# 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](#Proposal) | **SPED 518: Literacy Instruction: Students with Mild/Moderate Disabilities** | | | | |  |
| [Replacing](#Ifapplicable) | **SPED 518: Reading for Students with Disabilities** | | | | |  |
| A.2. [Proposal type](#type) | **Course: revision** | | | | |  |
| A.3. [Originator](#Originator) | **Marie Lynch** | | [Home department](#home_dept) | | **Special Education** | |
| A.4. [Rationale](#Rationale)/Context | TheSpecial Education M.Ed.—with Concentration in Elementary or Secondary Mild/Moderate Disabilities program has been redesigned/revised to 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 course changes in the Special Education M.Ed.—with Concentration in Elementary or Secondary Mild/Moderate Disabilities program:  This course has been revised/enhanced to reflect the need for writing instruction in combination with reading skill development. This will continue to be a core course in the Elementary Mild/Moderate program. Enrollment in the M.Ed. in Special Education Certification Program Elementary or Secondary 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 | M.Ed. in Exceptional Learning Needs 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.)*: | **None** | | | | |
|  | [*Library*:](#library) | **None** | | | | |
|  | [*Technology*](#technology) | **None** | | | | |
|  | [*Facilities*](#facilities): | **None** | | | | |
|  | Promotion/ Marketing needs |  | | | | |
| A.8. [Semester effective](#Semester_effective) | **Spring 2020** | A.9. Rationale if sooner than next fall | | SPED 518 is offered 1x/year (Spring only). | | |

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

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **SPED 518** | **SPED 518** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Reading Instruction for Students with Disabilities** | **Literacy Instruction: Students with Mild/Moderate Disabilities** |
| B.4. [Course description](#description) | Students select, adapt, implement, and assess reading methods and materials for elementary through secondary level students with mild/moderate disabilities. | Graduate candidates select, adapt, implement, and assess reading/writing methods/materials for elementary students with mild/moderate disabilities. The focus on designing interventions that best support learning/achievement is emphasized. Thirty-hour practicum required. |
| B.5. [Prerequisite(s)](#prereqs) | Matriculation in a graduate program [SPED 501](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-501) and [SPED 505](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-505) or equivalents, or consent of department chair. | Matriculation in a graduate program [SPED 501](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-501) or equivalents, or consent of department chair. |
| B.6. [Offered](#Offered) | **Spring |** | **Spring |** |
| B.7. [Contact hours](#contacthours) | **3** | **4** |
| B.8. [Credit hours](#credits) | **3** | **4** |
| B.9. [Justify differences if any](#differences) | practicum hours have been added | |
| B.10. [Grading system](#grading) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Lecture | | Small group | Individual |** | **Fieldwork | Lecture | | Small group | Individual** |
| B.12.[Categories](#required) | **Required for program |Required for Certification** | **Required for program |Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes |**  **| Projects |** | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes |**  **| Projects |** |
| B.14. [Redundancy with, existing courses](#competing) | **n/a** |  |
| 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. Describe and critique the national/state trends, commissions, and reports, to identify and develop best practices in literacy instruction for elementary students with mild/moderate disabilities. | CEC3 Curricular Content Knowledge; RIPTS 2 | *In class/online activities; quizzes/exams* |
| 1. 2. Describe instructional methods and learning techniques which enhance learning to read/write for elementary students with mild/moderate disabilities. | CEC3 Curricular Content Knowledge;  CEC6: Professional Learning & Practice; RIPTS 2 | *In class/online activities; quizzes/exams* |
| 1. 3. Develop strategies to enhance the structured literacy instruction of an elementary student with mild/moderate disabilities, using critical features of a balanced and structured literacy programs, evidence-based practices/strategies and consideration of the student’s specific learning needs and strengths. | CEC1: Learner Development & Individual Learning Differences;  CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 6 | *In class/online activities; quizzes/exams* |
| 1. 4. Analyze the effect of cultural/linguistic differences on an elementary student’s interaction with reading/writing and the instructional environment. | CEC1: Learner Development & Individual Learning Differences;  CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 3 | *Family Interview* |
| 1. 5. Identify specific characteristics and needs of an elementary student with mild/moderate disabilities, and select, implement, and critique appropriate reading interventions to respond to a student’s unique strength and needs and strengths. | CEC1: Learner Development & Individual Learning Differences;  CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 4 | *Reading Assessments; In class/online activities; quizzes/exams* |
| 6. Identify specific characteristics and needs of an elementary student with mild/moderate disabilities, and select, implement, and critique appropriate writing interventions to meet the students’ needs and strengths. | CEC1: Learner Development & Individual Learning Differences;  CEC2: Learning Environments; CEC5: Instructional Planning & Strategies; RIPTS 6 | *Writing Assessments, In class/online activities; quizzes/exams* |
| 1. 7. Create essential reading/writing IEP goals/short-term objectives using formal/informal data sources (pre and post interventions, formal measures). | CEC6: Professional Learning & Practice; CEC7: Collaboration; RIPTS 7 | *IEP; In class/online activities* |
| 1. 8. Analyze technologies in reading/writing instruction, assessments, and progress monitoring, with strong consideration of digital literacies. | CEC6: Professional Learning & Practice; CEC7: Collaboration; RIPTS 7 | *Technology; In class/online activities* |
| 1. 9. Utilize technologies in reading/writing instruction, assessments, and progress monitoring, with strong consideration of digital literacies with specific students with mid/moderate disabilities. | CEC6: Professional Learning & Practice; CEC7: Collaboration; RIPTS 7 | *Technology Share, in class activities* |
| 1. 10.Identify the issues related to participation and accommodations in assessments for an elementary student with mild/moderate disabilities. |  |  |

| B.17. [**Topical outline**](#outline)**:** |
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| 1. MTSS/RTI:    1. A Review & introduction to Intensive Interventions (DBI) |
| 1. Special Education Timeline: 2. Referral, Comprehensive Evaluation/Evaluation Reports & Eligibility 3. Inclusive of 5 Critical Areas of Reading Instruction & Considerations for ELLs |
| 1. Word Level Assessment & Instruction: **Phonemic Awareness** & **Phonics/Sight Words** 2. Inclusive of NRTs (PAT-2, CTOPP-2, TOWRE-2, GRDT-2; TOSWRD-2) |
| 1. Text Level Assessment & Instruction: **Fluency** inclusive of NRTs 2. (GORT-5) |
| 1. Text Level Assessment & Instruction: **Comprehension** & **Vocabulary** 2. inclusive of NRTs (TORC-4, TOSCRF-2) |
| 1. Text Level Assessment & Instruction: **Written Expression** 2. inclusive of NRTs (TWS-5; TOWL-4) |
| 1. RTI Reading Profiles & Special Education Timeline: 2. Eligibility & IEP Development |
| 1. Developing the IEP (continued); 2. Collaborating with Families & Professionals |
| 1. Implementing the IEP: 2. Related Services Supplementary Aides & services |
| 1. Implementing the IEP: 2. Continuum of Services, including Co-Teaching |
| 1. Implementing the IEP: 2. Evidence based Practices (EBP) & Data Based individualization (DBI) |
| 1. Specialized Language Programs 2. Becoming an Effective Literacy Teacher |

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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 | Chair, Special Education |  |  |
| Marie Lynch | Program Director, Special Education M.Ed. with concentration in Elementary/Secondary Mild/Moderate Disabilities |  |  |
| Gerri August/Julie Horwitz | Deans, Feinstein School of Education and Human Development |  |  |