# 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) | **B.S/M.Ed in Urban MulTIcultural Special Education** | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| A.2. [Proposal type](#type) | **Program|** [**revision**](#revision)**|** | | | | |  |
| A.3. [Originator](#Originator) | **Ying Hui-Michael** | | [Home department](#home_dept) | | **Special Education** | |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to revise the program admission requirements and the plan of study.**  **Context**   * The FSEHD is redesigning initial certification programs. All initial certification programs need to prepare teacher candidates to develop “a culturally responsive practice and skills to advocate for all stakeholders by completing both a Special Education and English as Second Language course and earning an endorsement by completing a second course in one of the two areas” (FSEHD Program Design Criteria) . The Elementary/Special Education B.S programs (Mild/Moderate Disabilities and Severe Intellectual Disabilities) will add two ESL endorsement courses, SPED 451 Teaching Culturally/Linguistically Diverse Students with Exceptionality, and SPED 453 Content-Based ESL Instruction for Exceptional Students, to prepare special education teacher candidates to work with English language learners. * The two new courses address the required components of **Rhode Island ESL certification** including culture, linguistics and language acquisitions, ESL instruction planning and implementation, assessment and professionalism. Adding the two new ESL endorsement courses to the undergraduate programs also provides a pathway for the undergraduate students to use the courses to obtain RI ESL certification. * Currently, the state of Rhode Island has a significant shortage of certified teachers of English as a second language (ESL). The Urban/Multicultural Special Education M.Ed. program is a RIDE (Rhode Island Department of Education) approved ESL certification program. The program is also fully recognized by the International Association of TESOL (Teaching English to Speakers of Other Languages). This program prepares **special education teachers** to work with culturally and linguistically diverse students, especially in the area of understanding differences between language needs and disability-related needs. ESL/SPED trained educators play an essential role in providing ESL instruction and intervention, and culturally and linguistically responsive assessments and special education referrals.   **Changes and Rationale**   * *Revising the Urban/Multicultural SPED M.Ed. admission:* By adding B.S./M.Ed. in Special Education admission, RIC provides a pathway for Special Education Undergraduate Program students to continue their graduate program. The B.S./M.Ed. students will be able to count SPED 451 (3 credits) and SPED 453 (3 credits) toward their ESL certification courses/credits through the M.Ed. program study and take graduate level courses during their undergraduate program study. This practice will address the State shortage of certified ESL teachers. * *SPED 451 as an equivalent course with SPED 551 Introduction to Urban Multicultural Special Education*: Like SPED 551, SPED 451 is an introduction course to address theoretical, conceptual and pedagogical elements in culturally and linguistically responsive teaching and learning for culturally and linguistically diverse students with exceptional needs. The new course title, description, learning outcome and class topics are aligned with SPED 551. The course is offered in the last semester of the junior year prior to student teaching to make sure undergraduate students will have the necessary foundation for the course. * *SPED 453 as equivalent course with SPED 553* *Teaching ESL Content-Based Instruction for Exceptional Students:* Like SPED 553, SPED 453 is a basic method course in which students analyze curriculum and instructional approaches, design language, literacy, and content instruction for English language learners, and adapt instruction for students' identified disabilities. The new course title, description, learning outcome and class topics are aligned with SPED 553. The course is offered in the first semester of the senior year prior to student teaching to make sure undergraduate students will have the necessary foundation for the course. * *Replacing ELED 510 Research Methods, Analysis, and Applications with a research course with advisor’s consent*: The program students may choose another research course rather than ELED 510. * *Correcting a catalog error:* The program has two foundational courses. The phrase “one course from” under the foundational courses is an error in the catalog. The phrase is removed. | | | | | |
| A.5. [Student impact](#student_impact) | Positive Impact: Special Education B.S/M.Ed. admission will enable undergraduate students to take the M.Ed. program courses as undergraduate students, and count SPED 451 (3 credits) and SPED 453 (3 credit) toward their M.Ed. program study. The pathway will increase the M.Ed. program enrollment. | | | | | |
| A.6. Impact on other programs | The Elementary/Special Education B.S program students (Mild/Moderate Disabilities and Severe Intellectual Disabilities) will have an opportunity to apply for the B.S./M.Ed. program. | | | | | |
| 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 might be a need to hire additional faculty to help with the sections. | | | | |
|  | [*Library*:](#library) | The revision of the program admission will not need additional library resources. | | | | |
|  | [*Technology*](#technology) | The revision of the program admission will not need additional technology resources. | | | | |
