# 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](#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.**

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| A.1. Course | **SPED 471: ELEMENTARY Student Teaching: Mild/Moderate Disabilities** | | | |  |
| [Replacing](#1t3h5sf) | **SPED 419: Student Teaching in the Elementary School** | | | |
| A.2. [Proposal type](#1fob9te) | **Course: revision** | | | |
| 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.  As a result of this review, SPED 471 has undergone the following changes:   * Number change * Course title Change * Prerequisite change * Credit hour change (rather than 8-10, have it be 9) * Modified learning outcomes to reflect emphasis on: standards-based instruction, data-based instruction, technology, equity, RI educational expectations/initiatives (especially coverage of RI Dyslexia Legislation, MTSS/RTI/DBI and Special Populations - IEP) | | | | |
| A.5. [Student impact](#3as4poj) | 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](#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](#2et92p0) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#2et92p0) | |  | |

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.**

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|  | Old ([for revisions only](#32hioqz)) 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](#35nkun2) | **SPED 419** | **SPED 471** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#1hmsyys) | **Student Teaching in Elementary School** | **Elementary Student Teaching: Mild/Moderate Disabilities** |
| B.4. [Course description](#41mghml) | In this culminating field experience, candidates complete a teaching experience in an elementary school under the supervision of a cooperating teacher and college supervisor. This is a full semester assignment. Graded S, U. | In this culminating clinical experience, candidates demonstrate their competence in planning, implementing, and assessing learning experiences in elementary level classrooms that serve students with mild to moderate disabilities. Graded S/U. |
| B.5. [Prerequisite(s)](#1ksv4uv) | Concurrent enrollment in SPED 440; satisfactory completion of the admission and retention requirements for the special education and elementary education programs; passing score(s) on Praxis II Content Knowledge Tests; approved Preparing to Teach Portfolio in all applicable programs; completion of the community service requirement; and a negative result from the required tuberculin test. Undergraduate and second degree candidates must have a cumulative GPA of 2.75 a full semester prior to student teaching. | Concurrent enrollment in SPED 470; satisfactory completion of the admission and retention requirements for the mild to moderate special education and elementary education programs; passing score(s) on Praxis II Content Knowledge Tests; approved Preparing to Teach Portfolio in all applicable programs; and completion of the community service requirement. Undergraduate and second degree candidates must have a cumulative GPA of 2.75 a full semester prior to student teaching. |
| B.6. [Offered](#2grqrue) |  |  |
| B.7. [Contact hours](#3rdcrjn) | **8-10** | **9** |
| B.8. [Credit hours](#2jxsxqh) | **8-10** | **9** |
| B.9. [Justify differences if any](#26in1rg) |  | |
| B.10. [Grading system](#vx1227) |  |  |
| B.11. [Instructional methods](#3fwokq0) |  |  |
| B.12.[Categories](#1v1yuxt) |  |  |
| B.13. Is this an Honors course? | **NO** |  |
| B.14. [General Education](#4f1mdlm)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** |  |
| B.15. [How will student performance be evaluated?](#2u6wntf) |  |  |
| B.16. [Redundancy statement](#lnxbz9) |  |  |
| B. 17. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#19c6y18)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#3tbugp1)**, if relevant** | [**How will each outcome be measured**](#z337ya)**?** |
| 1. 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 | * *as measured by the TCWS, RI ICEE Observation Tool (6), and Professionalism Rubric (3).* |
| *2.* Demonstrate proficiency in designing and implementing standards-based lessons and using those skills to assess student proficiency in the Rhode Island student standards *.* | CEC 1-7  RIPTS 1-11 | *as measured by the TCWS and RI ICEE Observation Tool (6)* |
| 3. 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 | *as measured by the TCWS and RI ICEE Observation Tool (6).* |
| 4. Demonstrate proficiency with formal educational testing relevant to special education and the needs of students with mild/moderate disabilities at the elementary | CEC 1-7  RIPTS 1-11 | *as measured by the TCWS and RI ICEE Observation Tool (6).* |
| 5. Demonstrate proficiency in designing, implementing, and assessing digital age learning experiences and assessment to support student learning (ITSE Standards) | CEC 1-7  RIPTS 1-11 | *as measured by the TCWS and RI ICEE Observation Tool (6).* |
| 6. Continue to 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 | CEC 1-7  RIPTS 1-11 | *as measured by the TCWS and RI ICEE Observation Tool (6).* |
| 7. 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 1-7  RIPTS 1-11 | *as measured by the TCWS.* |
| 8. Demonstrate proficiency in designing and implementing strategies that are effective with English Language Learners and students with mild/moderate disabilities at the elementary school level | CEC 1-7  RIPTS 1-11 | *as measured by the TCWS and RI ICEE Observation Tool (6).* |
| 9. Demonstrate proficiency in designing and implementing strategies that are effective when working with families in diverse communities | CEC 1-7  RIPTS 1-11 | *as measured by the TCWS, RI ICEE Observation Tool (6), and Professionalism Rubric (3).* |
| 10. Demonstrate the knowledge, skills, and practices embedded in key Rhode Island educational initiatives and a deep understanding of Rhode Island educational laws and policies related to academic aspects of special education for students with mild to moderate disabilities (i.e. IDEA, ESSA, RI Dyslexia Legislation, RI-CAS, ISTE Standards, MTSS/RTI/DBI, Special Population Initiatives, Personalized Learning,) | CEC 1-7  RIPTS 1-11 | *as measured by the TCWS, RI ICEE Observation Tool (6), and Professionalism Rubric (3).* |
| 11. Apply key competencies of SPED 470 course content (and prior courses) in student teaching related to the provision of special education to students with mild to moderate disabilities at the elementary school level(Standards -Based Instruction, Data-Driven Instruction, Technology, Equity, RI Initiatives, and Professionalism) | CEC 1-7  RIPTS 1-11 | *as measured by the TCWS, RI ICEE Observation Tool (6), and Professionalism Rubric (3).* |

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| B.19. [**Topical outline**](#28h4qwu)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Contextual Factors    1. District/School    2. Classroom   2) SLOs   1. Development 2. Implementation   3) Unit Plan   1. Intensive Intervention Plan 2. Assessment Map   4) Design for Instruction   1. Lesson Plans 2. RI-ICEEs; Professionalism Rubrics   5) Analysis of Student Learning   1. Charts/Tables/Figures and Progress Monitoring Graphs 2. Discussion about Impact on Student Learning   6) Reflection   1. Lessons Learned 2. Professional Growth Goals |

## 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](#2xcytpi): 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](#1ci93xb) | Date |
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