A picture containing text

Description automatically generated

# **graduate COMMITTEE curriculum PROPOSAL FORM**

## A. Cover page (rover over text for more instructions- please delete red instructions)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_acknowledge) | **ECSE 530: Comprehensive Assessment in Inclusive ECE Settings** | | | | |  |
| Academic Unit | Feinstein School of Education and Human Development | | | | |  |
| A.2. [Proposal type](#type) | Course: creation | | | | |  |
| A.3. [Originator](#Originator) | Beth Pinheiro and Leslie Sevey | | [Home department](#home_dept) | | ELED and SPED | |
| A.4. [Rationale](#Rationale)  Additional Information for [new programs](#type) | The Rhode Island teacher workforce, like in most states, is facing a crisis as the teacher pipeline is desperately in need of growth. In considering the dearth of teachers of color specifically, research attests to the positive impacts on the academic achievement of K12 students of color (Gershenson, Hart, Hyman, Lindsay & Papageorge, 2018). While the prospect of diminished teacher populations resound nationally, such conversations regarding teacher pipelines are largely predicated upon traditional teacher preparation pathways for undergraduate candidates, primarily those exiting secondary schools and directly entering post-secondary education at public universities/colleges and community colleges. For example, Rhode Island SAT data indicate that only 4% (n= ~450) of Rhode Island test takers select education as their intended major. The pipeline is streamlined further by test-based admissions requirements for teacher preparation programs.  With the national and regional decrease in college going populations, teacher preparation can no longer exclusively rely upon undergraduate pathways to fill teaching ranks. Schools of education must now be prepared to deliver dynamic, accessible, and experiential based programs to adult learners that have been shut out of traditional teacher preparation programs. Rhode Island College’s Feinstein School of Education and Human Development (FSEHD) seeks to fill this need with an innovative program aimed at working adults, in particular, bachelor-degreed individuals seeking a pathway to early childhood certification.  The proposed dual **Early Childhood (ECE) and Early Childhood Special Education (ECSE)** CGS is unique from other regional offerings not only because of program design, but also because of our targeted student population. As noted elsewhere in the proposal, FSEHD teacher preparation programs almost exclusively serve “traditional” undergraduate students. We recognize that traditional approaches to teacher education, including those offered by FSEHD, do not meet the needs of adult learners. Thus, this post-baccalaureate program will offer a dual certification pathway to populations that have been excluded from teacher education including:   * Individuals who hold a bachelor’s degree * Individuals currently working in schools on emergency certification * Individuals currently working in classrooms as teaching assistants (TAs) who are seeking opportunities to further their education and move into a lead teaching role * Individuals currently working in urban schools or those with a desire to teach in urban schools * Career changers * Individuals with international teaching experience and credentials * Bilingual and multilingual individuals * People of color   We recognize that growing the state’s teacher of color pipeline is contingent upon programs like the ECSE Program, as the pipeline will grow only with creative outreach to TAs, substitutes, and others in school-based programs (e.g., Central Falls Warriors, City Year, etc.) who are looking to upscale their credentials. Our resolve to purposefully reach these populations is further reified by discussions with Local Education Agency leaders from across the state, who expressed concerns about their current and future teaching pool. Leaders want post-baccalaureate pathways that allow current employees to earn certification while remaining on the job.  In the case of TAs, data from the Pawtucket School District provides some insights on how a post-baccalaureate program could be beneficial but also how district data will help with program design and implementation. The district currently employs 97 FT TAs who work with students across all levels, with the majority working in elementary school settings. Demographic data reveals that of the 97 TAs, 30 individuals identify as people of color and 34 are bilingual in languages including Spanish, Portuguese, Cape Verdean Creole, French, Haitian Creole, Arabic and Hindi. Data also reveals that 27 TAs hold bachelor's degrees, including 2 MS and 1 PhD holder. diversity is found amongst the TA ranks.  We are committed to providing adult learners a flexible, affordable, and supportive path to ECSE certification. Program candidates will receive individualized advising, academic planning and supports, as well as access to additional wrap-around supports candidates require to achieve ECE and ECSE certification. For example, data gathered in a credential review analysis will provide the basis for an individualized learning plan to be completed through a competency-based curriculum.  The RI Office of the Postsecondary Commissioner (RIOPC) put out a call for proposals for new innovative programs intended to support the workforce. Rhode Island FSEHD was awarded GEERS funding to develop an early childcare education post-baccalaureate dual certification pathway called the Early Childhood Special Program. Post-baccalaureate programs are designed to serve persons who have previously earned a bachelor’s degree. Dual certification for early childcare educators means that the program prepares candidates to meet all requirements (i.e., pass the PRAXIS and complete student teaching) to be certified by the state of Rhode Island Department of Education to teach Preschool to Grade Two as well as Early Childhood Special Education. This pathway is focused on attracting a more diverse pool of teacher candidates to the workforce through a competency-based model that increases opportunities to earn early childhood teaching certifications in PK-2 and Early Childhood Special Education. This pathway is designed to provide current child care providers, teacher assistants, and other early learning educators, and those seeking to enter those fields, who have earned a bachelor’s degree, the ability to earn advanced credentials so as to increase their  opportunities for career advancement and the professionalization of the early childhood field. | | | | | |
| A.5. [Student impact](#student_impact) | The proposed C.G.S will Increase opportunities for working professionals to gain access to early childhood coursework and certification pathways through the online competency-based programming. | | | | | |
| A.6. [Impact on other programs](#impact) | This program provides opportunities for program completers to feed into the Graduate program for Early Childhood Special Education. | | | | | |
| 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.): | Faculty load hours can be filled using current full-time early childhood and early childhood special ed faculty or adjunct faculty. | | | | |
|  | [Library:](#library) | May request additional textbooks and resources be available however most textbooks and materials will be electronic due to asynchronous format. | | | | |
|  | [Technology](#technology) | IT Support for the LMS. | | | | |
|  | [Facilities](#facilities): | Program is fully remote, no facilities required. | | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2023 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | | N/A | | |
| A.10 [Changes to the website](#Signature_2) | Addition of this program to the FSEHD site and college catalog. | | | | | |

