# 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) | **C.G.S. Elementary or Secondary Mild/Moderate Disabilities**  |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Program|** [**new**](#revision)**|**  |  |
| 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 an alternative path for graduate students seeking certification in Mild/Moderate Special Education at the Elementary or Secondary Level. Often, the certification in special education is the primary goal for graduate candidates. This would provide a reduced credit option for these students not interested or able to seek the M.Ed. **C.G.S. Core and Strand Course Offerings****(current courses in the M.Ed. Elementary/Secondary program)****CORE*** **SPED 458 (recently revised name: 4 credits):** STEM for Diverse Learners: Intensive Interventions
* **SPED 501 (3 credits):** Assessment of Students with Mild/Moderate Disabilities
* **SPED 503 (3 credits):** Positive Behavior Interventions: Students with Disabilities

**ELEMENTARY*** **SPED 518 (recently revised and now 4 credits):** Literacy Instruction: Students with Mild/Moderate Disabilities:
* **SPED 662 (6 credits):** Internship in the Elementary School

**Completion of 20 credit-hours** **SECONDARY*** **SPED 427:** Career/Transition Planning: Adolescents with Mild/Moderate Disabilities
* **SPED 524 (recently added):** Literacy Instruction: Adolescents with Mild/Moderate Disabilities
* **SPED 664 (6 credits):** Internship at the Middle Grades or Secondary Level

 **Completion of 23 credit-hours****Note: Primary courses not included in the C.G.S.: SPED648: Research, SPED534: Families course, SPED551: Urban Multicultural Special Education, and program Elective** |
| A.5. [Student impact](#student_impact) | Positive impact is expected with more options to be certified 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)

|  | New |
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| C.1. [Enrollments](#enrollments) |  |
| C.2. [Admission requirements](#admissions) | Requirements for Application.1. A completed [application form](https://w3.ric.edu/feinsteinschooleducationhumandevelopment/Pages/FSEHD-Graduate-Programs-Admission.aspx) accompanied by a fifty-dollar nonrefundable application fee
2. Copies of all official undergraduate and graduate transcripts.
3. A professional license (elementary or secondary general education certificate).
4. Bachelor's degree required with a minimum cumulative grade point average of 3.00 on a 4.00 scale in professional coursework.
5. Three candidate reference forms accompanied by three letters of recommendation related to education and experience in special education or a related field). Submitted at [http://RICreference.org/](http://ricreference.org/)
6. A performance-based evaluation that documents the candidate's experience with individuals with exceptionalities if possible (see application form link above for details).
7. A professional goals essay that describes the candidate's commitment to the field of Elementary or Secondary Special Education, cultural awareness, collaboration, and lifelong learning (see application form link above for details).
8. An interview may be required.
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| C.3. [Retention requirements](#retention) | A grade of B or better in all courses. |
| C.4. [Course requirements](#course_reqs) for each program option | C.G.S. Elementary or Secondary Mild/Moderate Disabilities The C.G.S. program provides an accelerated path to special education certification in mild to moderate disabilities at the elementary or secondary levels.Professional Education ComponentSPED 458STEM for Diverse Learners: Intensive InterventionsSPED 501Assessment of Students with Mild/Moderate DisabilitiesSPED 503Positive Behavior Interventions: Students with DisabilitiesCHOOSE C.G.S. Strand1. Elementary:

SPED 518Literacy Instruction: Students with Mild/Moderate DisabilitiesSPED 662Internship in the Elementary School1. Secondary:

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.5. [Credit count](#credit_count) for each program option | 20-23 |
| C.6. Requirement for thesis, project, or comprehensive exam  | n/a

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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  |  |  |

##### 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 |
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