# 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](#3o7alnk): 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](#gjdgxs) | **SPED 211 Supporting Students with Communication Needs** | | | |  |
| [Replacing](#3znysh7) | **SPED 211 Supporting Students with Communication Challenges** | | | |
| A.2. [Proposal type](#2et92p0) | **Course: revision** | | | |
| A.3. [Originator](#1t3h5sf) | **Susan Dell** | [Home department](#4d34og8) | **Special Education** | | |
| A.4. [Context and Rationale](#2s8eyo1) | **In Rhode Island and within the broader field of special education, there is a movement away from the term “disability”. The changes to course descriptions and course titles reflects changes to more strength-based language.** | | | | |
| A.5. [Student impact](#17dp8vu) | **Makes them better aware of the currently preferred terminologies** | | | | |
| A.6. [Impact on other programs](#23ckvvd) | **None** | | | | |
| A.7. [Resource impact](#ihv636) | [*Faculty PT & FT*](#32hioqz): | **None** | | | |
| [*Library*:](#1hmsyys) | **None** | | | |
| [*Technology*](#41mghml) | **None** | | | |
| [*Facilities*](#2grqrue): | **None** | | | |
| A.8. [Semester effective](#lnxbz9) | **Spring 2020** | A.9. [Rationale if sooner than next Fall](#lnxbz9) | | **For accreditation Spring meeting** | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#vx1227)  **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](#3fwokq0)) | New |
| B.1. [Course prefix and number](#35nkun2) | **SPED 211** | **SPED 211** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#1ksv4uv) | **Supporting Students with Communication Challenges** | **Supporting Students with Communication Needs** |
| B.4. [Course description](#44sinio) | Emphasis is placed on the processes of language development in children. Specific techniques for enhancing language development in children with disabilities are considered. | Emphasis is placed on the processes of language development in children. Teacher candidates consider specific techniques for enhancing language development in children with special needs. |
| B.5. [Prerequisite(s)](#2jxsxqh) |  |  |
| B.6. [Offered](#1v1yuxt) |  |  |
| B.7. [Contact hours](#z337ya) |  |  |
| B.8. [Credit hours](#3j2qqm3) |  |  |
| B.9. [Justify differences if any](#1y810tw) |  | |
| B.10. [Grading system](#4f1mdlm) |  |  |
| B.11. [Instructional methods](#4i7ojhp) |  |  |
| B.12.[Categories](#2xcytpi) |  |  |
| B.13. Is this an Honors course? |  | **no** |
| B.14. [General Education](#1ci93xb) |  | **no** |
| B.15. [How will student performance be evaluated?](#3whwml4) |  |  |

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| B.18**.** [**Course learning outcomes**](#qsh70q)**:** | [**Professional Org.Standard(s)**](#3as4poj) | [**How will each outcome be measured**](#1pxezwc)**?** |
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| B.19. [**Topical outline**](#49x2ik5)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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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 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 proposals.

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| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#_2u6wntf) | Date |
| Susan Dell | Program Director of BS in SPED: SID |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Jeannine **Dingus**-Eason | Dean of FSEHD |  |  |
|  |  |  |  |

##### D.2. [Acknowledgements](#2p2csry): 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](#147n2zr) | Date |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |