# 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 615: Assessment Practicum: Early Childhood Special Education |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Course: creation** |  |
| A.3. [Originator](#Originator) | **Kalli Kemp** | [Home department](#home_dept) | **Special Education Department** |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to*** **Create a 1-credit practicum course that is designed** to acquaint students with skills in collecting multiple sources of formal and informal assessment data in conjunction with other professionals and families to inform decision making for young children with disabilities and their families. TCs will collect data on the child’s development and level of functioning in major domains of development such as cognition, language and communication, motor, social/emotional, adaptive, and play skills. In doing so, TCs will develop skills in using assessment data to inform the development of Individualized Education Plans that are standards-aligned, functional, and meaningful for young children with disabilities and their families. TCs will also learn to develop lessons based off of assessment information and the implementation of IEPs.
* This practicum is taken concurrently with SPED 515 for candidates enrolled in the M.Ed in Early Childhood Special Education (EC SPED) program.
* This practicum was designed to create a developmental trajectory for practicum and fieldwork experiences for candidates enrolled in the M.Ed. in EC SPED program.
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| A.5. [Student impact](#student_impact) | **This course is expected to have positive impacts for candidates in supporting their knowledge and skills in the evaluation and assessment process.**  |
| A.6. Impact on other programs | **N/A** |
| 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):

|  | New |
| --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 615** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title)  | Assessment Practicum: Early Childhood Special Education |
| B.4. [Course description](#description)  | **Students evaluate the development, strengths, and needs of young students with disabilities. Students select, administer, and interpret assessments and write individual educational plans. Thirty-hour practicum required.** |
| B.5. [Prerequisite(s)](#prereqs) | **Graduate status,**[**SPED 513**](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-513)**, concurrent enrollment with SPED 515, or consent of program advisor.** |
| B.6. [Offered](#Offered) | **Fall**  |
| B.7. [Contact hours](#contacthours)  | **1** |
| B.8. [Credit hours](#credits) | **1** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) | **Attendance |Fieldwork | Projects |** **| Reports of outside supervisor |** |
| B.12.[Categories](#required) | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation Fieldwork | Presentations |****Projects |**  |
| B.14. [Redundancy with, existing courses](#competing) | **N/A** |
| 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) |
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| Understand the various skills domains in children (e.g. cognitive, developmental, motor, communication, psychosocial) which influence level of functioning, and to become familiar with representative assessment measures in each domain.  | (RIPTS 1, 3, 9; CEC 1, 4; Standards-Based Instruction, Data-Based Instruction) | Child Assessment Project |
| Understand methods of identifying family strengths, needs, resources, and priorities as they relate to the assessment, service planning and implementation process, and to consider this information and collaborate with families to make decisions for young children with exceptionalities.  | (RIPTS 7, 11; CEC 1, 4, 6, 7; Equity, Data-Based Instruction) | Child Assessment ProjectIEP |
| Understand the role of cultural and linguistic diversity in assessment selection and interpretation.  | (RIPTS 4, 9, 11; CEC 1, 4, 6; Equity) | Child Assessment ProjectIEP |
| Understand basic principles of assessment administration, interpretation, application, and confidentiality of findings.  | (RIPTS 9, 11; CEC 4, 6; Data-Based Instruction) | Child Assessment Project |
| Demonstrate competency in data-based decision making and service planning on the basis of various sources of information.  | (RIPTS 3, 9; CEC 4, 5, 6, 7; Data-Based Instruction) | Child Assessment ProjectIEP |
| Demonstrate competency in preparing standards- and data-based individualized education plans on the basis of comprehensive, multi-disciplinary assessment information with active parent participation and decision-making.  | (RIPTS 2, 3, 9; CEC 4, 5, 6, 7; Standards-Based Instruction, Data-Based Instruction) | IEP |
| Demonstrate competency in developing instruction and interventions that promote development and progress towards meeting IEP goals and objectives  | (RIPTS 3, 9; CEC 4, 5, 6, 7; Data-Based Instruction) | IEP |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| 1. Evaluation Process
	1. Legal Overview as related to evaluation
	2. Referral
	3. Evaluation
	4. Disability Categories
	5. Special Education Eligibility
	6. Purposes of Assessment
2. Family Involvement
	1. Including Families in Assessment
	2. Eco-Map
	3. Interviewing Families
	4. Assessment with Culturally and Linguistically Diverse Families/Children
3. Standardized Assessment
	1. Norm Referenced Assessments
	2. Reliability
	3. Validity
4. Assessment Models
	1. Observational Assessment
	2. Classroom Assessments
	3. Informal Assessments
5. Assessment of Developmental Domains
	1. Cognitive
	2. Social-Emotional
	3. Communication
	4. Sensory
	5. Motor
	6. Adaptive
	7. Representative Assessment Measures in each Domain
6. Interpreting Assessment Data
	1. Analyzing and Interpreting Assessment Information
	2. Writing Evaluation Reports
7. Assessment to Goals
	1. Writing IEPs
	2. Developing Intervention/Lesson Plans based on Assessment Information
8. Early Childhood Outcomes
	1. Using Assessment Information to Understand Early Childhood Outcomes
	2. Completing COSF forms
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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 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 |
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