# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): 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 or program](#Proposal) | **HPE 444: practicum in Adapted physical education** | | | |  |
| [Replacing](#Ifapplicable) | **HPE 444: Specialization in Adapted Physical education** | | | |
| A.2. [Proposal type](#type) | **Course: revision** | | | |
| A.3. [Originator](#Originator) | **Kerri Tunnicliffe** | [Home department](#home_dept) | **Department of Health and Physical Education** | | |
| A.4. [Context and Rationale](#Rationale) | **The purposes of this proposal are to request the revision of the title, description and prerequisite of HPE 444 to make it better fit as a required course in the Physical Education program. Also it will be reduced by one credit, and will now be offered in the Fall rather than early Spring..**  **The HPE faculty believe that HPE 444 should become a program course that results in students’ meeting the requirement for completing the Rhode Island Department of Education (RIDE) certification for Adapted Physical Education certification mandates. This course has been an elective course for students trying to achieve the Specialization in Adapted Physical Education. Requiring this course will ensure that all RIC Physical Education teacher candidates graduate fully competent to work with individuals with disabilities without any further clinical hours or competencies needed for certification.**  **The name change better reflects the expectations of the course and of industry standards. This additional course is the only hands-on teaching course working with individuals with disabilities of its kind in the state, and therefore sets our graduates apart when seeking employment.** | | | | |
| A.5. [Student impact](#student_impact) | **Students will have all requirements completed to earn a Rhode Island Department of Education (RIDE) certification for Adapted Physical Education.** | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **None** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) 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](#cours_title) | **HPE 444** | **HPE 444** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Specialization in Adapted Physical Education** | **Practicum in Adapted Physical Education** |
| B.4. [Course description](#description) | **Teacher candidates plan, organize, teach and evaluate individualized physical education programs for individuals with disabilities. Most of the experience includes daily hands on experiences throughout course.** | **Teacher candidates complete a capstone course on planning, teaching, and evaluating individuals with disabilities in gross-motor settings. The experience includes IEP meetings, logs, implementing formal evaluations, and analyzing data.** |
| B.5. [Prerequisite(s)](#prereqs) | **Maintain a B in all special education, adapted physical education and practicum classes required in the physical education major.** | **SPED 333, HPE 409, HPE and 415** |
| B.6. [Offered](#Offered) | **Early Spring** | **Fall** |
| B.7. [Contact hours](#contacthours) | **3** | **2** |
| B.8. [Credit hours](#credits) | **3** | **2** |
| B.9. [Justify differences if any](#differences) | Credit hours are decreased because the course requirements are better aligned with state competencies leading to certification. | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) | **Elective for major** | **Required for major | Required for Certification** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
| B.15. [How will student performance be evaluated?](#performance) | **Papers | Class Work | Interviews |**  **Performance Protocols | Projects |**  **| Reports of outside supervisor** | **Papers | Performance Protocols | Projects | Reports of outside supervisor** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**. Course learning outcomes: List each one in a separate row** | [**Professional Org.Standard(s), if relevant**](#standards) | [**How will each outcome be measured?**](#measured) |
| --- | --- | --- |
| Demonstrate proficiency implementing various teaching strategies based on the population. | RIPTS 2, 3, 4, 5, 6, 7, 8, 9, 11  RIPES 2, 4, 5  SHAPE 1, 3, 4  FSEHD 1, 2 | Lesson planning and teaching |
| Develop and implement appropriate lesson plans for children with a variety of disabilities and prepare specific goals and objectives that could be included in a student's Individualized Education Plan. | RIPTS 2, 3, 4, 6, 7, 8, 9, 11  SHAPE 1, 3, 4  FSEHD 1, 4 | |  | | --- | | Lesson planning, teaching and logs. | |
| |  | | --- | | Identify specific assessment tools that can be used to screen and formally evaluate to determine services for placement as well as identifying instructional tools that will assist when teaching adapted physical education | | RIPTS 2, 3, 4, 6, 7, 8, 9, 11  RIPES 1, 2, 4, 5;  SHAPE 1, 3, 4, 5, 6  FSEHD 1 | Assessment assignment and logs. |
| |  | | --- | | Create and implement a mock Individualized Education Plan, 504 and RtI for different students on his/her caseload. | | RIPTS 2, 3, 4, 6, 7, 8, 11  SHAPE 1, 3, 4, 6  FSEHD 1, 5 | Project |

| B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline |
| --- |
| 1. Teach the same schedule as a current Adapted Physical Educator in the field 2. Create and implement lesson plans specific to the various populations on their case load 3. Attend IEP, 504 and RtI meetings specific to students on their caseload  |  | | --- | | 1. Implement different teaching strategies for different teaching scenarios 2. Inclusion: General Physical Education class with a few individuals with disabilities included 3. Small group: either all individuals with disabilities or a mix 4. One on one teaching 5. Implement various formal gross motor function assessments to determine if a child qualified for Adapted Physical Education (APE) services 6. TGMD 2 7. BOT 2 8. Battelle Developmental Inventory 9. Learning Accomplishment Profile 2 10. Peabody Developmental Motor Scale 2 | | 1. Discuss Individualized Education Plan (IEP) 2. Present Level of Academic Achievement (PLAA) 3. Goals 4. Measurable objectives 5. Appropriate services 6. How to determine the number of minutes, days a week etc. a child should receive (APE) | | 1. RtI and 504 2. Discuss what RtI and 504 looks like in APE 3. Discuss how RtI and 504 run in each school setting and compare | |

### 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 directors, 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 prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Kerri Tunnicliffe | APE Coordinator |  |  |
| Robin Kirkwood Auld | Chair of HPE Dept. |  |  |
| Gerri August or Julie Horwitz | Dean of FSEHD |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): 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

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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