIPTS 2, 4, 7; CEC 4, 5, 6, 7; Data-based Instruction) | Program Plan |
| TCs will understand methods and demonstrate competency in using a variety of assessment sources that align to curriculum and early learning standards to guide instruction and intervention, monitor progress, and determine the effectiveness of intervention of young children with disabilities | (RIPTS 9; CEC 4, 5; Standards-Based Instruction; Data-Based Instruction) | Program Plan |
| TCs will develop skills in designing and implementing individualized education plans and lessons that are aligned to age appropriate developmental content and standards | (RIPTS 2; CEC 5; Standards-Based Instruction; Data-based instruction) | Program Plan |
| TCs will understand strategies for collaborating in a trans-disciplinary context with a variety of service providers including paraprofessionals, and implementing multi-disciplinary programs for young children with disabilities | (RIPTS 7; CEC 3, 5, 6; Equity, Professionalism) | Program Observation and Analysis |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Practices In Early Childhood Special Ed - Introduction to:    1. Evidence-Based Practices    2. Developmentally Appropriate Practices    3. DEC Recommended Practices 2. Instructional Planning    1. DEC Recommended Practices - Instruction    2. Embedding Instruction    3. Systematic Instruction    4. Implementing IEPs    5. Designing Interventions 3. Assessment    1. Collecting and Analyzing Classroom Based Assessment Data    2. Other sources of data    3. Making decisions 4. Social-Emotional Skills    1. Development of Social-Emotional Skills    2. Evidence-Based Instructional/Intervention Practices 5. Cognitive Skills    1. Development of Cognitive Skills    2. Evidence-Based Instructional/Intervention Practices 6. Adaptive Skills    1. Development of Adaptive Skills    2. Evidence-Based Instructional/Intervention Practices 7. Pre-Academic/Academic Skills    1. Development of Skills    2. Evidence-Based Instructional/Intervention Practices 8. Instructional/Intervention Practices for Specific Disabilities    1. Evidence-Based Practices for Specific Disabilities    2. Autism Spectrum Disorders    3. Speech-Language Impairment    4. Developmental Delay    5. Intellectual Disability 9. Intervention    1. Implementing Intervention    2. Collecting Progress Monitoring Data    3. Evaluating Fidelity of Implementation    4. Evaluation Intervention Effectiveness    5. Making Decisions 10. Professional Collaboration     1. Collaborating with Early Childhood and Related Service Providers     2. Itinerant Service Delivery Model |

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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee 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. |

## D. Signatures

* 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).
* 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 [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee 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 Early Childhood Special Education M.Ed. Program |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Gerri August or Julie Horwitz | Co-Deans of FSEHD |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Mary Ellen McGuire-Schwartz | Program Director of Early Childhood Education M.Ed. Program |  |  |
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