# 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](#tyjcwt)  | **SPED 458: STEM for Diverse Learners: Intensive Intervention** |  |
| [Replacing](#1t3h5sf)  | **SPED 458: Mathematics/Science for Students with Mild/Moderate Disabilities** |
| A.2. [Proposal type](#1fob9te) | **Course: revision** |
| A.3. [Originator](#2s8eyo1) | **Cara McDermott-Fasy** | [Home department](#17dp8vu) | **Special Education** |
| A.4. [Context and Rationale](#1pxezwc)  | 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 458 has undergone the following changes:* Course Title change
* Prerequisite change
* Course description 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 - IEPs)
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| A.5. [Student impact](#49x2ik5) | 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](#2p2csry)  | Changes will affect Elementary Education 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](#147n2zr) | [*Faculty PT & FT*](#3o7alnk):  | **None** |
| [*Library*:](#23ckvvd) | **None** |
| [*Technology*](#ihv636) | **None** |
| [*Facilities*](#32hioqz): | **None** |
| A.8. [Semester effective](#2et92p0) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#2et92p0) |  |

B. [NEW OR REVISED COURSES](#1hmsyys)  **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](#41mghml))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#26in1rg)  | **SPED 458** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#2jxsxqh)  | Math/Science for Students with Mild/Moderate Disabilities | STEM for Diverse Learners: Intensive Intervention |
| B.4. [Course description](#z337ya)  | Students analyze mathematics and science content, tasks, frameworks, and standards for students with disabilities. Activities are designed and adapted to support mathematics and science learning at all levels of education. | Students analyze STEM curricula and instructional approaches for students with mild/moderate disabilities. Emphasis is placed on assessment and intervention in math and science for children with disabilities. Thirty hour assigned practicum included. |
| B.5. [Prerequisite(s)](#2grqrue) | [SPED 300](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/300/SPED-300) (or [SPED 302](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/300/SPED-302) or [ELED 302](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/ELED-Elementary-Education/300/ELED-302)), [SPED 310](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/300/SPED-310), [SPED 311](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/300/SPED-311), [SPED 312](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/300/SPED-312), and consent of department chair. Matriculation in graduate program is required of all graduate students. | ELED 438, SPED 210, SPED 312, or consent of department chair.  |
| B.6. [Offered](#vx1227) |  |  |
| B.7. [Contact hours](#35nkun2)  |  |  |
| B.8. [Credit hours](#1ksv4uv) |  |  |
| 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](#44sinio) |  |  |
| B. 17. Other changes, if any |  |

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| B.18**.** [**Course learning outcomes**](#3j2qqm3)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#1y810tw)**, if relevant** | [**How will each outcome be measured**](#3tbugp1)**?** |
| 1). TCs apply knowledge of math and science curriculum standards (i.e. CCSS-Math, Next Generation Science Standards) to design culturally responsive and rigorous lessons for students with and without mild to moderate disabilities | CEC 1RIPTS 3, 4 | Clinical Interview, STE(A)M Lesson |
| 2). TCs develop proficiency in gathering data about student performance; implementing assessments to understand progress in math/science; evaluating/modifying instructional practices to improve learning for students with mild/moderate disabilities in math/science | CEC 4, 5RIPTS 9 | Clinical Interview, IEP Assignment, STE(A)M Lesson |
| 3). TCS understand, choose, and analyze evidence-based practices in teaching math/science content areas for students with disabilities such as explicit systematic instruction, visual representations, schema-based instruction, and metacognitive strategies | CEC 5RIPTS 3 | Online Journals, In-Class DO NOW and Simple Science Exercises, Clinical Interview, STE(A)M Lesson, Strategy Presentation |
| 4). TCs develop proficiency in Blended/Personalized Learning practices to help address students’ individual needs in math/science classrooms | CEC 2, 3, 4RIPTS 2 | In-class TECH-IT Exercises, STE(A)M Lesson, Online Quizzes, Strategy Presentation |
| 5). TCs apply and incorporate digital tools and resources (based on the ISTE standards and the SAMR Model) to support students with disabilities in math and science (exploring free and subscription-based technologies) | CEC 4, 5RIPTS 5, 6 | In-class TECH-IT Exercises, Clinical Interview, STE(A)M Lesson |
| 6). TCs reflect on their own experiences/biases to develop a deeper awareness of their own worldviews, the experiences of other cultures and the impact of poverty on learning | CEC 5RIPTS 1, 2 | Math/Science Autobiography Online Journals, Final Reflective Essay |
| 7). TCs provide instruction that **r**ecognizes the cultural/linguistic diversity of students and their families and motivates all students to become actively engaged in math and science learning | CEC 7RIPTS 7 | Online Journal Reflections, Clinical Interview, STE(A)M lesson |
| 8). TCS create opportunities for students to investigate, formulate questions and develop solutions to STEM related content that are culturally responsive to diverse learners | CEC 6RIPTS 11 | Online Journal Reflections, Clinical Interview, STE(A)M lesson |
| 9). TCs develop the knowledge, skills, and practices embedded in key Rhode Island educational initiatives and federal/state educational laws/policies related to math/science learning for students with mild to moderate disabilities (i.e. Personalized Learning, ESSA, IDEA, RI-CAS, ISTE Standards, MTSS/RTI) | CEC 6RIPTS 11 | Clinical Interview, STE(A)M lesson |
| 10). TCs focus on the Rhode Island Special Population Initiatives as they develop/monitor standards/data-based IEPs and write STE(A)M lessons for students with mild/ moderate disabilities and focus on access to the general education | CEC 6RIPTS 11 | Clinical Interview, IEP Assignment |
| 11). TCs develop goals related to professional membership in math/science organizations to support their own professional growth, attend local educational conferences, and/or consider opportunities at TechAccess, Highlander Institute, New England Basecamp | CEC 6RIPTS 11 | Online Journals, Final Reflective Essay |
| 12). Apply key competencies of SPED 458 course content (and prior courses) in accompanying fieldwork related to Special Education (Standards -Based Instruction, Data-Driven Instruction, Technology, Equity, RI Initiatives, and Professionalism) | CEC 4, 5, 6, 7RIPTS 4, 7, 9, 10, 11 | RI-ICEE |

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| B.19. [**Topical outline**](#28h4qwu)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. **Introduction**
2. Course Policies
3. Procedures
4. **Essential Questions:**
5. What do kids need to know?
6. How can teachers help them?

3) **Essential Questions:**1. How does our success/challenge in math/science shape our thinking as teachers?
2. How do students’ errors and misconceptions impact learning?

4) **Essential Questions:**1. Is there value in interviewing students about their work?
2. What can we learn from observing/interviewing students?

5) **Essential Questions:**1. What kinds of problems/challenges do children/adolescents have with science and math?

 b. How can we help students in the math/science classroom?6) **Essential Questions:**1. How can students be strategic learners in math & science?
2. How can teachers organize learning?

7) **Essential Questions:** a. How can we understand what students know?  b. What ways can they show us?8) **Essential Question:**1. How can we assess student work and monitor progress?
2. What have we learned?

9) **Essential Questions:**1. How can we plan for equal access to the curriculum?
2. What concrete things can we do to get ready? (i.e. Strategy Toolbox)
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## 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 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 |