# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SPED 533: Special Education: Practical Applications** |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Course:** **creation** |  |
| A.3. [Originator](#Originator) | **Marie Lynch** | [Home department](#home_dept) | **Special Education** |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to offer key changes in teacher preparation for the general educator. In response to the RI Department of Education’s program approval report, all FSEHD undergraduate teacher prep programs were asked to redesign their programs and course offerings. Thus, the Department of Special Education was charged with offering additional coursework to better prepare general educators for the social, emotional, and learning diversity inherent in all classrooms. This course serves as the second course in a two-course sequence (with SPED531) focused on policies/procedures in special education. Enrollment in a specific (non-special education) teaching program will be required.  |
| A.5. [Student impact](#student_impact) | Positive impact is expected with core knowledge and readiness for the field. |
| A.6. Impact on other programs | FSEHD Masters of Arts (M.A.T.) Teacher Preparation Programs: Elementary Education, Educational Studies (Secondary Education), Art, Music, World Languages |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | There may be a need to hire faculty to help with the additional coursework in all non-special education teacher prep programs. |
|  | [*Library*:](#library) | This course is similar to other introductory courses. Thus, no additional library resources are anticipated. |
|  | [*Technology*](#technology) | This course is similar to other introductory courses. Thus, no additional technological resources are anticipated. |
|  | [*Facilities*](#facilities): | **n/a** |
|  | Promotion/ Marketing needs  |  |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall |  |

B. [NEW OR REVISED COURSES](#delete_if):

|  | New |
| --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 533** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title)  | **Special Education: Practical Applications** |
| B.4. [Course description](#description)  | Primary learner characteristics will guide lesson planning, instruction, and assessment to address the strength/needs of students with exceptionalities. |
| B.5. [Prerequisite(s)](#prereqs) | Admission to a graduate preparation program; successful completion of SPED531 or consent of department chair. |
| B.6. [Offered](#Offered) | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#contacthours)  | **3** |
| B.8. [Credit hours](#credits) | **3** |
| B.9. [Justify differences if any](#differences) |
| B.10. [Grading system](#grading)  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Lecture | | Small group | Individual |**  |
| B.12.[Categories](#required) | **Required for program |Restricted elective for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work | Quizzes |****| Projects |** |
| B.14. [Redundancy with, existing courses](#competing) |  |
| B. 15. Other changes, if any |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| 1. TCs will apply their understanding of the characteristics associated with specific disabilities, and how those disabilities may impact learning, development, and instruction. | CEC3 CurricularContent Knowledge; RIPTS 2 | *Special Education Collective Case Study; In class/online activities; quizzes/exams* |
| 2. TCs will know legal factors that impact educational services for students with disabilities, including the core principles of ESSA, IDEA (e.g. Free & Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), and individualized education). | CEC3 Curricular Content Knowledge; CEC6: Professional Learning & Practice; RIPTS 2 | *Special Education Collective Case Study; In class/online activities; quizzes/exams* |
| 3. TCs will apply special education practices and processes including Multi-tiered Systems of Support (MTSS) practices, referral, evaluation, IEP development and review, implementation, and progress monitoring. | CEC1: Learner Development & Individual Learning Differences; CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 6 | *Special Education Collective Case Study; In class/online activities; quizzes/exams* |
| 4. TCs will create opportunities for service providers from various disciplines and the importance of transdisciplinary collaboration in the education of students with disabilities. | CEC1: Learner Development & Individual Learning Differences; CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 3 | *Differentiated Lesson* |
| 5. TCs will use evidence-based practices when teaching all students with exceptionalities that will include Multi-tiered Systems of Support (MTSS) practices, social-emotional learning and cultural/linguistic responsiveness. | CEC1: Learner Development & Individual Learning Differences; CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 4 | *Differentiated Lesson; In class/online activities; quizzes/exams* |
| 6. TCs will utilize their understanding of family roles and the impact of disability on different members of families of children with disabilities as they design lessons for all students. | CEC1: Learner Development & Individual Learning Differences; CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 6 | *In class/online activities; quizzes/exams* |
| 7. TCs will implement ways to foster and support collaborative relationships with families, including culturally and linguistically diverse families, to promote student learning. | CEC6: Professional Learning & Practice; CEC7: Collaboration; RIPTS 7 | *Family Collaboration Project; In class/online activities* |
| 8. TCs will actively reflect on their own cultural competency/ diversity and reflect on and identify personal and systemic biases that influence special education practices. | CEC6: Professional Learning & Practice; CEC7: Collaboration; RIPTS 7 | *Family Collaboration Project; In class/online activities* |
| 9. TCs will use normative and assistive technologies as they design/implement lessons to engage all learners, esp. students with exceptionalities. | CEC6: Professional Learning & Practice; CEC7: Collaboration; RIPTS 7 | *Technology Share, in class activities* |

| B.17. [**Topical outline**](#outline)**:**  |
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| 1. *Special Education Review*
	1. Special Education procedures/processes
	2. Ethical/Legal Aspects
	3. Eligibility determination
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| 1. *Students needing specific support*
	1. Individualized Education Programs (IEPs)
	2. 504 Plans
	3. Collaborating with General & Special Educators
	4. Collaborating with parents/families
 |
| 1. *Best Practices*
	1. Differentiating for Groups
	2. Blended Learning approaches
	3. Personalizing Learning for Individual Students
 |
| 1. *Practical Applications*
2. Evidence Based Practices
3. Differentiating Instruction
4. Technologies
5. Universal Design for Learning
6. Graphic organizers
 |
| 1. *Practical Applications*
2. Trauma Informed Classrooms
3. Accommodations/modifications
4. Strategic learning
 |
| 1. *Social Emotional Learning*
	1. Strategizing to meet learners’ social/emotional needs
	2. Applying SEL standards & MTSS practices in action
 |
| 1. *Practical Assessments*
	1. Universal screening and Response to Intervention
	2. Types of data to be collected (formal vs informal)
	3. MTSS: Determining Academic & Social Emotional Strengths & Needs
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| 1. *Cultural Competence Exploration/Application*
	1. Getting to know your students & families
	2. Applying knowledge of self and others
	3. Reflecting on personal/systemic biases/limitations
 |
| 1. *Technology*
	1. Choosing Assistive & Normative technologies
	2. Implementing technology in the classroom (SAMR Model etc)
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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee 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.  |

## D. Signatures

* 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).
* 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 graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee 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 |
| --- | --- | --- | --- |
| Ying Hui-Michael | Chair, Special Education  |  |  |
| Lesley Bogad | Chair, Educational Studies |  |  |
| Carolyn Obel-Omia | Chair, Elementary Education |  |  |
| Robin Kirkwood Auld | Chair, Health/Physical Education |  |  |
| Gerri August/Julie Horwitz | Interim Deans, FSEHD |  |  |
| Earl Simson | Dean, Arts & Sciences |  |  |
| Eliani Basile | Chair, World Languages |  |  |
| Ian Grietzer | Chair, Music, Theatre, & Dance |  |  |
| Douglas Bosch | Chair. Art Education |  |  |