# 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 655 Capstone Study in Urban/Multicultural Special Education | | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | | |  |
| A.3. [Originator](#Originator) | **Ying Hui-Michael** | | [Home department](#home_dept) | | **Special Education** | |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to create a two-credit capstone study course that isdesigned to allow faculty to support teacher candidates engaging in the process of preparing for the program capstone requirement. Teacher candidates will create a capstone portfolio in which they apply theoretical and practical implementations acquired during the program study. First, teacher candidates will review their cumulative work through the program study and articulate their understanding of TESOL professional standards in written reflection. They then will work with course instructor to develop a project to enhance their competence in particular TESOL professional standard(s). The project options include: 1) conducting an action research project, 2) providing a professional development to a professional community; and 3) writing a teaching philosophy. They will present their capstone portfolios to the class and instructor, and will receive feedback from peers and instructor. | | | | | |
| A.5. [Student impact](#student_impact) | **Provide more support to teacher candidates to meet the teaching professional competence.** | | | | | |
| 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.)*: | **N/A** | | | | |
|  | [*Library*:](#library) | **N/A** | | | | |
|  | [*Technology*](#technology) | **N/A** | | | | |
|  | [*Facilities*](#facilities): | **N/A** | | | | |
|  | Promotion/ Marketing needs | **N/A** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall | |  | | |

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

|  | New |
| --- | --- |
| B.1. [Course prefix and number](#cours_title) | **SPED 655** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) |  |
| B.4. [Course description](#description) | Under faculty supervision, students apply knowledge, skills and dispositions acquired through the program study to conduct a capstone portfolio. They present their capstone portfolios to faculty and peers for feedback. |
| B.5. [Prerequisite(s)](#prereqs) | **Graduate Status, SPED 454 or 551, SPED 552, SPED 453&454 or SPED 553, SPED 554, SPED 555, SPED 557, SPED 654, program foundation courses.** |
| B.6. [Offered](#Offered) | **Spring**  **Summer** |
| B.7. [Contact hours](#contacthours) | **2** |
| B.8. [Credit hours](#credits) | **2** |
| B.9. [Justify differences if any](#differences) |
| B.10. [Grading system](#grading) | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Seminar | Small group | Individual | 30** [**% Online**](#Online) |
| B.12.[Categories](#required) | **Required for program** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Presentations | Papers | Class Work | Projects | Capstone portfolio** |
| 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) |
| --- | --- | --- |
| demonstrates the understanding of language as a system as it affects in learning and teaching. | TESOL 1a; FSEHD 1, 2; RIPTS 1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 4.1, 4.2, 8.1, 8.5, 10.2 | Capstone Portfolio  Presentation of Portfolio |
| demonstrates the understanding of first and second language acquisitions as it affects in learning and teaching | TESOL 1b; FSEHD 1, 2; RIPTS 1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 4.1, 4.2, 8.1, 8.5, 10.2 | Capstone Portfolio  Presentation of Portfolio |
| demonstrates the understanding of culture as it affects in learning and teaching. | TESOL 2; FSEHD 1, 2, 3; RIPTS 1.1, 1.2, 2.1, 3.1, 4.1, 4.2, 10.2 | Capstone Portfolio  Presentation of Portfolio |
| demonstrates the competency in instructional planning and development for ELs | TESOL 3a, 3c; FSEHD 1, 2, 4, 5; RIPTS 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.5, 6.1, 6.5, 6.6, 7.1, 8.1, 8.3, 9.3, 9.4, 9.5, 9.6 | Capstone Portfolio  Presentation of Portfolio |
| date demonstrates the ability to deliver content and language instruction for ELs. | TESOL 3b, 3c ; FSEHD 1, 2, 4, 5; RIPTS 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.5, 6.1, 6.5, 6.6, 7.1, 8.1, 8.3, 9.3, 9.4, 9.5, 9.6 | Capstone Portfolio  Presentation of Portfolio |
| demonstrates the competency in assessing culturally and linguistically diverse students with special needs. | TESOL 4a,4b; FSEHD 1, 2, 4, 5; RIPTS 2.1, 4.1, 4.2, 7.1, 7.2, 8.1, 8.3, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 | Capstone Portfolio  Presentation of Portfolio |
| demonstrates the research ability and professional behaviors. | TESOL 5 a, 5b; FSEHD 1, 2, 3, 4, 5, 6; RIPTS 1.1, 1.2, 1.3, 2.1, 4.3, 7.1, 7.2, 7.3, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4, 11.5 | Capstone Portfolio  Presentation of Portfolio |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Looking Back 2. Reviewing and synthesizing coursework 3. Reflection on TESOL teaching professional standards 4. Developing a Project 5. Identifying an area(s) in language, culture, instruction, assessment and/or professionalism to be enhanced. 6. Developing a project (e.g., an action research project, professional development, or teaching philosophy) to support the identified area(s). 7. Projects in Process 8. Feedback and individualized guidance/ readings/ support from course instructor 9. Implement projects 10. Presenting Capstone Portfolios 11. Students present capstone portfolios to course instructor and peers. 12. Critical feedback with peers |

|  |
| --- |
| **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 SPED M.ED program |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Gerri August /Julie Horwitz | Deans 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 |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |