# 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.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SPED 433:** SPECIAL EDUCATION: Best Practices AND Applications | | | |  |
| [Replacing](#Ifapplicable) | **SPED 433:** ADAPTATION OF INSTRUCTION FOR INCLUSIVE EDUCATION | | | |
| A.2. [Proposal type](#type) | **Course: revision** | | | |
| 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 2nd course in a two-course sequence (with SPED 333) focused on practical applications in special education. Enrollment in a specific (non-special education) teaching program will be required. This course will be taught slightly differently, with a new title, description, and prerequisite (which will be SPED 333), and it will no longer be offered in the summer. | | | | |
| 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.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **SPED 433** | **SPED 433** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | [Adaptation of Instruction for Inclusive Education](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/400/SPED-433) | SPECIAL EDUCATION: BEST PRACTICES AND APPLICATIONS |
| B.4. [Course description](#description) | The teacher's role in inclusive education is defined by the assessment and adaptation of curriculum, methods, and materials. | Primary learner characteristics guide lesson planning, instruction, and assessment to address the strength/needs of students with exceptionalities. Focused field experiences in special education are required. |
| B.5. [Prerequisite(s)](#prereqs) | Admission to and retention in a teacher preparation program; successful completion of one of the following courses: [ECED 423](http://ric.smartcatalogiq.com/en/2013-2014/Catalog/Courses/ECED-Early-Childhood-Education/400/ECED-423), [ELED 422](http://ric.smartcatalogiq.com/en/2013-2014/Catalog/Courses/ELED-Elementary-Education/400/ELED-422), [HED 300](http://ric.smartcatalogiq.com/en/2013-2014/Catalog/Courses/HED-Health-Education/300/HED-300), [SED 406](http://ric.smartcatalogiq.com/en/2013-2014/Catalog/Courses/SED-Secondary-Education/400/SED-406), [ARTE 405](http://ric.smartcatalogiq.com/en/2013-2014/Catalog/Courses/ARTE-Art-Education/400/ARTE-405) or [TECH 406](http://ric.smartcatalogiq.com/en/2013-2014/Catalog/Courses/TECH-Technology-Education/400/TECH-406); or consent of department chair. | Admission to and retention in a teacher preparation program; SPED 333 or consent of department chair. |
| B.6. [Offered](#Offered) | **Fall | Spring | Summer |** | **Fall | Spring** |
| B.7. [Contact hours](#contacthours) | **3** | **3** |
| B.8. [Credit hours](#credits) | **3** | **3** |
| B.9. [Justify differences if any](#differences) | n/a | |
| B.10. [Grading system](#grading) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Lecture | | Small group | Individual |** | **Clinical Practice | Lecture | Small group | Individual** |
| B.12.[Categories](#required) | **Required for major/minor |Restricted elective for major/minor | Free elective | Required for Certification** | **Required for major/ | Restricted elective for minor | Required for Certification** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO |** | **NO |** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes |**  **| Projects |** | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes |**  **| Projects |** |
| B.16. [Redundancy statement](#competing) | **n/a** | **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 apply their understanding of the characteristics associated with specific disabilities, and how those disabilities may impact learning, development, and instruction. | CEC3 Curricular Content Knowledge; RIPTS 2 | *Special Education Collective Case Study; In class/online activities; quizzes/exams* |
| 2. TCs will know 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 | *Special Education Collective Case Study; In class/online activities; quizzes/exams* |
| 3. TCs will apply 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 | *Special Education Collective Case Study; In class/online activities; quizzes/exams* |
| 4. TCs will create opportunities for 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 use evidence-based practices when teaching all students with exceptionalities that will include 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 utilize their understanding of family roles and the impact of disability on different members of families of children with disabilities as they design lessons for all students. | CEC1: Learner Development & Individual Learning Differences;  CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 6 | *In class/online activities; quizzes/exams* |
| 7. TCs will implement 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 Collaboration Project; In class/online activities* |
| 8. TCs will actively reflect on their own 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 Collaboration Project; In class/online activities* |
| 9. TCs will use normative and assistive technologies as they design/implement lessons to engage all learners, esp. students with exceptionalities. | CEC6: Professional Learning & Practice; CEC7: Collaboration; RIPTS 7 | *Technology Share, in class activities* |

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| B.19. [**Topical outline**](#outline)**:** |
| 1. *Special Education Review*    1. Special Education procedures/processes    2. Ethical/Legal Aspects    3. Eligibility determination |
| 1. *Students needing specific support*    1. Individualized Education Programs (IEPs)    2. 504 Plans    3. Collaborating with General & Special Educators    4. Collaborating with parents/families |
| 1. *Best Practices*    1. Differentiating for Groups    2. Blended Learning approaches    3. Personalizing Learning for Individual Students |
| 1. *Practical Applications* 2. Evidence Based Practices 3. Differentiating Instruction 4. Technologies 5. Universal Design for Learning 6. Graphic organizers |
| 1. *Practical Applications* 2. Trauma Informed Classrooms 3. Accommodations/modifications 4. Strategic learning |
| 1. *Social Emotional Learning*    1. Strategizing to meet learners’ social/emotional needs    2. Applying SEL standards & MTSS practices in action |
| 1. *Practical Assessments*    1. Universal screening and Response to Intervention    2. Collecting informal/formal data    3. MTSS: Determining Academic & Social Emotional Strengths & Needs |
| 1. *Cultural Competence Exploration/Application*    1. Getting to know your students & families    2. Applying knowledge of self and others    3. Reflecting on personal/systemic biases/limitations |
| 1. *Technology*    1. Selecting/using Assistive & Normative technologies    2. Implementing technology in the classroom (SAMR Model etc) |

## 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, SPED (Mild/ Moderate [Elem & Secondary], Severe Intellectual Disabilities) |  |  |
| Robin Kirkwood Auld | Chair, HPE (Health & Physical Education programs) |  |  |
| Lesley Bogad | Chair, Educational Studies (Secondary Ed, Tech Ed, World Languages Ed, Middle Level programs) |  |  |
| Carolyn Obel-Omia | Chair, ELED (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 |  |  |