|  |
| --- |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include all relevant pages from the college catalog, and show how the catalog will be revised.  (1) Go to the “Forms and Information” on the graduate committee’s website  <https://www.ric.edu/department-directory/graduate-curriculum-committee/forms-and-information>  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, making sure that program totals are correct when adding or deleting course credits. |

## B. NEW OR REVISED COURSES

|  | New Examples 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) | ECSE 530 |
| B.2. Cross listing number if any | N/A |
| B.3. [Course title](#title) | Comprehensive Assessment in Inclusive ECE Settings |
| B.4. [Course description](#description) | Developmental and academic assessment procedures for children with and without exceptionalities are explored.  Emphasis placed on assessment strategies that are used to develop quality programs in early childhood settings (birth-8). |
| B.5. [Prerequisite(s)](#prereqs) | 1.Bachelor's Degree  2. Admission to the FSEHD & The ECSE Program  3. Prerequisites as outlined on individual student plan |
| B.6. [Offered](#Offered) | Fall | Spring | Summer |
| B.7. [Contact hours](#contacthours) | 6 |
| B.8. [Credit hours](#credits) | 3 |
| B.9. [Justify differences if any](#differences) | Candidates will participate in clinical hours for this course. |
| B.10. [Grading system](#grading) | Letter grade |
| B.11. [Instructional methods](#instr_methods) | Self-Paced Individual Asynchronous Learning Modules | Practicum | Individualized On-Line Coaching |
| B.11.a [Delivery Method](#instr_methods) | 100 [% Online](#Online) | Asynchronous | Individualized On-Line Coaching |
| B.12.[Categories](#required) | Required for program | Required for Certification |
| B.13. [How will student performance be evaluated?](#performance) | Class participation | Clinical work | Presentations | Papers | Class Work | Quizzes | Projects |
| B.14. [Redundancy with, existing courses](#competing) | N/A |
| B. 15. Other changes, if any | N/A |

