# 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) | **Special Education M.Ed Programs**  |  |
| [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 five special education M.Ed programs: 1) Early Childhood-Birth Through Grade 2, 2) Exceptional Learning Needs, 3) Severe Intellectual Disabilities, 4) Special Education Certification, and 5) Urban Multicultural Special Education. The purpose of this proposal is to*** **Delete Special Education Administration strand in the Exceptional Learning Needs M.ED program.**
* **Change the name of *Special Education M.Ed. with Concentration in Special Education Certification* to Special Education M.Ed with Concentration in *Elementary or Secondary Mild/Moderation Disabilities*.**
* **Clean catalog language to make program names consistent and accurately reflect program descriptions.**

**Delete Special Education Administration strand in the Exceptional Learning Needs M.ED program.** RIDE has tabled the Special Education Administration program approval. The approval is not anticipated at this stage. **Change the name of Special Education M.Ed.—with Concentration in Special Education Certification** To accurately reflect the certification areas of the program, the program is renamed as:Special Education M.Ed.—with Concentration in Elementary or Secondary Mild/Moderate Disabilities |
| A.5. [Student impact](#student_impact) | There is no impact on deletion of SPED Administration program. The program currently does not have students. Renaming the *special education M.Ed. with concentration in special education certification* and cleaning catalog language will help students have clearing understanding of the programs.  |
| 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) | Non  |
|  | [*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)

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) | There are five M.Ed. programs in special education: early childhood, exceptional learning needs, initial certification, severe intellectual disabilities, and urban multicultural special education.* The early childhood program prepares special education teachers for children with disabilities from birth through Grade 2 and for their families.
* The exceptional learning needs program provides advanced study for special educators with specialization in one of three strands: autism education, special education administration, or specialized study in an area of professional interest (i.e., behavioral support).
* The initial certification program results in licensure as a special education teacher of students with mild to moderate disabilities at either the elementary or secondary levels.
* The severe intellectual disabilities program provides preparation and special education licensure for teachers of students with severe disabilities.
* The urban multicultural program provides advanced preparation for special educators who teach English language learners with disabilities.
 |  There are five M.Ed. programs in special education: early childhood, exceptional learning needs, elementary or secondary mild/moderate disabilities, severe intellectual disabilities, and urban multicultural special education.* The early childhood program prepares special education teachers for children with disabilities from birth through Grade 2 and for their families.
* The exceptional learning needs program provides advanced study for special educators with specialization in one of two strands: autism education or specialized study in an area of professional interest (i.e., behavioral support).
* The elementary or secondary mild/moderate disabilities program results in licensure as a special education teacher of students with mild to moderate disabilities at either the elementary or secondary levels.
* The severe intellectual disabilities program provides preparation and special education licensure for teachers of students with severe disabilities.
* The urban multicultural program provides advanced preparation for special educators who teach culturally and linguistically diverse students, and results in ESL certification.
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| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option |  |  |
| C.5. [Credit count](#credit_count) for each program option |  |  |
| C.6. Requirement for thesis, project, or comprehensive exam  |

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| C.7. Other changes if any |  |  |

|  | [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 | **Special Education M.Ed.—with Concentration in Exceptional Learning Needs**CHOOSE A, B, or C belowA. Autism Education

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| --- | --- |
| Course | Title |
| [SPED 561](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-561) | Understanding Autism Spectrum Disorders |
| [SPED 563](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-563) | Curriculum and Methodology: Students with Autism |
| [SPED 564](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-564) | Building Social and Communication Skills |

B. Special Education Administration\*(\*This concentration is awaiting RIDE program approval. Anticipated start date is Fall 2016. Please check with the Program Coordinator, Marie Lynch for the latest updates.)

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| Course | Title |
| [SPED 606](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-606) | Leading Special Education I: Administration |
| [SPED 607](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-607) | Leading Special Education II: Legal and Financial Aspects |
| [SPED 608](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-608) | Leading Special Education III: Program Development and Organization |
| [SPED 609](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/600/SPED-609) | Leading Special Education IV: Program Evaluation |

C. Specialized Study in Special Education

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| Course | Title |
|  | THREE COURSES from concentration B above |

Comprehensive Assessment

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| Course | Title |
| [CA](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/Narrative-Courses/CA) | Comprehensive Assessment |

 | **Special Education M.Ed.—with Concentration in Exceptional Learning Needs**CHOOSE A or B belowA. Autism Education

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| --- | --- |
| Course | Title |
| [SPED 561](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-561) | Understanding Autism Spectrum Disorders |
| [SPED 563](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-563) | Curriculum and Methodology: Students with Autism |
| [SPED 564](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-564) | Building Social and Communication Skills |

B. Specialized Study in Special Education

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|  | THREE COURSES approved by program advisor |

Comprehensive Assessment

|  |  |
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| [CA](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/Narrative-Courses/CA) | Comprehensive Assessment |

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| C.5. [Credit count](#credit_count) for each program option | **31-36** | **32** |
| C.6. Requirement for thesis, project, or comprehensive exam  |  |  |
| 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 |
| --- | --- | --- | --- |
| Kalli Kemp  | Program Director of Special Education M.ED with concentration in Early Childhood.  |  |  |
| Paul LaCava | Program Director of Special Education M.ED with concentration in Exceptional Learning Needs  |  |  |
| Susan Dell  | Program Director of Special Education M.ED with concentration in Server Intellectual Disabilities  |  |  |
| Marie Lynch  | Program Director of Special Education M.ED with concentration in Special Education Certification  |  |  |
| Ying Hui-Michael  | Program Director of Program Director of Special Education M.ED with concentration in  |  |  |
| 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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