# 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](#1hmsyys): 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](#30j0zll) | **SPED 436: Assessment/Instruction: Older Students with SID** | | | |  |
| A.2. [Proposal type](#tyjcwt) | **Course: revision** | | | |
| A.3. [Originator](#2et92p0) | **Susan Dell** | [Home department](#3dy6vkm) | **Special Education** | | |
| A.4. [Context and Rationale](#1fob9te) | 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 436’s prerequisites have changed as have some of the student learning outcomes. This proposal requests the following:    **REQUESTED CHANGES**   1. **Change in prerequisites:** The course numbering of prerequisite courses have changed so this will be reflected in changed prerequisites of SPED 436. SPED 300 will no longer be accepted as a prerequisite. The new prerequisites will be: **SPED 210, SPED 312** 2. **Change in course offering:** The new program map will switch the semester in which SPED 436 will be offered to Fall. | | | | |
| A.5. [Student impact](#41mghml) | 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](#2grqrue) | Changes will affect Elementary Education Department Roadmap and Program of Study forms. | | | | |
| A.7. [Resource impact](#vx1227) | [*Faculty PT & FT*](#3fwokq0): | **None** | | | |
| [*Library*:](#1v1yuxt) | **None** | | | |
| [*Technology*](#4f1mdlm) | **None** | | | |
| [*Facilities*](#2u6wntf): | **None** | | | |
| A.8. [Semester effective](#1t3h5sf) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#1t3h5sf) | |  | |

B. [NEW OR REVISED COURSES](#19c6y18)  **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](#3tbugp1)) | New |
| B.1. [Course prefix and number](#2xcytpi) | **SPED 436** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#4i7ojhp) | **Assessment/Instruction: Older Students with SID** |  |
| B.4. [Course description](#z337ya) |  |  |
| B.5. [Prerequisite(s)](#2bn6wsx) | **SPED 300, SPED 310, SPED 312, and admission to the Department of Special Education.** | **SPED 210, SPED 312, or consent of department chair.** |
| B.6. [Offered](#28h4qwu) | **Spring** | **Fall** |
| B.7. [Contact hours](#44sinio) |  |  |
| B.8. [Credit hours](#2jxsxqh) |  |  |
| B.9. [Justify differences if any](#1ci93xb) |  | |
| B.10. [Grading system](#nmf14n) |  |  |
| B.11. [Instructional methods](#3j2qqm3) |  |  |
| B.12.[Categories](#qsh70q) |  |  |
| B.13. Is this an Honors course? | **NO** |  |
| B.14. [General Education](#1y810tw) | **NO** |  |
| B.15. [How will student performance be evaluated?](#3whwml4) |  |  |

