# 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](#bookmark=id.1v1yuxt): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. DO NOT USE HIGHLIGHT, WHERE CHOICES ARE GIVEN WITHIN CATEGORIES, PLEASE DELETE THOSE THAT DO NOT APPLY TO YOUR PROPOSAL. DO NOT DELETE NUMBERED CATEGORIES.**

**ALL numbers in section (A) to be completed, including the impact ones (#5-7), put “none” if that is the case.**

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| A.1. [Course or program](#bookmark=id.gjdgxs) | **SPED 460 Capstone: Specialized Language Instruction** | | | |  |
| [Replacing](#bookmark=id.3znysh7) | **SPED 460 Capstone: Specialized Language programs** | | | |
| A.2. [Proposal type](#bookmark=id.2et92p0) | **Course: revision** | | | |
| A.3. [Originator](#bookmark=id.3dy6vkm) | **Cara McDermott-Fasy** | [Home department](#bookmark=id.1t3h5sf) | **Special Education** | | |
| A.4. [Context and Rationale](#bookmark=id.4d34og8) | **Approaches covered in this course are not always considered “programs” (i.e. Orton Gillingham). As such, a revision to the course name is needed.**  **In addition, the term dyslexia is being added to the course description to align with efforts in the state.** | | | | |
| A.5. [Student impact](#bookmark=id.2s8eyo1) | **Makes the course content clearer.** | | | | |
| A.6. [Impact on other programs](#bookmark=id.4f1mdlm) | **None** | | | | |
| A.7. [Resource impact](#bookmark=id.2u6wntf) | [*Faculty PT & FT*](#bookmark=id.19c6y18): | **None** | | | |
| [*Library*:](#bookmark=id.3tbugp1) | **None** | | | |
| [*Technology*](#bookmark=id.28h4qwu) | **None** | | | |
| [*Facilities*](#bookmark=id.nmf14n): | **None** | | | |
| A.8. [Semester effective](#bookmark=id.lnxbz9) | **Spring 2020** | A.9. [Rationale if sooner than next Fall](#bookmark=id.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 single file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#bookmark=id.37m2jsg)  **DO NOT USE HIGHLIGHT. DO NOT DELETE NUMBERED CATEGORIES, JUST LEAVE BLANK IF THEY DO NOT APPLY. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE. ALWAYS FILL IN B. 1 AND B. 3 FOR CONTEXT.**

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|  | Old ([for revisions only](#bookmark=id.1mrcu09)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| B.1. [Course prefix and number](#bookmark=id.35nkun2) | **SPED 460** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.1ksv4uv) | **Capstone: Specialized Language Programs** | **Capstone: Specialized Language Instruction** |
| B.4. [Course description](#bookmark=id.44sinio) | 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. | Teacher candidates explore the needs of students with language-based learning differences including dyslexia, reflecting upon how, where, and to what extent they, and their families, are being (or could be) served in schools. |
| B.5. [Prerequisite(s)](#bookmark=id.2jxsxqh) |  |  |
| B.6. [Offered](#bookmark=id.46r0co2) |  |  |
| B.7. [Contact hours](#bookmark=id.1y810tw) |  |  |
| B.8. [Credit hours](#bookmark=id.4i7ojhp) |  |  |
| B.9. [Justify differences if any](#bookmark=id.2xcytpi) |  | |
| B.10. [Grading system](#bookmark=id.111kx3o) |  |  |
| B.11. [Instructional methods](#bookmark=id.1ci93xb) |  |  |
| B.12.[Categories](#bookmark=id.2bn6wsx) |  |  |
| B.13. Is this an Honors course? |  |  |
| B.14. [General Education](#bookmark=id.qsh70q)  N.B. Connections must include at least 50% Standard Classroom instruction. |  |  |
| B.15. [How will student performance be evaluated?](#bookmark=id.3as4poj) |  |  |
| B.16 [Recommended class-size](#bookmark=id.1pxezwc) |  |  |
| B.17. [Redundancy statement](#bookmark=id.49x2ik5) |  |  |
| B. 18. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#bookmark=id.2p2csry)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.206ipza)**, if relevant** | [**How will each outcome be measured**](#bookmark=id.4k668n3)**?** |
|  |  | Click Tab from here to add rows |

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| B.19. [**Topical outline**](#bookmark=id.147n2zr)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| 1. Topic 1    1. Subtopic 1a    2. Subtopic 1b etc. |

## 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 their 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 signature copy of this whole 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](#_heading=h.2zbgiuw) | Date |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Jeannine Dingus-Eason | Dean of FSEHD |  |  |
| Cara McDermott-Fasy | Program Director of Elementary Special Education BS |  |  |

##### D.2. [Acknowledgements](#bookmark=id.vx1227): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are 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; all faculty are welcome to attend.

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| Name | Position/affiliation | [Signature](#bookmark=id.3fwokq0) | Date |
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