# 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](#3whwml4): 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 470: Collaboration: Home, School, and Community** | | | |  |
| [Replacing](#1t3h5sf) | **SPED 440: Collaboration: Home, School, and Community** | | | |
| A.2. [Proposal type](#1fob9te) | **Course: revision** | | | |
| A.3. [Originator](#2s8eyo1) | **Cara McDermott-Fasy** | [Home department](#17dp8vu) | **Special Education** | | |
| A.4. [Context and Rationale](#2bn6wsx) | 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 470 has undergone the following changes:   * Number change * Course description 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](#qsh70q) | 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](#3as4poj) | Changes will affect Elementary Education Department Roadmap and Program of Study forms. | | | | |
| A.7. [Resource impact](#1pxezwc) | [*Faculty PT & FT*](#49x2ik5): | **none** | | | |
| [*Library*:](#2p2csry) | **none** | | | |
| [*Technology*](#147n2zr) | **none** | | | |
| [*Facilities*](#3o7alnk): | **none** | | | |
| A.8. [Semester effective](#2et92p0) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#2et92p0) | |  | |

B. [NEW OR REVISED COURSES](#23ckvvd)  **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](#ihv636)) 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](#2jxsxqh) | **SPED 440** | **SPED 470** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#3rdcrjn) | **Collaboration: Home, School, and Community** |  |
| B.4. [Course description](#32hioqz) | The collaborative purposes, models, strategies, and roles of the special educator are addressed. Topics include collaborative teaching, parent interactions and planning, and teaching and assessment strategies**.** | This course complements the Student Teaching semester to help prepare beginning special educators. Teacher candidates examine instructional planning/practices, assessment strategies, and collaborative approaches to working with families. |
| B.5. [Prerequisite(s)](#1hmsyys) | Concurrent enrollment in SPED 419 or SPED 428, or consent of department chair. | Concurrent enrollment in SPED 471, or consent of the department chair. |
| B.6. [Offered](#41mghml) |  |  |
| B.7. [Contact hours](#lnxbz9) |  |  |
| B.8. [Credit hours](#35nkun2) |  |  |
| B.9. [Justify differences if any](#1ksv4uv) |  | |
| B.10. [Grading system](#2grqrue) |  |  |
| B.11. [Instructional methods](#vx1227) |  |  |
| B.12.[Categories](#3fwokq0) |  |  |
| B.13. Is this an Honors course? | **NO** |  |
| B.14. [General Education](#1v1yuxt)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** |  |
| B.15. [How will student performance be evaluated?](#4f1mdlm) |  |  |
| B.16. [Redundancy statement](#44sinio) |  |  |
| B. 17. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#2u6wntf)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#19c6y18)**, if relevant** | [**How will each outcome be measured**](#3tbugp1)**?** |
| 1. TCs demonstrate: 1) proficiency in the knowledge, skills, and professional dispositions encompassed in the RIPTS within the clusters of Instruction, Environment, and Professionalism; 2) proficiency in the *critical pedagogical-content* concepts, principles, and practices within the CEC Initial Preparation Standards; and 3) a deep understanding of the Rhode Island student standards by unpacking student standards and developing an understanding of the standards’ expectations of students and the progression of expectations across grade levels/bands | CEC 1-7  RIPTS 1-11 | ***IEP, FBA, Professional Participation*** |
| 2. TCS demonstrate: 1) a deep understanding of the core principles, concepts, and purposes of assessment; 2) proficiency in selecting and implementing assessments in order to monitor progress; 3) proficiency in using assessment data to evaluate and modify instructional practices; and, 4) proficiency in identifying, gathering and analyzing data from other sources (i.e. research, student work, and professional resources) other than assessments to improve learning and instructional practice | CEC 1-7  RIPTS 1-11 | ***IEP, FBA, Professional Participation*** |
| 3. TCs demonstrate proficiency in designing, implementing digital technologies (based on their Student Teaching placement options, such as Google Classroom, specific school-wide academic software, e.g: Zearn, DreamBox), and assessing digital age learning experiences and assessment to support learning and behavior for students with disabilities (ISTE Standards, RI SEL Standards) | CEC 1-7  RIPTS 1-11 | ***IEP, FBA, Professional Participation*** |
| 4. TCs develop proficiency in modeling digital age work and learning through fluency in technology systems, collaborating using digital tools and resources (using resources such as Smartboards, Blackboard, Chalk & Wire) and communicating information and ideas using a variety of digital age media and formats (Chromebook and IPAD apps, differentiated websites) | CEC 1-7  RIPTS 1-11 | ***IEP, FBA, Professional Participation*** |
| 5. TCs demonstrate ability to reflect on their own biases and articulate a deeper awareness of their own worldviews, the experiences of other cultures and the impact of poverty on learning | CEC 1, 6  RIPTS 1, 10 | ***IEP, FBA, Professional Participation*** |
| 6. TCs demonstrate proficiency in designing and implementing strategies that are effective with English Language Learners and students with mild/moderate disabilities at elementary school level | CEC 1-7  RIPTS 1-11 | ***IEP, FBA, Professional Participation*** |
| 7. TCs demonstrate proficiency in responding to culturally/linguistically diverse families and communities during MTSS, referral/evaluation to Special Education processes, IEP development, and service delivery | CEC 1-7  RIPTS 1-11 | ***IEP, FBA, Professional Participation*** |
| 8. TCs develop the knowledge, skills, and practices embedded in key Rhode Island educational initiatives and federal/state educational laws and policies related to special education (i.e. Personalized Learning, ESSA, IDEA, RI Dyslexia Legislation, RI-CAS, ITSE Standards, MTSS/RTI/DBI, Special Population Initiatives, WIDA Standards, English Learner Programs) | CEC 1-7  RIPTS 1-11 | ***Online Journals, IEP, FBA, Professional Participation*** |
| 9. TCs apply deep understanding of the Rhode Island Special Population Initiatives as they develop/monitor standards/data-based IEPs (focus on both functional and academic achievement via DBI) and write lessons for students with mild/ moderate disabilities that align with standards/data-based IEPs and focus on access to the general education in the least restrictive environment) | CEC 1-7  RIPTS 1-11 | ***IEP, FBA, Professional Participation*** |

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| B.19. [**Topical outline**](#28h4qwu)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| **1. IEP Development and Implementation:**   1. Creating standard-based IEPs 2. Creating data-based IEPs   **2. Collaboration:**   1. Collaborating with Families 2. Collaborating with Other Professionals (i.e. Related Services; Paraprofessionals)   **3. FBA Development and Implementation:**   1. Conducting a Functional Behavioral Assessment (FBAs) 2. Creating a Behavioral Intervention Plan (BIPs)   **4. Impact on Student Learning:**   1. Progress Monitoring 2. DBI/NCII   **5. Instructional Technology:**   1. To facilitate FAPE in LRE 2. Assistive Technology   **6. Culturally Responsive Teaching:**   1. Meeting the cultural/linguistic needs of students 2. Meeting the cultural/linguistic needs of families   **7. Reflection:**   1. Identifying your strengths/areas of need 2. What have you learned? |

## 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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