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| B.18**.** [**Course learning outcomes**](#1mrcu09)**:** | [**Professional Org.Standard**](#46r0co2) | [**How will each outcome be measured**](#2lwamvv)**?** |
| 1. **STANDARDS BASED INSTRUCTION/ TECHNOLOGY (1.1-1.3/1.5)** Demonstrate the ability to plan curriculum objectives and instructional strategies for both individuals and groups.  Design instructional programs that facilitate community participation, functional independence, positive self-concept, and realistic goals. | (CEC 3, 5); RIPTS 5: 4: 6: 2:  INTASC 7,8 | Instructional Plans and Unit Lesson Plans |
| 1. Apply fundamental principles of instruction and strategies to students with severe intellectual disabilities:  ecological and environmental structures, reinforcement, sensory integration, and augmentative communication, and physical management | CEC 3,5 | Unit Lesson Plans |
| 1. Strategies and activities that facilitate participation of children with severe physical and/or health related activities but minimize physical stress and unnecessary physical exertion. | (CEC 5); RIPTS 6: Learning Environments; 7: Collaboration, 2: Content Knowledge, INTASC 3,5,7,8 | Unit Lesson Plans |
| 1. Demonstrate competence in making decisions about curriculum and instruction (including community referenced instruction) and incorporates student-initiated learning. | INTASC 4, 8 | Observation, Evaluation, IEP, & Career Development Plan, Instructional Plan |
| 1. **DATA DRIVEN INSTRUCTION (1.4)** Demonstrate the ability to use task analysis as the basis for criterion referenced evaluations in each of the domains | (CEC 4), RIPTS 9: Assessment, INTASC 6 | Instructional Plan. |
| 1. Demonstrate the ability to plan and implement a series of appropriate lessons (ELA, Mathematics, Vocational) based on an individual student’s IEP and aligned with CCSS/DLM Essential Elements, particularly in relation to short term objectives in a particular content area. | (Practice: Professional Practice; Diversity: Individual Differences and Cultural Diversity; RIPTS 4,6 7; CEC 5 | Instructional Plans and Unit Lesson Plans |
| 1. **TECHNOLOGY (1.5)**   Using video analysis, teacher candidates in SPED 436 will view videos of classroom instruction supporting students with sensory challenges to identify evidence-based practices viewed (i.e. routines, calendars, social skills) | RIPTS 6 | OHOA Online Learning Modules |
| 1. **EQUITY: STUDENTS WITH DISABILITIES (1.6)** Demonstrate the ability to describe the unique learning characteristics of individual students and to analyze their effect on learning and program design. High Expectations:  Plan assessment and instruction that challenges students to strive for excellence and reach levels of expectations and standards (Culturally Responsive Teaching Practice) This is an essential part of a comprehensive evaluation for students with severe intellectual disabilities | (CEC 1,4),  RIPTS 1: Diversity of Learners; RIPTS 9: Assessment, | Observation, Evaluation, IEP, & Career Development Plan |
| 1. **RI INITIATIVES (1.7)**   Describe the Implications of IEP practices and policies related to older students with SID |  | Observation, Evaluation, IEP, & Career Development Plan, Instructional Plan |
| 1. Transition Planning to prepare students for adult life as measured through |  | Observation, Evaluation, IEP, & Career Development Plan, Instructional Plan |
| 1. **PRACTICUM**   Observation, Evaluation, IEP, & Career Development Plan, Instructional Plan. TCs will apply key competencies of SPED 436 course content (and prior courses) in accompanying fieldwork (e.g., Standards -Based Instruction, Data-Driven Instruction, Technology, Equity, RI Initiatives, and Professionalism) |  | **SPED 436 RI-ICEE Observation Tool.** |

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| B.19. [**Topical outline**](#2p2csry)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| Introduction and Overview   * Explanation of Course Policies and Procedures * Terminology and Definitions * Classification Systems and Identification Criteria * Prevalence and Incidence   Components of Quality Transition IEPs   * Rhode Island Department of Education IEP Manual * Developing and writing goals that are community referenced, that are realistic, that promote functional independence and positive self worth, and that match student characteristics and needs.   Structure of Curriculum/ Instructional Plans   * Curriculum outcomes most likely to affect the life activities of older persons with SID * Models for planning and structuring curriculum * Relationship between longitudinal sequential curriculum experiences and competence * Analyzing the curriculum opportunities that exist in a particular culture, family, school or community * Self-Determined Learning Modules of Instruction (SDLMI)   Curriculum Development   * CCSS (ELA/Mathematics)/ * Next Generation/ AAGSEs (Science) * 21st Century Skills   **Routines for Participation and Learning**   * Schedules: how we make them; why we need them * Developing individual lesson plans * Strategies for evaluating instructional efficacy & providing feedback from peers and adults   **What to teach…. The steps of Lesson Planning**   * ELA: Fiction and Non-Fiction * Mathematics * Functional Skill Sets   Instructional Mathematic Plans/ Life Skills & Lessons   * Money Handling (CCSS-Mathematics) * Time Management   Functional Instructional Plans & Lessons/ Review 21st Century Skills   * Self-Management, Home Living * Recreation/Leisure * General Community Functioning   Vocational Preparation/ Career Development Plan   * Varied, longitudinal experience * Vocational Evaluation   Model Career and Vocational Programs |

## 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](#ihv636): 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](#32hioqz) | Date |
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