# 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) | **Special Education M.ed. with Concentration in Elementary or Secondary Mild/Moderate Disabilities**  |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Program|** [**revision**](#revision)**|**  |  |
| A.3. [Originator](#Originator) | **MARIE LYNCH**  | [Home department](#home_dept) | **Special Education**  |
| A.4. [Rationale](#Rationale)/Context | The Special Education M.Ed.—with Concentration in Elementary or Secondary Mild/Moderate Disabilities program has been redesigned/revisedto better prepare special educators for the field. This is also part of an overall FSEHD response to recent recommendations from the Rhode Island Department of Education. Thus, the purpose of this proposal is to summarize key changes in the Special Education M.Ed.—with Concentration in Elementary or Secondary Mild/Moderate Disabilities program: **Program name revision** * **From** Special Education M.Ed.—with Concentration in Special Education Certification
* **To** Special Education M.Ed.—with Concentration in Elementary or Secondary Mild/Moderate Disabilities

**Course Revisions*** **REVISE SPED518: change Reading for Students with Disabilities to now be called Literacy Instruction: Students with Mild/Moderate Disabilities; adding practicum hours, content change to include writing**
* **ADD SPED524: Literacy Instruction: Adolescents with Mild/Moderate Disabilities**

**Course Additions*** **ADD SPED551: Introduction to Urban Multicultural Special Education as a required course (previously an elective),**

**Course Deletions from Program*** **DELETE SPED505: Oral & Written Language as a required course (offer as an elective)**
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| A.5. [Student impact](#student_impact) | Positive impact is expected with core knowledge and readiness for the field. |
| A.6. Impact on other programs | N/A  |
| 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.)*:  | None  |
|  | [*Library*:](#library) | None  |
|  | [*Technology*](#technology) | None |
|  | [*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) |  |  |
| C.2. [Admission requirements](#admissions) | Special Education M.Ed.—with Concentration in Special Education Certification* initial certification program results in licensure as a special education teacher of students with mild to moderate disabilities at either the elementary or secondary levels.

.Program ElectiveONE COURSE in multicultural perspectives, chosen with advisor’s consentProfessional Education ComponentSPED 458Mathematics/Science for Students with Mild/Moderate DisabilitiesSPED 501Assessment of Students with Mild/Moderate DisabilitiesSPED 503Positive Behavior Interventions: Students with DisabilitiesSPED 505Oral and Written Language: Classroom InterventionSPED 534Involvement of Parents and Families Who Have Children with DisabilitiesSPED 648Interpreting and Developing Research in Special EducationCHOOSE A or B belowA.SPED 412Reading/Writing for Students with Mild/Moderate DisabilitiesSPED 662Internship in the Elementary SchoolB.SPED 424Assessment/Instruction: Adolescents with Mild/Moderate DisabilitiesSPED 427 Career/Transition Planning: Adolescents with Mild/Moderate DisabilitiesSPED 664Internship at the Middle Grades or Secondary Level | Special Education M.Ed.—with Concentration in Elementary or Secondary Mild/Moderate Disabilities * initial certification program results in licensure as a special education teacher of students with mild to moderate disabilities at either the elementary or secondary levels.

Program ElectiveONE COURSE in multicultural perspectives, chosen with advisor’s consentProfessional Education ComponentSPED 458Mathematics/Science for Students with Mild/Moderate DisabilitiesSPED 501Assessment of Students with Mild/Moderate DisabilitiesSPED 503Positive Behavior Interventions: Students with DisabilitiesSPED 551Introduction to Multicultural Special EducationSPED 534Involvement of Parents and Families Who Have Children with DisabilitiesSPED 648Interpreting and Developing Research in Special EducationCHOOSE A or B belowA.SPED 518Literacy Instruction: Students with Mild/Moderate DisabilitiesSPED 662Internship in the Elementary SchoolB.SPED 524Literacy Instruction: Adolescents with Mild/Moderate DisabilitiesSPED 427 Career/Transition Planning: Adolescents with Mild/Moderate DisabilitiesSPED 664Internship at the Middle Grades or Secondary Level |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option |  |  |
| C.5. [Credit count](#credit_count) for each program option | 32-35 | 32-35 |
| C.6. Requirement for thesis, project, or comprehensive exam  | Comprehensive Assessment

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 | Comprehensive Assessment

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| 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 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 |
| --- | --- | --- | --- |
| Marie Lynch  | Program Director, Special Education M.Ed. with Concentration in Mild/Moderate Elementary or Secondary Levels |  |  |
| Ying Hui-Michael  | Chair, Special Education Department  |  |  |
| Gerri August/Julie Horwitz | Deans, Feinstein School of Education and Human Development  |  |  |
|  |  |  |  |