# 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)

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | SPED 551 Urban Multicultural Special EducationSPED 552 Dual Language Development and InterventionSPED 553 Content-Based ESL Instruction for Exceptional StudentsSPED 554 Curriculum Design for Exceptional Bilingual StudentsSPED 555 Literacy for English Language Learners with DisabilitiesSPED 557 Assessing English Language Learners with DisabilitiesSPED 654 Internship In Urban/Multicultural Special Education**All courses are in the Urban Multicultrual (UMC) Special Education Program** |  |
| [Replacing](#Ifapplicable)  | SPED 551 Introduction to Multicultural Special EducationSPED 552 Dual Language Acquisitions and InterventionSPED 553 Content-Based ESL Instruction for Exceptional StudentsSPED 554 Linguistics and Curriculum for Exceptional BilingualsSPED 555 Literacy for Emergent Bilinguals with Exceptionalities SPED 557 Assessing Emergent Bilinguals with DisabilitiesSPED 654 Internship in Urban Multicultural Special Education |  |
| A.2. [Proposal type](#type) | **Course: revision** |  |
| A.3. [Originator](#Originator) | **Ying Hui-Michael** | [Home department](#home_dept) | **Special Education Department**  |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to** * **Revise the course titles and descriptions for SPED 551, SPED 552, SPED, SPED 554, SPED 555, and SPED 557 to more accurately describe the content of the courses.**
* **Revise the descriptions of SPED 553 and SPED 654.**
* **Make adjustments to pre-requisites to provide better guidance through a developmental course sequence.**
* **Change SPED 555 from 3 credits to 4 credits. The revised course requires a 20-hour high level practicum that college supervisor will provide onsite supervision.**
 |
| A.5. [Student impact](#student_impact) | **Positive impact is expected as revised course titles and descriptions will provide students a clearer understanding of course topics. Increasing SPED 555 from 3 credits to 4 credits will allow students have supervised field-based experience before the program internship.**  |
| 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  |  |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall |  |

1. [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 551** | **SPED 551** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Urban Multicultural Special Education | Introduction to Multicultural Special Education |
| B.4. [Course description](#description)  | Sociocultural foundations of urban multicultural special education are explored in order to design, implement, and evaluate culturally and linguistically relevant educational programs for students with disabilities in urban school environments. | Students study national/state regulations governing English-language learners and how they shape practices, and explore theoretical and pedagogical elements in culturally responsive teaching and learning for emergent bilinguals with exceptional needs. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status, certification in special education or consent of department chair. | Graduate status or consent of department chair. |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 552** | **SPED 552** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Dual Language Development and Intervention | Dual Language Acquisitions and Intervention   |
| B.4. [Course description](#description)  | Linguistic theories of first and second language development are examined with consideration of disability. Assessment procedures for distinguishing speech and language differences from delays/disorders are also examined. | Students examine linguistic structure and theories of first/second language acquisitions with consideration of disability, explore assessment procedures for distinguishing language differences from disorders, and learn linguistic intervention techniques.  |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status, certification in special education and concurrent enrollment in [SPED 651](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-651), or consent of department chair. | Graduate status, certification in special education, or consent of department chair. |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 553** | **SPED 553** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Content-Based ESL Instruction for Exceptional Students | Content-Based ESL Instruction for Exceptional Students |
| B.4. [Course description](#description)  | Students analyze curriculum and instructional approaches that integrate language, literacy, and content instruction for English language learners with disabilities, while analyzing the adaptation of instruction for students' identified disabilities. | Students analyze curriculum and instructional approaches that integrate language, literacy, and content instruction for emergent bilinguals with and without disabilities, while analyzing the adaptation of instruction for students' identified disabilities. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status, certification in special education, [SPED 552](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-552) and [SPED 651](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-651), or consent of department chair. | Graduate status, certification in special education, SPED 451 or SPED 551, [SPED 552](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-552), or consent of department chair. |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 554** | **SPED 554** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Curriculum Design for Exceptional Bilingual Students | Linguistics and Curriculum for Exceptional Bilinguals  |
