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

## Cover page scroll over blue text to see further important [instructions](#3as4poj): 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](#1pxezwc) | **SPED 412: Intensive Intervention in Literacy** | | | |  |
| [Replacing](#tyjcwt) | **SPED 412: Reading/Writing for Students with Mild/Moderate Disabilities** | | | |
| A.2. [Proposal type](#1fob9te) | **Course: revisio****n** | | | |
| A.3. [Originator](#1t3h5sf) | **Cara McDermott-Fasy** | [Home department](#4d34og8) | **Special Education** | | |
| A.4. [Context and Rationale](#49x2ik5) | 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 412 has undergone the following changes:   * Name change * Prerequisite change * Modified learning outcomes to reflect emphasis on: standards-based instruction, data-based instruction, technology, equity, RI educational expectations/initiatives (especially coverage of MTSS/RTI/DBI and Special Populations - IEP) | | | | |
| A.5. [Student impact](#2p2csry) | Since all programs have redesigned their course offerings, it is not assumed that this course change will have a negative impact. Positive impact is expected with core knowledge and readiness for the field. | | | | |
| A.6. [Impact on other programs](#147n2zr) | Changes will affect Elementary Education Department Roadmap and Program of Study Forms. In addition, prerequisites will now include courses from Elementary Education as well as Special Education as the course is being conceptualized as part of a literacy scope and sequence that spans, and builds upon, courses in both departments. | | | | |
| A.7. [Resource impact](#3o7alnk) | [*Faculty PT & FT*](#23ckvvd): | **None** | | | |
| [*Library*:](#ihv636) | **None** | | | |
| [*Technology*](#32hioqz) | **None** | | | |
| [*Facilities*](#1hmsyys): | **None** | | | |
| A.8. [Semester effective](#3znysh7) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#3znysh7) | |  | |
| 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 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 form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#41mghml)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#2grqrue)) 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](#1ksv4uv) | SPED 412 |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio) | Reading/Writing for Students with Mild/Moderate Disabilities | Intensive Intervention in Literacy |
| B.4. [Course description](#2jxsxqh) | Curriculum and instructional approaches for children with mild/moderate disabilities (gr 1-6) are analyzed. Emphasis is placed on assessment and intervention in reading and writing for children with disabilities. Practicum is required | Students examine assessment, curriculum, and methodology for providing intensive intervention in literacy to students with language-based learning differences. Thirty hours of assigned practicum included. |
| B.5. [Prerequisite(s)](#z337ya) | SPED 300 (or SPED 302 or ELED 302), SPED 310, SPED 312, and consent of department chair | ELED 324, ELED 326, SPED 210, SPED 211, and SPED 312, or consent of department chair |
| B.6. [Offered](#vx1227) |  |  |
| B.7. [Contact hours](#3rdcrjn) |  |  |
| B.8. [Credit hours](#26in1rg) |  |  |
| B.9. [Justify differences if any](#lnxbz9) |  | |
| B.10. [Grading system](#3fwokq0) |  |  |
| B.11. [Instructional methods](#1v1yuxt) |  |  |
| B.12.[Categories](#4f1mdlm) |  |  |
| B.13. Is this an Honors course? | NO |  |
| B.14. [General Education](#2u6wntf)  N.B. Connections must include at least 50% Standard Classroom instruction. | NO |  |
| B.15. [How will student performance be evaluated?](#19c6y18) |  |  |
| B.16. [Redundancy statement](#35nkun2) |  |  |
| B. 17. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#3tbugp1)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#3j2qqm3)**, if relevant** | [**How will each outcome be measured**](#1y810tw)**?** |
| 1.TCs will develop proficiency in designing and implementing standards-based lessons for elementary level students with LBLD and/or MM disabilities who require intensive intervention and/or specially designed instruction and in using those skills to assess student proficiency towards Rhode Island student standards (CCSS-ELA, GSE-SS) | CEC 1-7  RIPTS 1-9  ISTE 5a-c, 7a-c | *through Design for Instruction component of course artifact* |
| ***2.*** TCs will demonstrate proficiency with professional standards (RIPTS, CEC) and a deep understanding of RI student standards (CCSS-ELA, GSE-SS), evidence based practices, and data based individualization (DBI) in order to facilitate the provision of F**A**PE in the LRE and/or ambitious progress towards RI student standards (CCSS-ELA, GLE-SS) | CEC 1-7  RIPTS 1-9  ISTE 7b & c | *through Unpacking the Standards Response Paper, Small Group Presentation, and Design for Instruction component of course artifact* |
| 3. TCs will develop a deep understanding of the core principles, concepts, and purposes of assessment, describing the major areas and issues related to literacy in order to enhance instruction, adaptations /individualization, and support for ambitious progress towards RI student standards | CEC 4, 5  RIPTS 4, 9  ISTE 7b & c | *through all components of course artifact* |
