# 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.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Special Education B.S.—with Concentration in Mild/Moderate Disabilities, Elementary School Level (revise)****Special Education B.S.—with Concentration in Severe intellectual disabilities AGEs three to twenty-one (revise)****Special Education B.S.—with Concentration in Mild/Moderate Disabilities (Elementary School Level) and Severe intellectual disabilities** **(SID) (new)** **SPECIAL EDUCATION B.S. WITH CONCENTRATION IN MILD/MODERATE DISABILITIES, SECONDARY LEVEL (delete)**  **SPECIAL EDUCATION B.S. WITH CONCENTRATION IN DEAF/HARD OF HEARING, AGES THREE TO TWENTY-ONE (delete)** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Program:** [**creation**](#creation) **|** [**revision**](#revision)**| deletion |**  **Course: deletion** | | | |
| A.3. [Originator](#Originator) | **Sue Dell and Cara McDermott-Fasy** | [Home department](#home_dept) | **Special Education** | | |
| A.4. [Context and Rationale](#Rationale) | The Special Education Department has carefully reviewed Special Education programs to propose changes which will result in stronger teacher candidates. The changes are a result of feedback from our PK-12 Special Education partners, feedback from teacher candidates, feedback from the most recent RI Dept. of Education report, and feedback from SPA reports from the Council for Exceptional Children.  At the undergraduate level, the Special Education Department is recommending three concentrations to obtain a special education teaching certification at the undergraduate level:   1. **A concentration in Special Education: Mild/Moderate Disabilities**   (Available to students majoring in Elementary Education)   1. **A concentration in Special Education: Severe Intellectual Disabilities**   (Available to students majoring in Elementary Education, Early Childhood Education, Middle grades Education (any content area) or Secondary Education (any content area)   1. **A concentration in Special Education: Combining both Mild/Moderate Disabilities and Severe Intellectual Disabilities**   (Available to students majoring in Elementary Education)  The following summarize the changes to the remaining Special Education Concentrations:  **ADDITIONS**   * **Add 3 New Courses to all SPED Concentrations** that address the needs of students who are English Language Learners (SPED 451, 453, 454)—these courses were approved at the October meeting. * **ADD 1 new course in SPED 460: Specialized Language Programs** to the SPED Concentration in Mild/Moderate Disabilities. This course will add additional content to address supporting students with language-based learning differences. * **ADD a New SPED Concentration** that is a combination of both SPED: Mild/Moderate and SPED: Severe Intellectual Disabilities   **CHANGES**   * **Change course titles/numbering** to reflect revised course outcomes, course focus, sequence in program, prerequisites: SPED/ELED 202 (formerly SPED/ELED 302), SPED 210 (formerly SPED 310), SPED 211 (formerly SPED 311), SPED 312, SPED 412, SPED 458, SPED 470 (formerly SPED 440), SPED 471 (formerly SPED 419), SPED 472 (Formerly SPED 438), SPED 473 (Formerly SPED 437)   **Course replacement:** For the SPED: Severe Intellectual Disabilities Concentration, SPED 300 will be replaced with SPED 202/ELED 202 to be consistent with the SPED: Mild/Moderate Program  **DELETIONS**   1. **Delete Special Education B.S. With Concentration in Mild/Moderate Disabilities, Secondary Level.** Currently the program only has 1 -2 program completers each year. The program enrollment has been low due to RIDE’s new certification requirement, i.e. a secondary special education certification requires a secondary content certification as a base certification. The special education department has a M.ED with concentration in special education certification. This program will offer a pathway for candidates with a secondary certification to obtain special education certification through the M.Ed program of study. 2. **Delete Special Education B.S. with Concentration in Deaf/Hard of Hearing, Ages Three to Twenty-One**. The program was created and submitted to RIDE for approval. We have been informed by RIDE that this program has been tabled indefinitely. As no students are currently in the program, the specialized courses created for it can also be deleted, namely: SPED 444 Deaf Education: Approached with Younger Students and SPED 445 Deaf Education: Approaches with Older Students. | | | | |
