# 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) | **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 Special Education Department has redesigned 4 special education graduate programs. The purpose of this proposal is to present the redesigned program plan of study for the Urban/Multicultural Special Education (UMC SPED) M.ED program, The redesign of UMC SPED M.ED program reflects the changes including: 1) course revision 2) course deletion, and 3) course addition.**  **Course Revision:** to effectively reflect current research/practice in preparing PreK-12 teachers in working with English language learners with special needs, and appropriately address the descriptions and content of the courses, the following changes are made.   * The course titles of SPED 551, SPED 552, SPED 554, SPED 555, SPED 557 are revised. * The course description of SPED 553 is revised. * SPED 555 is changed from 3 credits to 4 credits because it involves supervised practicum.   **Course Deletion**   * The following practicum courses are deleted: SPED 651, SPED 652, and SPED 653. Currently, the practicum courses have field-based projects that serve as clinical experience requirement for the ESL certification. To ensure that teacher candidates have meaningful practicum experience, the practicums are embedded in the courses (SPED 552, SPED 553, SPED 555, SPED 557). In addition to the practicums, SPED 654 (a semester internship) is a new requirement for RI ESL certification to ensure teacher candidates to have appropriate depth, breadth, and diversity in clinical experiences for their ESL certification.   **Course Addition**   * To ensure teacher candidates meet the proficiency levels of various professional standards and program requirements, the program creates one capstone course: SPED 655 (2 credits). * Adding SPED 454 (1 credit): SPED 454 is a practicum course concurrently taken with SPED 453 (3 credits) in SPED B.S program. Currently, SPED 453 is an equivalent course for SPED 553. Because the revised SPED 553 has a practicum component, SPED 453 and SPED 454 are both required to be equivalent with SPED 553. | | | | | |
| A.5. [Student impact](#student_impact) | Positive Impact: the redesigned program will better prepare students with core knowledge/skills and readiness for the field. | | | | | |
| A.6. Impact on other programs | **No impact noted.** | | | | | |
| 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.)*: | **No impact noted.** | | | | |
|  | [*Library*:](#library) | **No impact noted.** | | | | |
|  | [*Technology*](#technology) | **No impact noted.** | | | | |
|  | [*Facilities*](#facilities): | **No impact noted.** | | | | |
|  | Promotion/ Marketing needs | **Promotional materials will be required to communicate updated program and course information.** | | | | |
| 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 |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Foundations Component**   |  |  |  | | --- | --- | --- | |  |  |  | | SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | 3 | |  |  |  | | 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 | | | Or |  | | |  | | | SPED 551 | Urban Multicultural Special Education | | | 3 | | |  |  | | |  | | | SPED 552 | Dual Language Development and Intervention | | | 3 | | | SPED 453 | Content-Based ESL Instruction for Exceptional Students | | | 3 | | | Or |  | | |  | | | SPED 553 | Content-Based ESL Instruction for Exceptional Students | | | 3 | | |  | |  |  | | | SPED 554 | Curriculum Design for Exceptional Bilingual Students | | | 3 | | |  |  | | |  | | |  |  | | |  | | | SPED 555 | Literacy for English Language Learners with Disabilities | | | 3 | | | SPED 557 | Assessing English Language Learners with Disabilities | | | 3 | |  |  |  |  | | --- | --- | --- | | SPED 651 | Language Development Practicum-Exceptional Bilingual Students | 1 | |  |  |  | |  |  |  | | SPED 652 | Literacy Practicum-Exceptional Bilingual Students | 1 | | SPED 653 | Assessment Practicum-Exceptional Bilingual Students | 1 | | SPED 654 | Internship in Urban Multicultural Special Education | 3 | | | **Foundations Component**   |  |  |  | | --- | --- | --- | | SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | **3** | | SPED 648 | Interpreting and Developing Research in Special Education | **3** | | Or  One Course in research methods chosen with advisor’s consent |  |  | | **Professional Education Component** | | | | SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionalities | 3 | | Or |  |  | | SPED 551 | Introduction to Multicultural Special Education | 3 | | SPED 552 | Dual Language Acquisitions and Intervention | 3 | | SPED 453  &  SPED 454 | Content-Based ESL Instruction for Exceptional Students  Practicum in Teaching Content-Based ESL | 3  1 | | Or |  |  | | SPED 553 | Content-Based ESL Instruction for Exceptional Students | 3 | | SPED 554 | Linguistics and Curriculum for Exceptional Bilinguals | 3 | | SPED 555 | Literacy for Emergent Bilinguals with Exceptionalities | 4 | | SPED 557 | Assessing Emergent Bilinguals with Disabilities | 3 | | SPED 654 | Internship in Urban Multicultural Special Education | 3 | | **Program Capstone** | | | | SPED 655 | Capstone Study in Urban/Multicultural Special Education | 2 | |
| C.5. [Credit count](#credit_count) for each program option | Total Credit Hours: 30 | Total Credit Hours: 30-31 |
| 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).  Capstone Portfolio   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |
| 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 |
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