| 4. TCs will demonstrate the ability to observe a student with a LBLD and subsequently select/administer appropriate measures to assess strengths and needs, inclusive of formal educational testing relevant to LBLD (I.e. CTOPP, rapid naming subtests) and special education (i.e. TOWRE, GDRT, GORT, TWS, TOWL) | CEC 4  RIPTS 9  ISTE 7b & C | *through Assessment Plan component of course artifact and Norm Referenced Testing Presentation* |
| 5. TCs will demonstrate the ability to write an evaluation report that presents, analyzes, and summarizes assessment data on a student with LBLD and offers recommendations to address needs | CEC 4, 5  RIPTS 4, 9  ISTE 7a | *through Assessment Plan component of course artifact* |
| 6. TCs will develop a deep understanding of the Rhode Island Special Population Initiative on IEPs by demonstrating the ability to use assessment data in the development and monitoring of standards/data-based IEPs, particularly related to PLAAFP, Annual Goals and Short-Term Objectives development and alignment with CCSS-ELA/GSE-SS, and in the development of aligned unit/lessons which focus on access to the general education | CEC 4, 5  RIPTS 4, 9  ISTE 7 a-c | *through IEP Meeting Requirements and all components of course artifact* |
| 7. TCs will demonstrate the ability to plan and implement a series of appropriate lessons based on an individual student’s IEP and aligned with RI student standards (CCSS-ELA, GSE-SS), particularly in relation to short term objectives | CEC 5  RIPTS 4  ISTE 7a | *through Design for Instruction component of course artifact* |
| 8. TCs will develop proficiency in selecting/implementing assessments in order to monitor progress towards IEP goals/objectives and in using progress monitoring data to evaluate and modify instructional practices (DBI) | CEC 4  RIPTS 9  ISTE 7b & c | *through Design for Instruction component of course artifact* |
| 9. TCs will develop proficiency in identifying, gathering and analyzing data from other sources (i.e. research, student work, and professional resources) to improve learning and instructional practice for students with LBLD and/or MM disabilities | CEC 4, 6, 7  RIPTS 9, 10, 11  ISTE 1a & c | *through all components of course artifact* |
| 10. TCs will convey knowledge of ISTE Standards related to documenting technology effectively on IEPs to ensure student access to assistive technology, using technology in planning and implementing intensive interventions (DBI) aligned to IEPs, and developing proficiency in designing, implementing, and assessing digital age learning experiences and assessments to support students with with LBLD and/or MM disabilities receive F**A**PE in the LRE | CEC 4, 5  RIPTS 4, 9  ISTE 1 & c, 4a, 5a-c, 6a, 7a-c | *through IEP and Design for Instruction components of course artifact* |
| 11. TCs will develop proficiency in modeling digit age work and learning through fluency in technology systems, collaborating using digital tools and resources, and communicating information and ideas using a variety of digital age media and formats (i.e. Google Classroom) | CEC 6, 7  RIPTS 10, 11  ISTE 2c, 4 a & d | *through Class Participation and Professionalism* |
| 12. TCs will continue to reflect on their own biases and develop a deeper awareness of their own worldviews, the experiences of other cultures and the impact of poverty on learning, especially related to access to services for students with LBLD such as dyslexia | CEC 1, 6, 7  RIPTS 1, 7, 10, 11 | *through Thinking about Social Capital Paper* |
| 13. TCs will demonstrate the ability to make appropriate accommodations and/or modifications in instructional materials based on formal and informal assessment data and as stipulated on the IEP | CEC 5  RIPTS 4  ISTE 7a-c | *through IEP and Design for Instruction components of course artifact* |
| 14. TCs will demonstrate proficiency in providing instruction that 1) motivates students to become engaged, responsive, and active learners, 2) controls for task difficulty, and 3) promotes a deeper level of understanding using students’ contributions and linguistic backgrounds | CEC 1, 5  RIPTS 1, 4  ITSE 5a-c | *through Design for Instruction component of course artifact* |
| 15. TC will develop proficiency in designing and implementing strategies that are effective when working with families of students with LBLD in various types of communities | CEC 1, 6, 7  RIPTS 1, 4, 7, 10, 11  ITSE 4d | *through Thinking about Social Capital Paper* |
| 16. TCs will develop the knowledge, skills, and practices embedded in key Rhode Island educational initiatives and to develop a deep understanding of Rhode Island educational laws and policies related to academic aspects of special education (i.e. Comprehensive Literacy Plan, Personal Literacy Plan, Dyslexia Legislation, Special Populations/IEPs, Personalized Learning, ESSA, IDEA, RI-CAS, ISTE Standards, MTSS/RTI/DBI) | CEC 4, 5, 6  RIPTS 4, 9, 10, 11 | *through Reading Check-Ins on Blackboard, Small Group Presentations, and IEP Meeting Requirements* |
| 17. Apply key competencies of SPED 412 course content (and prior courses) in accompanying fieldwork related to Special Education (Standards -Based Instruction, Data-Driven Instruction, Technology, Equity, RI Educational Expectations/Initiatives, and Professionalism) | CEC 4, 5, 6, 7  RIPTS 4, 7, 9, 10, 11  ITSE 5a-c, 7a-c | *through RI ICEE* |