| B.4. [Course description](#description)  | Students examine the theories of and approaches to curriculum design and development as well as approaches to the adaptation of curriculum and instruction for English language learners with special needs. | Students examine the nature of linguistics and English language structure; study language curriculum design theories, approaches and development; and adapt curriculum and instruction for emergent bilinguals with exceptional needs. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status, certification in special education; research methods course; SPED 451 or [SPED 551](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-551), [SPED 552](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-552), SPED 453 o [SPED 553](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-553); or consent of department chair. | Graduate status, certification in special education, SPED 451 or [SPED 551](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-551), or consent of department chair. |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 555** | **SPED 555** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Literacy for English Language Learners with Disabilities | Literacy for Emergent Bilinguals with Exceptionalities  |
| B.4. [Course description](#description)  | Methods and materials are presented for teaching literacy to English language learners with disabilities. Assessment and teaching methods are analyzed from a dual language perspective. | Students study instructional practices in language and literacy instruction and assessment of emergent bilinguals; examine relationships among oral language, reading, writing, and content-area learning; and plan and implement literacy instruction.  |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status, certification in special education; SPED 451 or [SPED 551](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-551), [SPED 552](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-552), [SPED 651](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-651); concurrent enrollment in [SPED 653](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-653); or consent of department chair. | Graduate status, certification in special education, SPED 451 or [SPED 551](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-551), [SPED 552](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-552), SPED 554,or consent of department chair. |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  | **3** | **4** |
| B.8. [Credit hours](#credits) | **3** | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| 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) |
| Acknowledge the role of a student’s first language and oral language development to cultivate literacy in students. | *RIPTS: 3,4 &7**TESOL: 1.b; 2a-g; 3.a; 5.b.6*FSEHD 1,2,5 | ***Parent Engagement Activity******Reading Research-Based Instructional Strategies Project*** |
| Demonstrate knowledge of the first and second literacy development, and skills in collaborating with families for literacy development. | *RIPTS: 3,4 &7**TESOL: 1.b; 2a-g; 3.a; 5.6.b*FSEHD 1, 2, 5,  | ***Parent Engagement Activity******Unit Plan*** |
| Describe a wide range of second language literacy approaches from a bilingual perspective, especially those that are designed for learners with special needs. | *RIPTS: 3,4 &5**TESOL: 3.a; 5.6.b*FSEHD 1, 2 | ***Reading Research-Based Instructional Strategies Project*** |
| Identify essential criteria necessary for selecting appropriate materials (e.g., online/digital resources) and curriculum to support literacy development for ELLs.   | *RIPTS:2**TESOL: 3.*FSEHD 1, 2 | ***Online/Digital/Electronic Resource Review******Unit Plan*** |
| Demonstrate skill in conducting assessment, analyzing assessment data and using data to inform literacy instruction. | *RIPTS: 9**TESOL: 4.c.*FSEHD 1, 2,3 | ***Unit Plan******Lesson Observations*** |
| Demonstrate skills to use assessment to measure student language and literacy outcomes and provide effective on-going assessment that guides instruction in the classroom. | *RIPTS:2, 3, 4, 5, 6,7,8, 9* *TESOL: 1.b; 2a-g; 3.a; 3.b*FSEHD 1, 2,3 | ***Unit Plan******Lesson Observations*** |
| Demonstrate skills in planning and implementing  effective standard-based instruction (CCSS and WIDA) in teaching literacy to ELs | *RIPTS:2, 3, 4, 5, 6, 7, 8, 9**TESOL: 3.a, 3b, 3c*FSEHD 1, 2 | ***Unit Plan******Lesson Observations***  |
| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| 1. Foundations of Literacy Instruction for Emergent Bilinguals
	1. Second Language Acquisition Process and Literacy
	2. Multicultural literature
	3. Preventing early reading failure
	4. Foundations of effective service delivery
2. Literacy Components
	1. Five components
	2. Academic oral language proficiency
	3. Oral language and development and its impact on literacy from a dual language perspective