| B.16. [Course learning outcomes](#outcomes): List each outcome in a separate row | [Professional organization standard(s)](#standards), if relevant | [How will each outcome be measured?](#measured) |
| --- | --- | --- |
| Teacher candidates will understand the alternative purposes for which assessment information is collected; such applications include screening, program eligibility, IEP/IFSP planning, progress monitoring, educational planning, program termination, and interagency coordination and collaboration. | FSHED - 1  RIPTS- 2, 3, 9  *RIDE – Ed Evaluation (RI-ICEE)*  Educator Prep- 1.2, 1.4  NAEYC-3a., 3b., 3c., 4c  DEC- A1, 2, 3  CEC- 1.2, 4.1  RIDE – WKC- A1, A2, A6 | ASQ  Written outcomes/goals  Child Assessment Project- modified RBI  Checkpoints  Exit Tickets |
| Teacher candidates will understand essential concepts of tests and measurement (e.g. reliability, validity, normative samples).Candidate will learn basic principles of test administration, interpretation, application, and confidentiality of findings. | FSHED - 1  RIPTS- 1, 9, 11  *RIDE – Ed Evaluation (RI-ICEE)*  Educator Prep- 1.1, 1.4  NAEYC- 3a, 3c, 3d, 4c  DEC- A6, 7  CEC- 4.2  RIDE – WKC- A2, 4,  5 | Battelle administration  Scoring project  Exit ticket |
| Teacher candidates will understand the various developmental domains of young children (e.g. cognitive, motor, communication, social/emotional and adaptive) which influence level of functioning, and to become familiar with representative assessment measurement in each domain. | FSHED - 1  RIPTS - 1, 3, 9  *RIDE – Ed Evaluation (RI-ICEE)*  Educator Prep- 1.1  NAEYC- 1a, 1c, 1d, 2b  DEC- A3,  CEC- 1.2  RIDE – WKC- DL1a, 2a, 2c | Exit Ticket  Guided Notes  Respond and Reflect questions  Assessment project |
| Teacher candidates will understand methods of identifying family strengths, needs, resources, and priorities as they relate to the service planning and implementation process. This includes understanding the role of cultural and linguistic differences in assessment selection and interpretation. | FSHED- 1, 5  RIPTS - 3, 4, 7, 9, 11  *RIDE – Ed Evaluation (RI-ICEE)*  Educator Prep- 1.6  NAEYC- 2b, 2c, 3c, 4c, 6c  DEC- A1, 2, 5, 10, F1  CEC- 1.2, 2.3, 4.3  RIDE – WKC- A5, 6, 8 FE 2a | End of session assessment  Guided Notes  Respond and Reflect questions  Modified RBI  Exit Ticket |
| Teacher candidates will demonstrate competency in data-based decision making and service planning on the basis of various assessment methods and procedures and apply this in the preparation of the IFSP and IEP. | FSHED - 1, 4, 5  RIPTS - 2, 3, 9  *RIDE – Ed Evaluation (RI-ICEE)*  Educator Prep- 1.6  NAEYC-  2b, 2c, 3a, 3b, 5a  DEC-A7, 8, 9, 10  CEC- 1.3, 2.3, 3.3, 4.4,  RIDE – WKC- A7, 8 FE 2a | End of session assessment  Guided Notes  Respond and Reflect questions  Assessment project/goals |

| B.17. [Topical outline](#outline): Please do not include a full syllabus |
| --- |
| 1) History of Early Childhood Special Education & Assessment   * 1. Introduction to Assessment in Early Childhood and Early Childhood Special Education Settings   2. Legal issues, IDEA, DEC Recommended Practices, Authentic Assessment, Assessment practices in Early Intervention and Early Childhood  1. Assessment Approaches and Considerations    1. Partnering with families, Family Diversity and Assessment    2. Including Families in Assessment, Teaming and Collaboration, Standardized Tools    3. Assessment models, Technical Aspects 2. Evaluation & Assessment of Developmental Domains    1. Assessment of Cognitive and Social Emotional Development    2. Assessment of Communication    3. Assessment of Motor and Adaptive Development    4. Assessment of Hearing, Vision and Sensory Integration 3. Demonstrating Competency in Data-Based Decision Making and Service Planning    1. Assessment to Goals    2. Environmental Analysis    3. Response to Intervention, Early Childhood Outcomes    4. Progress Monitoring    5. Transition from Early Intervention (EI) to Early Childhood Special Education (ECSE) |

## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Leslie Sevey | Program Director of Early Childhood Education | Leslie A. Sevey | 2/10/23 |
| Beth McBride Pinheiro | Program Director of Early Childhood Special Education | Beth McBride Pinheiro | 2.10.23 |
| Carolyn Obel-Omia | Chair of Elementary Education | Carolyn Obel-Omia | 2/28/23 |
| Paul LaCava | Chair of Special Education | Paul LaCava | 2/16/2023 |
| Jeannine Dingus-Eason | Dean of FSEHD | Jeannine Dingus-Eason | 3/15/2023 |

##### D.2. [Acknowledgements](#acknowledge):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

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