# 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): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SPED 333: Introduction to Special Education: Policies/Practices** | | | |  |
| [Replacing](#Ifapplicable) | **new course** | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Marie Lynch** | [Home department](#home_dept) | **Special Education** | | |
| A.4. [Context and Rationale](#Rationale) | The purpose of this proposal is to offer key changes in teacher preparation for the general educator. In response to the RI Department of Education’s program approval report, all FSEHD undergraduate teacher prep programs were asked to redesign their programs and course offerings. Thus, the Department of Special Education was charged with offering additional coursework to better prepare general educators for the social, emotional, and learning diversity inherent in all classrooms.  This course serves as the initial course in a two-course sequence (with SPED433) focused on policies/procedures in special education. Enrollment in a specific (non-special education) teaching program will be required. | | | | |
| A.5. [Student impact](#student_impact) | Since all programs have redesigned their course offerings, it is not assumed that this additional course will have a negative effect. Positive impact is expected with core knowledge and readiness for the field. | | | | |
| A.6. [Impact on other programs](#impact) | FSEHD Teacher Preparation Programs: Educational Studies (Secondary Education), Elementary Education, Health/PE, Art, Music | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | There may be a need to hire faculty to help with the additional coursework in all non-special education teacher prep programs. | | | |
| [*Library*:](#library) | This course is similar to other introductory courses. Thus, no additional library resources are anticipated. | | | |
| [*Technology*](#technology) | This course is similar to other introductory courses. Thus, no additional technological resources are anticipated. | | | |
| [*Facilities*](#facilities): | n/a | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- |
| B.1. [Course prefix and number](#cours_title) | SPED 333 |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | Introduction to Special Education: Policies/Practices |
| B.4. [Course description](#description) | Special education policies/practices will be addressed.  General educator candidates explore specific teaching strategies and legal/ethical implications for working with students/families with exceptionalities. |
| B.5. [Prerequisite(s)](#prereqs) | Admission to and retention in a teacher preparation program; prior or concurrent enrollment in ECED 322, ELED 422, HED 300, SED 406, ARTE 405 or TECH 406. |
| B.6. [Offered](#Offered) | **Fall | Spring** |
| B.7. [Contact hours](#contacthours) | **3** |
| B.8. [Credit hours](#credits) | **3** |
| B.9. [Justify differences if any](#differences) |
| B.10. [Grading system](#grading) | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Clinical Practice | Lecture | | Small group | Individual** |
| B.12.[Categories](#required) | **Required for major/ Restricted elective for minor| Required for Certification** |
| B.13. Is this an Honors course? | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes |**  **| Projects |** |
| B.16. [Redundancy statement](#competing) | **n/a** |
| B. 17. Other changes, if any |

| B.18**.** [**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)**?** |
| --- | --- | --- |
| 1. TCs will understand the characteristics associated with specific disabilities, and how those disabilities may impact learning, development, and instruction. | CEC3 CurricularContent Knowledge; RIPTS 2 | *In class/online activities; quizzes/exams* |
| 2. TCs will understand legal factors that impact educational services for students with disabilities, including the core principles of ESSA, IDEA (e.g. Free & Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), and individualized education). | CEC3 Curricular Content Knowledge;  CEC6: Professional Learning & Practice; RIPTS 2 | *In class/online activities; quizzes/exams* |
| 3. TCs will understand special education practices and processes including Multi-tiered Systems of Support (MTSS) practices, referral, evaluation, IEP development and review, implementation, and progress monitoring. | CEC1: Learner Development & Individual Learning Differences;  CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 6 | *In class/online activities; quizzes/exams* |
| 4. TCs will understand the role of service providers from various disciplines and the importance of transdisciplinary collaboration in the education of students with disabilities. | CEC1: Learner Development & Individual Learning Differences;  CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 3 | *Differentiated Lesson* |
| 5. TCs will analyze evidence-based practices designed to enhance learning for all students with exceptionalities with a focus on Multi-tiered Systems of Support (MTSS) practices, social-emotional learning and cultural/linguistic responsiveness. | CEC1: Learner Development & Individual Learning Differences;  CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 4 | *Differentiated Lesson; In class/online activities; quizzes/exams* |
| 6. TCs will identify family roles and explore the impact of disability on different members of families of children with disabilities. | CEC1: Learner Development & Individual Learning Differences;  CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 6 | *In class/online activities; quizzes/exams* |
| 7. TCs will study ways to foster and support collaborative relationships with families, including culturally and linguistically diverse families, to promote student learning. | CEC6: Professional Learning & Practice; CEC7: Collaboration; RIPTS 7 | *Family Interview; In class/online activities* |
| 8. TCs will explore cultural competency/ diversity and reflect on and identify personal and systemic biases that influence special education practices. | CEC6: Professional Learning & Practice; CEC7: Collaboration; RIPTS 7 | *Family Interview; In class/online activities* |
| 9. TCs will explore normative and assistive technologies to enhance the engagement and participation of all learners, esp. students with exceptionalities. | CEC6: Professional Learning & Practice; CEC7: Collaboration; RIPTS 7 | *Technology Share, in class activities* |

| B.19. [**Topical outline**](#outline)**:** |
| --- |
| 1. *What is Special Education?*    1. Introduction to Special Education    2. Legal Aspects |
| 1. *Processes/procedures*    1. Eligibility Determination    2. Referral, Evaluation, and IEP Development    3. Issues in identification |
| 1. *Characteristics of Disabilities*    1. High/Low Incidence    2. Common assumptions |
| 1. *Collaboration*    1. Co teaching; teaming    2. Building Parent-teacher relationships |
| 1. *Differentiation*    1. Meeting all learners’ academic needs    2. Accommodations/modifications/Adaptations    3. Blended/Personalized Learning |
| 1. *Social Emotional Learning*    1. Meeting all learners’ social/emotional needs    2. MTSS/Positive Behavior Intervention & Supports/Functional Behavioral Assessment |
| 1. *Assessment Practices*    1. Data driven instruction    2. Types of assessments (formal vs informal)    3. Review of Response to Intervention/MTSS |
| 1. *Cultural Competence Overview*    1. Diversity in the classroom    2. Understanding students and our own backgrounds    3. Review of biases/limitations; over & under identification |
| 1. *Technology*    1. Review of Assistive & Normative technologies    2. Review of technology options in the classroom to support all students |

## D. 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 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](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC 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 |
| --- | --- | --- | --- |
| Ying Hui-Michael | Chair, Special Education (Mild/ Moderate [Elem & Secondary], Severe Intellectual Disabilities) |  |  |
| Robin Kirkwood Auld | Chair, Health and Physical Education (Health & Physical Education programs) |  |  |
| Lesley Bogad | Chair, Educational Studies Department (Secondary Ed, Tech Ed, World Languages Ed, Middle Level programs) |  |  |
| Carolyn Obel-Omia | Chair, Elementary Education (Elementary & Early Childhood) |  |  |
| Douglas Bosch | Chair, Art (Art Education) |  |  |
| Ian Greitzer | Chair, Music (Music Education) |  |  |
| Earl Simson | Dean, Arts & Sciences |  |  |
| Julie Horwitz and/or  Gerri August | FSEHD Deans |  |  |