# UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#ihv636): 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](#4d34og8) | **SPED 211: Supporting Students with Communication Challenges** | | | |  |
| [Replacing](#tyjcwt) | **SPED 311: Language Development and Communication Problems in Children** | | | |
| A.2. [Proposal type](#1t3h5sf) | **Course: revision** | | | |
| A.3. [Originator](#3dy6vkm) | **Susan Dell** | [Home department](#2s8eyo1) | **Special Education** | | |
| A.4. [Context and Rationale](#3znysh7) | The Special Education Department has carefully reviewed the course sequence in the Special Education program. Some new courses have been added, and existing courses re-sequenced and modified to provide learning opportunities that mirror the changing field of special education in RI and across the country. As a result of this review, SPED 211 will appear EARLIER in the program (numbering change) and will focus more on communication challenges related to disabilities with modified course objectives. This proposal is requesting:  **REQUESTED CHANGES**   1. **Change Course Number:** To convey that this course occurs earlier in the program, the course number will be changed from SPED 311 to SPED 211. 2. **Change in Course Title**: The addition of two courses that address English Learner need, allows a greater focus on communication challenges including augmentative communication. As a result, the new strength-based title is proposed as: Supporting Students with Communication Challenges 3. **Change in prerequisites:** The course numbering of prerequisite courses have changed so this will be reflected in changed prerequisites of SPED 211 | | | | |
| A.5. [Student impact](#3rdcrjn) | Since all programs have redesigned their course offerings, it is not assumed that this course change will have a negative effect. Positive impact is expected with core knowledge and readiness for the field. | | | | |
| A.6. [Impact on other programs](#32hioqz) | Changes will affect Elementary Education Department Roadmap and Program of Study forms. | | | | |
| A.7. [Resource impact](#1hmsyys) | [*Faculty PT & FT*](#41mghml): | **None** | | | |
| [*Library*:](#2grqrue) | **None** | | | |
| [*Technology*](#vx1227) | **None** | | | |
| [*Facilities*](#3fwokq0): | **None** | | | |
| A.8. [Semester effective](#2et92p0) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#2et92p0) | |  | |
| 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” page on the UCC website. Scroll down until | | | | | |

B. [REVISED COURSES](#1v1yuxt)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

|  |  |  |
| --- | --- | --- |
|  | Old ([for revisions only](#4f1mdlm)) | New |
| B.1. [Course prefix and number](#1y810tw) | **SPED 311** | **SPED 211** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#2jxsxqh) | **Language Development and Communication Problems in Children** | **Supporting Students with Communication Challenges** |
| B.4. [Course description](#1ci93xb) |  |  |
| B.5. [Prerequisite(s)](#1ksv4uv) | SPED 300 or SPED 302 or ELED 302 or consent of department chair. | SPED 202 or ELED 202, or consent of department chair. |
| B.6. [Offered](#2u6wntf) |  |  |
| B.7. [Contact hours](#44sinio) |  |  |
| B.8. [Credit hours](#4i7ojhp) |  |  |
| B.9. [Justify differences if any](#z337ya) |  | |
| B.10. [Grading system](#19c6y18) |  |  |
| B.11. [Instructional methods](#3whwml4) |  |  |
| B.12.[Categories](#3j2qqm3) |  |  |
| B.13. Is this an Honors course? | **NO** |  |
| B.14. [General Education](#2xcytpi) | **NO** |  |
| B.15. [How will student performance be evaluated?](#2bn6wsx) |  |  |

