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

## Cover pagescroll over blue text to see further important [instructions](#2bn6wsx): 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](#3dy6vkm) | **SPED 460: Capstone: Specialized Language Programs** |  |
| [Replacing](#1fob9te)  |  |
| A.2. [Proposal type](#3znysh7) | **Course: creatio****n** |
| A.3. [Originator](#2s8eyo1) | **Cara McDermott-Fasy** | [Home department](#17dp8vu) | **Special Education**  |
| A.4. [Context and Rationale](#qsh70q)  |  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. In addition, and more importantly for this course, faculty from both the Elementary Education and Special Education Departments who teach courses in the literacy scope and sequence have worked together, and are continuing to work, on reimagining courses in this content strand to better prepare Teacher Candidates to teacher reading and writing in general and support students with Language-based learning disability such as dyslexia in particular. This proposal is requesting:**ADDITION*** **New Course**: SPED 460. This course will be one of two options available to Teacher Candidates in their last semester prior to student teaching as a capstone experience (the other is ELED 440 Capstone: STEAM/Project-Based Learning). Teacher Candidates who select this option, will be provided with an opportunity to explore in greater depth the needs of students with language based learning differences and reflect upon how, where, and to what extent they, and their families, are being (or could be) served in schools.
 |
| A.5. [Student impact](#3as4poj) | Since all programs have redesigned their course offerings, it is not assumed that this course addition will have a negative impact. Positive impact is expected with core knowledge and readiness for the field. |
| A.6. [Impact on other programs](#1pxezwc)  | Changes will affect Elementary Education Department Roadmap and Program of Study forms.  |
| A.7. [Resource impact](#49x2ik5) | [*Faculty PT & FT*](#2p2csry):  | **none** |
| [*Library*:](#147n2zr) | **none** |
| [*Technology*](#3o7alnk) | **none** |
| [*Facilities*](#23ckvvd): | **none** |
| A.8. [Semester effective](#tyjcwt) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#tyjcwt) |  |

B. [NEW OR REVISED COURSES](#ihv636)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

|  |  |  |
| --- | --- | --- |
|  | Old ([for revisions only](#32hioqz))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](#lnxbz9)  |  | **SPED 460** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#z337ya)  |  | **Capstone: Specialized Language Programs** |
| B.4. [Course description](#1ksv4uv)  |  | Candidates explore the needs of students with language-based learning differences, reflecting upon how, where, and to what extent they, and their families, are being (or could be) served in schools. |
| B.5. [Prerequisite(s)](#44sinio) |  | **SPED 412** |
| B.6. [Offered](#1hmsyys) |  | **Fall | Spring | Summer** |
| B.7. [Contact hours](#35nkun2)  |  | **2** |
| B.8. [Credit hours](#3rdcrjn) |  | **2** |
| B.9. [Justify differences if any](#2jxsxqh) |  |
| B.10. [Grading system](#41mghml)  |  | **Letter grade |**  |
| B.11. [Instructional methods](#2grqrue) |  | **Fieldwork | Lecture | Practicum | Seminar | Small group | Individual |**  |
| B.12.[Categories](#vx1227) |  | **Required for major/minor |**  |
|  |  | **NO** |
| B.14. [General Education](#3fwokq0)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#1v1yuxt) |  | **Presentations | Papers | Interviews |** **Performance Protocols | Projects |**  |
| B.16. [Redundancy statement](#26in1rg) |  |  |
| B. 17. Other changes, if any |  |

|  |  |  |
| --- | --- | --- |
| B.18**.** [**Course learning outcomes**](#4f1mdlm)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#2u6wntf)**, if relevant** | [**How will each outcome be measured**](#19c6y18)**?** |
| Review of the Foundations of Literacy Acquisition | CEC 1IDA 1RIPTS 1, 2 | through class discussions, online blog, research paper/project |
| Knowledge Of Diverse Reading Profiles, Including Dyslexia | CEC 1IDA 2RIPTS 1, 2 | through class discussions, online blog, research paper/project |
| Assessment Related to LBLD | CEC 4IDA 3RIPTS 9 | through class discussions, online blog, research paper/project |
| Structured Literacy Instruction | CEC 2, 3, 5IDA 4RIPTS 1, 2, 3, 4, 5, 6, 7, 8 | through class discussions, online blog, research paper/ project |
| Professional Dispositions and Practices | CEC 6, 7IDA 4RIPTS 7, 10, 11 | through class discussions, online blog, research paper/project |

|  |
| --- |
| B.19. [**Topical outline**](#3tbugp1)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Historical Context

a)Reading Wars, b)National Reading Panel1. The Current Context
2. Dyslexia: Facts & Figures
3. Brain Based Research (i.e. Yale Center for Dyslexia & Creativity)

3) Laws, Ethics and Other Issues1. State Dyslexia Legislation in RI & Beyond; Other federal or court guidance
2. IDA Knowledge and Practice Standards for Teachers of Reading

4) Things to Notice/Coping Mechanisms1. Word Callers
2. Comorbidity of ADHD, Dysgraphia and Dyscalculia

5) Critical Assessments1. Family History
2. Phonological/Phonemic Awareness (i.e. CTOPP); Rapid Naming (RAN/RAS)

6) Evidence Based Strategies1. Structured Literacy
2. Teaching handwriting/cursive

7) Specialized Language Approaches/Programs1. Examples: Orton Gillingham, Wilson (systematic, cumulative, diagnostic-prescriptive, phonics based and multisensory/VAKT)
2. Evidence Based Programs vs. “Research Based Programs”: Being a Critical Consumer

8) Specialized Language Schools1. Local Examples: Middlebridge, Hamilton, Sally Borden
2. What do they offer?; Who do they serve? Or, who is able to access their services?

9) Can We Support Students with LBLD such as Dyslexia within the Public School System?1. Case Study: Andover Public Schools
2. Others? What’s happening in RI Public Schools

10) Narrative Inquiry1. What stories do families tell?
2. What are common themes in their narratives?

11) What’s Advocacy Got To Do With It?1. RI Dyslexia Legislation (& what’s happening in other states)
2. Decoding Dyslexia (US, Canada); International Dyslexia Association
 |

## 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.

|  |  |  |  |
| --- | --- | --- | --- |
| 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  |  |  |

#####