# 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.A.G.S. in School Psychology/M.A. in Counseling with a Concentration in Educational Psychology |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | Program revision |  |
| A.3. [Originator](#Originator) | Jenlyn Furey | School Psychology Program | CEP Department |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to remove the “SPED531: Universal Design for Educating All Students or READ534: Developmental Reading: Prekindergarten through Grade Eight” elective option requirement and replace it with TESL539 in the program of study. This change impacts the C.A.G.S. degree in School Psychology. **Rationale for removing SPED531 and READ 534 as required elective options:**Currently, all students complete either SPED531 or READ534 as a required elective course in their program of study. Students completed one of these elective options during the Spring semester of Year 1. The School Psychology Program faculty would like SPED 531 and READ 534 to be removed from the Plan of Study for the following reasons: 1. These courses previously fulfilled a Rhode Island Department of Education requirement; however, this requirement has been removed.
2. Prior to 2016, SPED531/READ534 elective courses were the only required courses focused specifically on academic instruction, interventions, and supports. However, in Fall 2016 our program faculty created a new course requirement: CEP651 Academic Instruction, Interventions, and Supports. The CEP651 course provides comprehensive and school psychology-specific coverage of academic instruction, interventions, and supports, with assignments that connect to field-base practicum experiences. With CEP 651 as a required course in the program of study, the SPED 531/READ 534 elective option requirement is no longer necessary.
3. School psychology program faculty recognize the need to improve student training when it comes to supporting linguistically diverse students. Removing the SPED 531 and READ 534 elective courses allows for the addition of TESL 539 without exceeding 69 total credit hours.

**Rationale for adding TESL539 as a required course:**Emergent bilingual students, (often referred to as English Language Learners or ELLs) comprise 9.4 percent of students in U.S. public schools and represent the fastest-growing population of students over the past decade (NCES, 2017). Nationally, only 7.9% of school psychologists are bilingual (Walcot et. al, 2016). In recognition of this shortage, the National Association of School Psychologists (2009) has encouraged the recruitment of more bilingual school psychologists. However, a school psychologist who is bilingual in Spanish and English may encounter challenges in supporting native speakers of Mandarin, Russian, Arabic, Vietnamese, German, Korean, or any of the other 350 languages spoken by emergent bilingual students (Ethnologue, 2009). Therefore, all school psychologists must be prepared to meet the needs of linguistically diverse students.Over the past several years, our program has been committed to improving training opportunities related to supporting culturally and linguistically diverse students. We have added new content to existing coursework, organized trainings related to supporting linguistically diverse students, and we expanded our field placements to include more culturally and linguistically diverse settings. In addition to these changes, there is a need for our students to build a stronger foundation in understanding language acquisition and the unique strengths and needs of emergent bilingual students or English Language Learners.In consultation with the TESL program faculty, School Psychology Program faculty identified TESL 539: Second Language Acquisition and Learning as an appropriate and valuable course. A course description is provided below: **Second Language Acquisition and Learning:**TESL 539 develops and applies knowledge of language structure and second language acquisition to effective instructional and assessment practices for English language learners (ELs). The course examines the cultural, classroom, school, and policy contexts that support effective and equitable education for English language learners. In addition, theories and research relating to first and second language acquisition and learning are examined from a pedagogical perspective. It also considers the effect of primary language and culture and of level of prior education on second language acquisition.During the Spring 2016, Spring 2017, and Spring 2018 semesters, School Psychology students in Year 1 were allowed the option to complete TESL 539 in place of the SPED 531/READ 534 elective courses. Program advisors signed course substitution forms for students individually. Approximately half of the students in each cohort (4-6 students) chose to enroll in TESL 539 each year. Students provided positive feedback, stating that the content in TESL 539 complimented School Psychology program coursework while providing foundational in-depth understanding of language development.  |
| A.5. [Student impact](#student_impact) | **Anticipated positive impacts on students:** 1. Adding TESL539 positively impacts school psychology students by providing improved training to support linguistically diverse students. Program graduates who are prepared to support linguistically diverse students will be more competitive on the job market.
2. Removing the SPED531/READ534 requirements will reduce redundancies in coursework related to academic instruction, interventions, and supports.
3. These changes will not impact the number of credits in our program, the amount of schooling needed, or the total cost of the program.
4. TESL 539 is offered Fall, Spring, and Summer semesters, providing better flexibility for school psychology students (we recommend that students complete the course in Spring of Year 1).

**Anticipated negative impacts on students:**1. The changes are not expected to negatively impact School Psychology students.
2. Students in other programs who plan to enroll in SPED531 or READ534 could be negatively impacted by these changes if lower school psychology student enrollment prevents those courses from running.
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| A.6. Impact on other programs | **Anticipated positive impacts on other programs:**1. School Psychology faculty (Jenlyn Furey and Elizabeth Gibbons Holtzman) have been in contact with TESL faculty (Sarah Hesson and Rachel Toncelli) regarding School Psychology student enrollment in TESL 539. TESL faculty provided positive feedback regarding the inclusion of School Psychology students in the course. The inclusion of School Psychology students provides opportunities for cross-discipline connections and collaborations.
2. School psychology student enrollment in TESL 539 will strengthen enrollment numbers in the course, particularly in the Spring semesters. TESL faculty were informed of the planned changes, and they are prepared to offer an additional section of the course if needed.

**Anticipated negative impacts on other programs:**1. As noted in the previous section, removing SPED 531/READ 534 from the School Psychology program of study may have a negative impact on those course instructors and students from other programs (due to lower enrollment). School psychology students have not enrolled in READ 534 over the past 3-4 years because this course has not been offered in the Spring semester, so it is unlikely that READ 534 will be affected by the proposed changes.
2. The SPED 531 course could be negatively impacted by lower enrollment. To minimize this negative impact, School Psychology program faculty contacted SPED 531 faculty in early March 2019 to inform them of the proposed changes. This will give faculty and programs 6-7 months of notice to plan for enrollment changes.
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| 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 new faculty will be hired in our department/program, or in other departments/programs.  |
|  | [*Library*:](#library) | No library resources will be impacted by the proposed changes.  |
|  | [*Technology*](#technology) | No technology resources will be impacted by the proposed changes. |
|  | [*Facilities*](#facilities): | No new facilities will be needed or impacted by the proposed changes. If approved, school psychology students would enrolled in the existing TESL539 course. TESL faculty have indicated that it would be possible to create an additional section of TESL539 if necessary.  |
|  | Promotion/ Marketing needs  | No promotion or marketing resources will be needed as a result of the proposed changes. |
| 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 | SPED531 (3 credit hours) or READ554 (3 credit hours)Required elective courses (students choose one) | TESL539 (3 credit hours)Required course |
| C.5. [Credit count](#credit_count) for each program option | Total Credit Hours for MA/CAGS: 69 | Total Credit Hours for MA/CAGS: 69 |
| 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 |
| --- | --- | --- | --- |
| Jenlyn Furey | Program Director of School Psychology |  |  |
| John Eagle | Chair of Counseling, Educational Leadership, and School Psychology (CEP) Department |  |  |
| Gerri AugustJulie Horwitz | Co-Dean of Feinstein School of Education and Human Development (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 |
| --- | --- | --- | --- |
| Sarah Hesson | Program Director of Teaching English as a Second Language Program |  |  |
| Carolyn Obel-Omia | Chair, Elementary Education Department |  |  |
| Ying Hui-Michael | Chair of Special Education Department |  |  |