| A.5. [Student impact](#student_impact) | **The revised programs (Elementary Mild/Moderate and SID) will both have more credits (8 for one and 7 for the other) but will better prepare students with core knowledge/skills and readiness for the field. The new combination offers key aspects of both together for 26 less overall credits than if took both the other programs.**  **Deleted programs: Students who are currently enrolled in SPED Education B.S with concentration Mild/Moderate disabilities in secondary level will be able to complete the program through the current program of study. Starting Fall 2019, students will be able to obtain a secondary special education certification through the M.ED in special education certification program. Deaf education B.S. program has never been implemented. Its deletion will not have either positive or negative impact.** | | | | |
| A.6. [Impact on other programs](#impact) | Changes will affect Elementary Education Department Roadmap and Program of Study forms for Elementary Mild/Moderate and SID. | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **Additional Faculty will be needed to teach added classes** | | | |
| [*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) | |  | |

C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal Delete this whole page if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
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| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option | Special Education B.S.—with Concentration in Mild/Moderate Disabilities, Elementary School Level  OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.  Course Requirements  Course   |  |  |  |  | | --- | --- | --- | --- | | SPED 302 | Teaching All Learners: Foundations and Strategies | 4 | Sp | |  | -Or- |  |  | | ELED 302 | Teaching All Learners: Foundations and Strategies | 4 | F | |  |  |  |  | | SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp | | SPED 311 | Language Development and Communication Problems of Children | 3 | F, Sp | | SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp | | SPED 412 | Reading/Writing for Students with Mild/Moderate Disabilities | 4 | F, Sp | | SPED 458 | Mathematics/Science for Students with Mild/Moderate Disabilities | 4 | F, Sp | | SPED 440 | Collaboration: Home, School, and Community | 3 | F, Sp | | SPED 419 | Student Teaching in the Elementary School | 8-10 | F, Sp |   Note: SPED 419: For students seeking dual certification in Mild/Moderate and SID, this will be an 8-credit course, otherwise this is a 10-credit course.  Students cannot receive credit for both SPED 302 and ELED 302.  Special Education B.S.—with Concentration in Severe Intellectual Disabilities (SID), Ages Three to Twenty-One  OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION, MIDDLE GRADES EDUCATION (any content area), or SECONDARY EDUCATION (any content area).  Course Requirements  Courses   |  |  |  |  | | --- | --- | --- | --- | | SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | F, Sp | | SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp | | SPED 311 | Language Development and Communication Problems of Children | 3 | F, Sp | | SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp | | SPED 435 | Assessment/Instruction: Young Students with SID | 4 | F | | SPED 436 | Assessment/Instruction: Older Students with SID | 4 | Sp | | SPED 437 | Student Teaching in SID | 8-10 | F, Sp | | SPED 438 | Student Teaching Seminar: SID | 2 | F, Sp | | SPED 451 | Teaching Culturally/Linguistically Students with Exceptionalities | 3 | F, Sp | | SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, SP | | SPED 454 | Practicum in Teaching Content-Based ESL | 1 | F,SP |   Note: SPED 473: For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course.  Note: Additional coursework may be needed for this major. | Special Education B.S.—with Concentration in Mild/Moderate Disabilities, Elementary School Level  OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.  Course Requirements  Course   |  |  |  |  | | --- | --- | --- | --- | | ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp | |  | -Or- |  |  | | SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | F | |  |  |  |  | | SPED 210 | Supporting Social, Emotional, and Behavioral Learning | 4 | F, Sp | | SPED 211 | Supporting Students with Communication Challenges | 3 | F, Sp | | SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp | | SPED 412 | Intensive Intervention in Literacy | 4 | F, Sp | | SPED 451 | Teaching Culturally/ Linguistically Diverse Students with Exceptionalities | 3 |  | | SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 |  | | SPED 454 | Practicum in Teaching Content-Based ESL | 1 |  | | SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp | |  |  |  |  | | ELED 440 | Capstone: STEAM/Project-Based Learning | 2 |  | |  | -Or- |  |  | | SPED 460 | Capstone: Specialized Language Programs | 2 |  | |  |  |  |  | | SPED 470 | Collaboration: Home School, and Community | 3 |  | | SPED 471 | Elementary Student Teaching: Mild/Moderate Disabilities | 9 |  |   Note: Students cannot receive credit for both SPED 202 and ELED 202.  