# graduate COMMITTEE curriculum PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page Scroll over blue text to see further [instructions](#bookmark=id.4i7ojhp)

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| A.1. Courses | SPED 551 Introduction to Multicultural Special EducationSPED 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 |  |
| [Replacing](#bookmark=id.3znysh7)  | SPED 551 Introduction to Multicultural Special EducationSPED 553 Content-Based ESL Instruction for Exceptional StudentsSPED 554 Linguistics and curriculum for Exceptional MultilingualsSPED 555 Literacy for Multilingual Learners with ExceptionalitiesSPED 557 Assessing Multilingual Learners with Special NeedsSPED 654 Internship in Urban Multicultural Special Education |
| A.2. [Proposal type](#bookmark=id.2et92p0) | **Course: revision**  |
| A.3. [Originator](#bookmark=id.1t3h5sf) | **Ying Hui-Michael** | [Home department](#bookmark=id.4d34og8) | **Special Education**  |
| A.4. [Rationale](#bookmark=id.2s8eyo1)/Context | **The purpose of this proposal is to** * rename the titles of the 3 courses: SPED 554, SPED 555, SPED 557
* revise the course descriptions of the 6 courses: SPED 551, SPED 553, SPED 554, SPED 555, SPED 557, SPED 654

**Rationale*** There have been many changes to describe English Language Learners. The terms English Language Learners, English Learners, Bilinguals, Emergent Bilinguals and Multilingual Learners have been used interchangeably. Recently, both World-Class Instructional Design & Assessment (\*WIDA) consortium and Rhode Island Department of Education (RIDE) have adopted the term Multilingual Learners to emphasize the strengths of multilingual language speaking students.
* Professionals in the field have also expressed the concern that multilingual learners are often misperceived as having disabilities. To avoid the confusion, “exceptionalities” or “special needs” are used to describe multilingual learners with disabilities in the course titles and course descriptions.

\*WIDA Consortium is the major organization that supports multilingual learners in K-12 contexts. Approximately 40 U.S. states, territories and federal agencies participate in the Consortium. Rhode Island is a WIDA state. **The necessary program changes in SPED UMC catalog copy are included in 1920\_20 to 32 catalog special education prg changes** |
| A.5. [Student impact](#bookmark=id.2xcytpi) | **N/A** |
| A.6. Impact on other programs | **N/A** |
| A.7. [Resource impact](#bookmark=id.1ci93xb) | [*Faculty PT & FT*](#bookmark=id.17dp8vu):  | **N/A** |
| [*Library*:](#bookmark=id.3rdcrjn) | **N/A** |
| [*Technology*](#bookmark=id.26in1rg) | **N/A** |
| [*Facilities*](#bookmark=id.lnxbz9): | **N/A** |
| Promotion/ Marketing needs  | **N/A** |
| A.8. [Semester effective](#bookmark=id.3whwml4) | **Spring 2020** | A.9. Rationale if sooner than next fall | **RIDE will have the accreditation visit in Spring 2020. It is necessary to present the revisions in RIC catalog to demonstrate current practices.**  |

B. [NEW OR REVISED COURSES](#bookmark=id.2bn6wsx):

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|  | Old ([for revisions only](#bookmark=id.qsh70q) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#bookmark=id.1ksv4uv)  | **SPED 551** | **SPED 551** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.44sinio)  | Introduction to Multicultural Special Education | Introduction to Multicultural Special Education |
| B.4. [Course description](#bookmark=id.2jxsxqh)  | 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. | Students study national/state regulations governing multilingual learners and how they shape practices, and explore theoretical and pedagogical elements in culturally responsive teaching and learning for English/multilingual learners with exceptional needs. |

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|  | Old ([for revisions only](#bookmark=id.qsh70q) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#bookmark=id.1ksv4uv)  | **SPED 553** | **SPED 553** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.44sinio)  | Content-Based ESL Instruction for Exceptional Students | Content-Based ESL Instruction for Exceptional ELs/MLLs |
| B.4. [Course description](#bookmark=id.2jxsxqh)  | 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. | Students plan and implement instruction that integrates language, literacy, and content instruction for English/multilingual learners with and without special needs, while analyzing instructional approaches for ELs/MLLs’ unique needs. |
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|  | Old ([for revisions only](#bookmark=id.qsh70q) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#bookmark=id.1ksv4uv)  | **SPED 554** | **SPED 554** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.44sinio)  | Linguistics and Curriculum for Exceptional Bilinguals  | Applied Linguistics for exceptional ELs/MLLs |
| B.4. [Course description](#bookmark=id.2jxsxqh)  | 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. | Students examine the nature of linguistics and English language structure; research language curriculum; and adapt research- and evidence-based language teaching principles for English/multilingual learners with exceptional needs. |
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|  | Old ([for revisions only](#bookmark=id.qsh70q) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#bookmark=id.1ksv4uv)  | **SPED 555** | **SPED 555** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.44sinio)  | Literacy for Emergent Bilinguals with Exceptionalities  | Literacy for ELs/MLLs with Special Needs |
| B.4. [Course description](#bookmark=id.2jxsxqh)  | 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.  | Students study instructional practices in language and literacy instruction and assessment of English/multilingual exceptional ELs/MLLs; examine relationships among oral language, literacy, and content learning; and plan and implement literacy instruction. Thirty-hour practicum required. |
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|  | Old ([for revisions only](#bookmark=id.qsh70q) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#bookmark=id.1ksv4uv)  | **SPED 557** | **SPED 557** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.44sinio)  | Assessing Emergent Bilinguals with Disabilities | Assessing ELs/MLLs with Special Needs |
| B.4. [Course description](#bookmark=id.2jxsxqh)  | 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 gain skill in assessing the linguistic, academic, and behavioral abilities of English/multilingual learners with special needs. Emphasis is on the selection, administration, and interpretation of multifaceted assessments. |
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|  | Old ([for revisions only](#bookmark=id.qsh70q) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#bookmark=id.1ksv4uv)  | **SPED 654** | **SPED 654** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.44sinio)  | Internship in Urban Multicultural Special Education | Internship in Urban Multicultural Special Education |
| B.4. [Course description](#bookmark=id.2jxsxqh)  | 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.  | Students are supervised to provide instruction and services to English/multilingual learners with exceptionalities. They conduct assessments, design and implement curriculum, provide interventions, and collaborate with professionals and parents.  |
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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.

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| Name | Position/affiliation | [Signature](#_heading=h.3as4poj) | Date |
| Ying Hui-Michael  | Program Director of Urban Multicultural SPED M.ED program  |  |  |
| Ying Hui-Michael  | Chair of Special Education  |  |  |
| Jeannine Dingus-Eason  | Dean of FSEHD |  |  |