|  |  |  |
| --- | --- | --- |
| B.18**.** [**Course learning outcomes**](#3as4poj)**:** | [**Professional Org.Standard(s)**](#1pxezwc) | [**How will each outcome be measured**](#49x2ik5)**?** |
| **EQUITY: SUPPORTING STUDENTS WHO ARE CULTURALLY/ LINGUISTICALLY DIVERSE** |  |  |
| 1. Demonstrate knowledge of the interaction of multicultural influences in respect to oral and written language, involvement in school, overrepresentation in special education, and academic achievement.  Identify culturally responsive instructional strategies used to assist in learning for students with identified disabilities and those "at-risk". | (CEC 2) (INTASC 2) | Communication Inventory |
| 1. Students will plan and evaluate a series of lessons/experiences, and educational environments designed to support English Learners (ELs) and students with disabilities | (RIPTS: 5)  (CEC 1,5)  (INTASC 7,8) | Communication Inventory |
| 1. **EQUITY: SUPPORTING STUDENTS WITH DISABILITIES**   Demonstrate knowledge of the differences between speech, language, and communication; identify and analyze the responses of students with typical and non-typical communication. | (CEC 1)  (INTASC 1,2,4) | Quizzes and Exams |
| 1. Identify how physical disabilities, sensory disabilities, and health impairments can affect a learner's language development, academics, auditory skills and social skills. Identify how specialized materials, assistive technology, and student-initiated learning to promote success. | (CEC 1)  (INTASC 1,2,4) | Quizzes and Exams |
| 1. Acquire knowledge of the hearing mechanisms, types of hearing loss, and educational, language, and social issues, trends in the Deaf community, procedures used for identifying and supporting children with auditory disabilities | (CEC 1,2,4) (INTASC 3,4) | Quizzes and Exams |
| 1. Analyze the many ways to describe communication, speech and language within the areas of pragmatics, semantic, syntax, fluency, and articulation as demonstrated by the Com. Inv. | (CEC 1,2) (INTASC 1,2,4) | Quizzes and Exams  Communication Inventory |
| 1. **EQUITY: WORKING WITH FAMILIES IN DIVERSE COMMUNITIES**   Demonstrate knowledge of reflective practices and implications for designing learning environments, instructional opportunities, and meaningful feedback (students, family members) to promote success.  TCs will demonstrate the use of strength-based language in all communication. (Planning, Action, Reflection) | (RIPTS:3), (CEC 1, 2, 5) (INTASC 3,8) | Communication Inventory Project. |
| 1. Identify how using culturally responsive practice in instruction and communication supports instruction.  Indicate policies related to evaluation & referral. (Pedagogy: Teaching and Learning) | (CEC 7) (RIPTS:2) (INTASC 9, 10) | Communication Inventory Project |
| 1. **TECHNOLOGY/RI INITIATIVES**   Convey knowledge of ISTE Standards related to student and teacher use of technology |  | AT Tool Assignment. |
| 1. Develop an understanding of the role of augmentative communication systems for children who do not use oral or sign language for communication in educational settings.  Identify the effects of augmentative communication on social skills and independence. (Pedagogy: Theory and Practice, Knowledge: Contexts of Schooling); | (CEC 1),  (RIPTS: 2, 6) (INTASC 1,2,4) | Quizzes and Examinations |
| 1. Utilize technology to support the analysis of a child's language/communication development. (Pedagogy: Theory and Practice); | (RIPTS: 2), (CEC 3) (INTASC 6, 8) | AT Tool Assignment |
| 1. Develop materials that are accessible to students with challenges of reading and to students with visual impairments. | CEC 3 | Accessible PowerPoint Assignment and Adapted Book Assignment. |
| 1. Use the SETT process when selecting technology to support a student in the classroom (e.g. augmentative communication, organizational support, scheduling, social stories, sign language development (e.g. Sign4Me) | CEC 3 | AT Tool Assignment and Quizzes and Examinations |
| 1. Document technology effectively on the IEP to ensure student access to assistive technology/augmentative communication | CEC 3 | Examinations |
| **15. STANDARDS BASED INSTRUCTION**  TCs will develop basic skills in designing and implementing standards-based lessons for students with disabilities and using those skills to assess student proficiency in the Rhode Island student standards (i.e. WIDA) | (CEC 7) (RIPTS:2) | Communication Inventory Project |
| **16. PROFESSIONALISM**  Explore current research, journal articles, and websites (professional organizations and family-generated) to explore an array of recent information in language development and special education. | (CEC 6)  (RIPTS: 10) | Topic Summary Assignment. |

|  |
| --- |
| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| Definitions of speech, language communication  Terminology used in the major components of the language system |
| General Issues in Communication   * Etiologies of individuals with Communication differences * Effects of physical, health, language difference, and sensory issues on language development * Field Trip through Blackboard   An overview of language development   * Milestones of speech and language development   Multicultural Considerations in Speech/Language   * Characteristics of multicultural learners that affect language acquisition; instructional strategies; assessment of language proficiency   Typical Language Development   * Characteristics of a Language Disability * Assessment of language: form, function & use   IEP Development   * Documenting AT on the IEP * Data-Based Individualization and Communication   Augmentative Communication (Aug Com): Considerations for selecting type of Aug Com and content   * SETT Process for selecting appropriate technology   Speech Lesson Plans   * Good Language Model Techniques used to promote language   Hearing Impairment and Educational Considerations   * Terminology; Issues in the Deaf Community * Assistive Technology/Cochlear Implants   Common Core State Standards & Communication  Fluency disorder in the classroom  Traumatic Brain Injury and the effects on language and learning  Autism Spectrum Disorders:   * Communication & social skills: Strategies to support learners * Communication alternatives/specialized materials: Schedules, Social Stories, PECS; family supports   Literacy/ Developing Adapted Books Typical articulation errors and effects on speechDetecting/correcting errors of oral language Speech/Language services in the schools   * Policies in assessment, referral, screening, and placement * Ethical responsibilities related to students "at-risk" * Involvement of the family in information and intervention  Tourette syndrome as it relates to speech/language Emergent Writing |

## 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 coordinators, 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 proposals.

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](https://docs.google.com/document/d/1HYn-_bOVrUXnuQ8gjF-smDqXgZLxP8UMLk22MoYUX9U/edit#heading=h.2u6wntf) | Date |
| Ying Hui-Michael | Chair of Special Education Department |  |  |
| Carolyn Obel-Omia | Chair of Elementary Education Department |  |  |
| Gerri August/Julie Horwitz | Dean of Feinstein School of Education and Human Development |  |  |

##### 

##### D.2. [Acknowledgements](#3o7alnk): REQUIRED from OTHER PROGRAMS/DEPARTMENTS 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

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#23ckvvd) | Date |
|  |  |  |  |