# 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 616: Intervention 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 the implementation of IEPs for children in inclusive, community based child care settings as well as public school preschool programs with an emphasis on data-based decision making, family participation and developmentally appropriate practices; collect assessment data to determine child functioning, inform instruction, and monitor progress, and implement evidence-based instruction and intervention with young children with disabilities. TCs will collect assessment data in order to develop an intervention plan for a young child with a disability. TCs will then develop and implement lesson plans designed to address an area of need, and continue to collect assessment data to monitor progress and modify intervention practices. * This practicum is taken concurrently with SPED 516 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. | | | | | |
| 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 616** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | Intervention Practicum: Early Childhood Special Education |
| B.4. [Course description](#description) | **Students utilize assessment to guide intervention and monitor progress for young students with disabilities. Evidence-based intervention techniques are applied in classroom settings. 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 516, 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) |
| --- | --- | --- |
| 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) | Mini Teacher Candidate Work Sample |
| 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) | Mini Teacher Candidate Work Sample |
| TCs will develop skills in designing and implementing systematic instruction and intervention that are based on a variety of data sources and individualized to children’s specific learning and developmental strengths, needs, and characteristics | (RIPTS 2, 3, 4, 5, 8, 9; CEC 4, 5; Standards-Based Instruction; Data-Based Instruction) | Mini Teacher Candidate Work Sample |
| 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) | Mini Teacher Candidate Work Sample |
| TCs will develop skills in designing and implementing individualized education plans and lessons that are aligned to age appropriate developmental content and standards, and in monitoring student progress towards goals and outcomes | (RIPTS 2; CEC 5; Standards-Based Instruction; Data-based instruction) | Mini Teacher Candidate Work Sample |

| 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 |
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