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| B.19. [**Topical outline**](#28h4qwu)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. MTSS/RTI    1. A Review    2. Introduction to Intensive Interventions (DBI)   2) Special Education Timeline: Part I   1. Referral, Comprehensive Evaluation/Evaluation Reports, & Eligibility related to Components of Literacy (i.e. National Reading Panel, 2000, 5 Critical Components of Reading Instruction) 2. Collaborating with Families & Other Professionals   3) Word Level Assessment & Instruction: Phonemic Awareness & Phonics/Word Recognition   1. Review: CBA/CBM (i.e. ISF, PSF, NWF, Dolch CBM); NRTs (i.e. PAT-2, CTOPP-2, TOWRE-2, GRDT - 2, TOSWRD-2, TWS-5) 2. Link Decoding/Encoding; EBPs (i.e. Elkonin Boxes, Incremental Rehearsal)   4) Text Level Assessment & Instruction: Fluency   1. Review: CBA/CBM (i.e. ORF); NRTs (i.e. GORT-5) 2. EBPs (i.e. Repeated Reading)   5) Text Level Assessment & Instruction: Comprehension   1. Review: CBA/CBM (i.e. MAZE); NRTs (i.e. TORC-4, TOSCRF-2) 2. EBPs (i.e. SRSD)   6) Text Level Assessment & Instruction: Vocabulary   1. Review: CBA/CBM; NRTs (i.e. PPVT-2) 2. EBPs (i.e. Word Wizard)   7) Text Level Assessment: Written Expression   1. Review: CBA/CBM (i.e. Writing CBM); NRTs (i.e. TOWL-4) 2. EBP (i.e. SRSD)   8) RTI Reading Profiles   1. Overview 2. Links to Instructional Match   9). Special Education Timeline: Part 2   1. IEP Development (All Parts: PLAAFP, Annual Goal Page, Special Education, Related Services, Supplementary Aides and Services, etc) 2. IEP Implementation (Emphasis: DBI via NCII); Collaborating with Families & Other Professionals   10). Continuum of Services   1. Co-Teaching: 6 Models 2. Other Models   11) Becoming an Effective Literacy Teacher   1. Specialized Language Programs 2. Advocacy |

## 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.

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| 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 |  |  |

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##### D.2. [Acknowledgements](#2bn6wsx): 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

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| Name | Position/affiliation | [Signature](#qsh70q) | Date |
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