Special Education B.S.—with Concentration in Severe Intellectual Disabilities (SID), Ages Three to Twenty-One  OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION, MIDDLE GRADES EDUCATION (any content area), or SECONDARY EDUCATION (any content area).  Course Requirements  Courses   |  |  |  |  | | --- | --- | --- | --- | | ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F, Sp | |  | -Or- |  |  | | SPED 202 | Teaching All Learners: Foundations and Strategies | 4 |  | |  |  |  |  | | SPED 210 | Supporting Social, Emotional, and Behavioral Learning | 4 | F, Sp | | SPED 211 | Supporting Students with Communication Challenges | 3 | F, Sp | | SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp | | SPED 435 | Assessment/Instruction: Young Students with SID | 4 | F | | SPED 436 | Assessment/Instruction: Older Students with SID | 4 | Sp | | SPED 451 | Teaching Culturally/Linguistically Students with Exceptionalities | 3 | F, Sp | | SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, SP | | SPED 454 | Practicum in Teaching Content-Based ESL | 1 | F,SP | | SPED 472 | Student Teaching Seminar: SID | 2 | SPED 438 | | SPED 473 | Student Teaching in SID | 10 | SPED 437 |   Note: SPED 473: For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course.  **SPECIAL EDUCATION CONCENTRATION IN MILD/MODERATE DISABILITIES AND SEVERE INTELLECTUAL DISABILITIES**  OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION  Course Requirements  Courses   |  |  |  |  | | --- | --- | --- | --- | | ELED 202 | Teaching All Learners: Foundations and Strategies  -Or- | 4 | F, Sp | | SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | ELED 202 | |  |  |  |  | | SPED 210 | Supporting Social, Emotional, and Behavioral Learning | 4 | F, Sp | | SPED 211 | Supporting Students with Communication Challenges | 3 | F, Sp | | SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp | | SPED 412 | Intensive Intervention in Literacy | 4 |  | | SPED 435 | Assessment/Instruction: Young Students with SID | 4 | F | | SPED 436 | Assessment/Instruction: Older Students with SID | 4 | Sp | | SPED 451 | Teaching Culturally/Linguistically Students with Exceptionalities | 3 | F, Sp | | SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, SP | | SPED 454 | Practicum in Teaching Content-Based ESL | 1 | F,SP | | SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 |  | | SPED 470 | Collaboration: Home School, and Community | 3 |  | | SPED 471 | Elementary Student Teaching: Mild/Moderate Disabilities | 9 |  | | SPED 472 | Student Teaching Seminar: SID | 2 | SPED 438 | | SPED 473 | Student Teaching in SID | 8 | SPED 437 | |  |  |  |  |   Note: SPED 473: For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course. |
| C.5. [Credit count](#credit_count) for each program option | Special Education B.S.—with Concentration in Mild/Moderate Disabilities, Elementary School Level: 34-36  Special Education B.S.—with Concentration in Severe Intellectual Disabilities (SID), Ages Three to Twenty-One: 33-35 | Special Education B.S.—with Concentration in Mild/Moderate Disabilities, Elementary School Level: 44  Special Education B.S.—with Concentration in Severe Intellectual Disabilities (SID), Ages Three to Twenty-One: 42  Special Education Concentration in Mild/Moderate Disabilities and Severe Intellectual Disabilities: 60 |
| C.6. Other changes if any |  |  |
| C.7 [Program goals](file://Users/sabbotson/Desktop/Curriculum/Program%20goals)  Needed for all new programs |  | The combined SPED M/M and SPED SID is a clearer pathway to achieve both teaching certifications. This combination has been done for many years and having one program that combines the two certifications is no different than two separate programs. |

## 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 |
| --- | --- | --- | --- |

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| --- | --- | --- | --- |
| 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 |  |  |

##### 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 |
| --- | --- | --- | --- |
| Lesley Bogad | Chair of Department of Educational Studies |  |  |
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