|  | [*Facilities*](#facilities): | **None** | | | | |
|  | Promotion/ Marketing needs |  | | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall | |  | | |

C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
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| C.1. [Enrollments](#enrollments) | **About 12-15 students every three semester** | About 12-15 students each academic year |
| C.2. [Admission requirements](#admissions) | 1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).  2. An interview may be required. | 1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).  2. An interview may be required.  3. Undergraduate students who matriculate in the Special Education B.S. program at Rhode Island College can apply for conditional admission to the Urban/Multicultural Special Education M.Ed. program after completing 60 undergraduate credits. Students remaining in good standing and continuing to meet admission requirements upon completion of the undergraduate degree are changed to full admission to the M.Ed. program. Application requirements remain the same as FSEHD admission requirements with the following exceptions: The GRE General Exam or MAT will be waived for B.S./M.Ed. applications if the applicant has a 3.0 GPA overall, and grades of B or higher in all courses required for admission to the M.Ed. program. Students under the B.S/M.Ed. admission must complete the B.S. program ESL endorsement courses prior to starting graduate level coursework. B.S./M.Ed. |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option | **Foundation Component**  ONE COURSE from   |  |  |  |  | | --- | --- | --- | --- | | ELED 510 | Research Methods, Analysis, and Applications | 3 | F, Sp, Su | | SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | 3 | F, Sp | | SPED 648  **Professional Education Component** | Interpreting and Developing Research in Special Education | 3 | F | | SPED 551 | Urban Multicultural Special Education | 3 | Su (annually) | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | SPED 552 | Dual Language Development and Intervention | 3 | Annually | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | SPED 553 | Content-Based ESL Instruction for Exceptional Students | 3 | Annually | | SPED 554 | Curriculum Design for Exceptional Bilingual Students | 3 | Annually | | SPED 555 | Literacy for English Language Learners with Disabilities | 3 | Annually | | SPED 557 | Assessing English Language Learners with Disabilities | 3 | Annually | | SPED 651 | Language Development Practicum-Exceptional Bilingual Students | 1 | Annually | | SPED 652 | Literacy Practicum-Exceptional Bilingual Students | 1 | Annually | | SPED 653 | Assessment Practicum-Exceptional Bilingual Students | 1 | Annually | | SPED 654 | Internship in Urban Multicultural Special Education | 3 | F, Sp, Su | | **Foundations Component**   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | 3 | F, Sp | |  |  |  |  | | SPED 648  Or  One Course in research methods chosen with advisor’s consent | Interpreting and Developing Research in Special Education | 3 |  |   **Professional Education Component**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionalities | | | 3 | | F, Sp | | Or |  | | |  | |  | | SPED 551 | Urban Multicultural Special Education | | | 3 | |  | |  |  | | |  | |  | | SPED 552 | Dual Language Development and Intervention | | | 3 | | Annually | | SPED 453 | Content-Based ESL Instruction for Exceptional Students | | | 3 | | F, Sp | | Or |  | | |  | |  | | SPED 553 | Content-Based ESL Instruction for Exceptional Students | | |  | |  | |  | |  |  | | | SPED 554 | Curriculum Design for Exceptional Bilingual Students | | | 3 | | Annually | |  |  | | |  | |  | |  |  | | |  | |  | |  |  | | |  | |  | |  |  | | |  | |  | | SPED 555 | Literacy for English Language Learners with Disabilities | | | 3 | | Annually | | SPED 557 | Assessing English Language Learners with Disabilities | | | 3 | | Annually |  |  |  |  |  | | --- | --- | --- | --- | | SPED 651 | Language Development Practicum-Exceptional Bilingual Students | 1 | Annually | |  |  |  |  | |  |  |  |  | | SPED 652 | Literacy Practicum-Exceptional Bilingual Students | 1 | Annually | | SPED 653 | Assessment Practicum-Exceptional Bilingual Students | 1 | Annually | | SPED 654 | Internship in Urban Multicultural Special Education | 3 | F, Sp, Su | |
| C.5. [Credit count](#credit_count) for each program option | Total Credit Hours: 30 | Total Credit Hours: 30 |
| C.6. Requirement for thesis, project, or comprehensive exam | Candidates seeking ESL certification in Rhode Island must complete the professional education courses and the TESOL Praxis Exam (0361/5361).  Comprehensive Assessment   |  |  |  |  | | --- | --- | --- | --- | | CA | Comprehensive Assessment |  |  | | Candidates seeking ESL certification in Rhode Island must complete the professional education courses and the TESOL Praxis Exam (5362).  Comprehensive Assessment   |  |  |  |  | | --- | --- | --- | --- | | CA | Comprehensive Assessment |  |  | |
| C.7. Other changes if any |  |  |

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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](mailto: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 | Program Director of Urban/Multicultural Special Education M.ED program |  |  |
| Ying Hui-Michael | Chair of Special 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. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | | [Signature](#Signature_2) | | Date |
| --- | --- | --- | --- | --- | --- |
| Carolyn Obel-Omia | | Chair of Elementary Education Department | |  |  |
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