# 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): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SPED 305: Supporting Young Children B-5 with Exceptionalities** |  |
| [Replacing](#Ifapplicable)  | **SPED 305 SUPPORTING INFANTS/TODDLERS WITH SPECIAL NEEDS**  |
| A. 1b. Academic unit | **School of Education**  |  |
| A.2. [Proposal type](#type) | **Course:** [**revision**](#revision) |  |
| A.3. [Originator](#Originator) | **Leslie Sevey** | [Home department](#home_dept) | **Elementary Education** |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery.  | As part of the ECED Community Program revision, SPED 305 Supporting Infants/Toddlers with Special Needs, to be retitled to the more current terminology: Supporting Young Children B-5 with Exceptionalities. The course has been revised to encompass concepts and theories of special education specific to young children and families, B-5. This revision better reflects the overall revision to combining the ECED community and Birth to three programs. The course will now also include aspects of SPED 301: Inclusive Early Childhood Special Education which was formerly a requirement for the community programs, but will not be used in the new combined program. |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | The revision to the course with an expanded B-5 focus better represents the professional early care and landscape in RI and will better prepare ECED candidates to enter into the early care and education profession.  |
| A.6. [Impact on other programs](#impact)  | Special Education, who schedule this course, have approved. |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | No additional faculty  |
| [*Library*:](#library) | No additional library needs |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | X NoneNo additional technology will be needed. |
| *Technology: (for online delivery. Must be RIC supported)*The VP of Information Services should be consulted prior to submission and their approval signature included. |  N/A |
| [*Facilities*](#facilities): | No additional facilities needs |
| A.8. [Semester effective](#Semester_effective) | Fall 2024 | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: |
| 1. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///Users/SAbbotson/Documents/Curriculum/ManualandWebsite/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** The proposed changes do NOT impact any of the current transfer agreements for the ECED program.
 |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 305** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Supporting Infants/Toddlers with Special Needs** | **Supporting Young Children B-5 with Exceptionalities** |
| B.4. [Course description](#description)  | Students learn history and current policy regarding special education and early intervention. Recommended practice and processes to effectively support infants and toddlers with special needs and their families are studied. | Students learn history and current policy regarding special education and early intervention. Recommended practice and processes to effectively support young children B-5 with exceptionalities and their families are also studied.  |
| B.5. [Prerequisite(s)](#prereqs) | Admission to the FSEHD ECED Program/Concentration, Birth to Three. | **Admission to an early childhood education program** |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. | **Fall**  |  |
| B.7. [Contact hours](#contacthours)  | **3** |  |
| B.8. [Credit hours](#credits) | **3**  |  |
| B.9. [Justify differences if any](#differences) |  |

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| B.10. [Grading system](#grading)  | **Letter grade |**  |  |
| B.11. [Type of cours](#instr_methods)e  | **| Lecture** |  |
| B.12. CATEGORIES 12. a. [How](#required) to be used | **Required for major/minor**  |  |
|  12 b. Is this an Honors  course? | **NO** | **NO** |
|  12. c. [General Education](#ge) N.B. Connections must include at  least 50% Standard Classroom instruction. | **NO** **category:** | **NO** **category:** |
|  12. d. Writing in the  Discipline (WID) | **NO** | **NO** |
| B.13. [How will student performance be evaluated?](#performance)  |  |  |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) | **24** |  |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  |

| B.17**.** [**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) |
| --- | --- | --- |
| Candidates will support families in understanding their rights and responsibilities in caring for children B-5 with special needs and involve families in their children’s development and learning. | NAEYC- 2cDEC EI/ECSE- 2.2 | In-class group workFinal Project |
| Candidates will demonstrate understanding of current philosophy, research, policies and practices, and the evolution of special education for YC B-5. | NAEYC- 1a & 6bDEC EI/ECSE- 1.1 & 7.4 | In-class group work |
| Candidates will identify the multiple influences on development and learning and use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments based on the needs and characteristics of children with exceptionalities.  | NAEYC- 1a, 1b, & 1cDEC EI/ECSE- 1.1, 1.2 | In-class group workFinal Project |
| Candidates will describe the process of evaluation and assessment for YC B-5 including methods, purpose and value, the appropriate use of results to guide practice, and partnerships with families and colleagues. | NAEYC- 3a, 3c, 3dDEC EI/ECSE- 2.3, 4.1, 4.2, 4.3, 4.4 | In-class group workFinal Project |
| Students will explain their role as active participants in the transition process and identify how families can be supported during transitions from I/T programs to PK and PK to Kindergarten. | NAEYC- 2cDEC EI/ECSE- 2.2, 2.3, 3.3 | In-class group work |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
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| Topic 1: Introduction and Syllabus Review; What does it mean to be an active learner? Subtopic 1a: Understanding Young Children with Exceptionality; What is Early Childhood Special Education Subtopic 1b: Engaging Families Topic 2: Typical and Atypical Development Subtopic 2a: Development in the first year Subtopic 2b: Development during the toddler years Subtopic 2c: Neurodiverse and Neurotypical DevelopmentTopic 3: Curriculum and Interventions Subtopic 3a: Adaptive Skills for Children B-5 Subtopic 3b: Planning the Environment Subtopic 3c: Nutrition and mealtime Subtopic 3d: The IFSP and Writing Functional Outcomes Subtopic 3e: The IEP and Writing IEP Goals Subtopic 3f: Motor Development, Cognitive Development, and Social and Emotional Development and PlayB-5 Subtopic 3g: Communication B-5 |
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**G. 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 their 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 to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Leslie A Sevey  | Program Director of Early Childhood Education  | Leslie Sevey | 10.30.23 |
| Leslie A Sevey | Chair of Elementary Education | Leslie Sevey  | 10.30.23 |
| Paul LaCava | Chair of Special Education | Paul LaCava  | 11/22/3 |
| Carol Cummings | Dean of FSEHD | Carol A. Cummings  | 11-30-23 |

##### G.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are 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; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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