3. Literacy Development for Emergent Bilinguals with Disabilities
	1. Literacy in the first language
	2. Emergent and early literacy skills from a dual language perspective
	3. Awareness of Disability Characteristics in Reading and Writing
4. MTSS for Emergent Bilinguals in literacy
	1. On-going assessments and interpreting student reading performance
	2. Language intervention
	3. Linguistic and cultural factors during MTSS
5. Reading Instruction for Emergent Bilinguals
	1. Phonics
	2. Vocabulary
	3. Grammar
	4. Discourse
	5. Structured Reading
	6. Comprehension Strategies
	7. Language experience approach
6. Process Writing
	1. Emergent bilinguals and process writing
	2. Narrative and expository writing
	3. Mediated writing
7. Literacy Materials for Emergent Bilinguals
	1. The use of technology
	2. Digital literacy
	3. Materials to support emergent bilinguals with special needs
	4. Evaluation of literature and effectiveness from a multicultural literacy perspective
8. Literacy Assessment
	1. Identify student’s literacy needs
	2. Multiple pathways to assess
	3. Pre- and post-literacy assessment
9. Teaching Reading and Writing in the Content Areas (Filed-Based Experience)
	1. Review of research-based strategies for emergent bilinguals with special needs
	2. Teaching strategies to develop literacy
	3. Planning and Implementing Literacy Unit and Lessons
	4. Reflection of Instruction
 |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 557** | **SPED 557** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Assessing English Language Learners with Disabilities | Assessing Emergent Bilinguals with Disabilities  |
| B.4. [Course description](#description)  | Students gain skill in assessing the linguistic, academic, and behavioral abilities of English language learners with disabilities. Emphasis is on the selection, administration, and interpretation of multifaceted assessments. | Students examine policies and practices in assessing emergent bilinguals; gain skills in evaluating language, academics, and behavioral/social/emotional needs of emergent bilinguals with disabilities; and create culturally/linguistically responsive IEPs. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status, certification in special education; SPED 451 or [SPED 551](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-551), [SPED 552](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-552), [SPED 651](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-651); concurrent enrollment in [SPED 652](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-652); or consent of department chair. | Graduate status, certification in special education, SPED 451 or [SPED 551](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-551), [SPED 552](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-552), SPED 554, or consent of department chair. |
| B.6. [Offered](#Offered) | **Fall |Summer |** | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) | **Lecture | Seminar | Small group | Individual |**  | **Fieldwork | Lecture | Small group | Individual |**  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams Presentations | Papers |** **Class Work | Quizzes | Projects |**  | **Attendance | Class participation | Exams | Fieldwork | Presentations | Papers | Class Work | Quizzes | Projects | Reports of outside supervisor |**  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 654** | **SPED 654** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Internship In Urban/Multicultural Special Education | Internship in Urban Multicultural Special Education |
| B.4. [Course description](#description)  | Students are supervised in special education settings that provide services to culturally and linguistically diverse youngsters with disabilities. Students conduct assessments, give instruction, and collaborate with professionals and parents. | Students are supervised to provide instruction and services to emergent bilinguals with exceptionalities. They conduct assessments, design and implement curriculum, provide interventions, and collaborate with professionals and parents.  |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status, certification in special education; [SPED 534](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-534), [SPED 554](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-554), [SPED 555](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-555), [SPED 557](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-557), [SPED 651](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-651), [SPED 652](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-652), [SPED 653](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-653); or consent of department chair. | Graduate status, certification in special education; SPED 451 or 551, SPED 552, SPED 453&454 or SPED 553, SPED 554, SPED 555, SPED 55, or consent of department chair. |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. 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 |
| --- | --- | --- | --- |
| Ying Hui-Michael  | Program Director of Urban Multicultural SPED M.ED Program |  |  |
| Ying Hui-Michael | Chair of Special Education  |  |  |
| Gerri August or Julie Horwitz | Co-Deans of FSEHD |  |  |

##### 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 |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |