# 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](#Proposal)  | **M.Ed. in Elementary or Secondary Special Education** |  |
| [Replacing](#Ifapplicable)  | **Special Education M.ed. with Concentration in Elementary or Secondary Mild/Moderate Disabilities** |  |
| A.2. [Proposal type](#type) | **Course revisions**  |  |
| A.3. [Originator](#Originator) | **Marie Lynch** | [Home department](#home_dept) | **Special Education** |
| A.4. [Rationale](#Rationale)/Context | The M.Ed. in Elementary or Secondary Special Education programs and subsequent courses have been renamed, formerly known as the Special Education M.Ed.—with Concentration in Elementary or Secondary Mild/Moderate Disabilities. This change reflects the need to remove deficit-oriented terms, such as “mild/moderate disabilities’ or “disabilities” from all program materials, course titles and descriptions. This is part of an overall Department of Special Education response to recent recommendations put forth by the Rhode Island Department of Education. Thus, the purpose of this proposal is to summarize key changes in the M.Ed. in Elementary or Secondary Special Education programs: **CORE Course Title & Catalog Description Revisions*** **SPED 501: Assessment in Special Education**
* **SPED 503: Positive Behavior Intervention & Supports**
* **SPED 534: Involvement of Families in Special Education**

**Catalog Description Revisions ONLY*** **SPED 458: STEM for Diverse Learners: Intensive Intervention**

**ELEMENTARY Course Title & Catalog Description Revisions*** **SPED 518: Literacy for Diverse Learners: Intensive Intervention**
* **SPED 662: Internship in Elementary Special Education**

**SECONDARY Course Title & Catalog Description Revisions*** **SPED 427: Career/Transition Planning for Adolescents**
* **SPED 524: Literacy Instruction for Adolescents: Intensive Intervention**
* **SPED 664: Internship in Secondary Special Education**

**ELECTIVE*** **SPED505: Oral & Written Language**
 |
| A.5. [Student impact](#student_impact) | Positive impact is expected with core knowledge and readiness for the field. |
| A.6. Impact on other programs | M.Ed. in Exceptional Learning Needs program. |
| 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) | **None** |
|  | [*Facilities*](#facilities): | **None** |
|  | Promotion/ Marketing needs  |  |
| A.8. [Semester effective](#Semester_effective) | **Spring 2020** | A.9. Rationale if sooner than next fall |

1. [NEW OR REVISED COURSES](#delete_if):**M.Ed. in ELEMENTARY or SECONDARY SPECIAL EDUCATION:**

**CORE COURSES: TITLE & CATALOG CHANGES**

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 501** | **SPED 501** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Assessment for Students with Mild/Moderate Disabilities** | **Assessment in Special Education** |
| B.4. [Course description](#description)  | Experienced teachers develop skills in diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities.  | Graduate candidates develop skills in diagnostic assessment of the academic/behavioral special needs of children and adolescents at the elementary or secondary levels.  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 503** | **SPED 503** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Positive Behavior Intervention: Students with Disabilities** | **Positive Behavior Intervention & Supports** |
| B.4. [Course description](#description)  | Participants apply positive behavioral intervention and supports. | Graduate candidates apply positive behavioral intervention and supports to address the social, emotional, and behavioral needs of diverse learners with special needs. |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 534** | **SPED 534** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Involvement of Parents & Families who have Children with Disabilities** | **Involvement of Families in Special Education** |
| B.4. [Course description](#description)  | The problems, attitudes, and roles of parents and other significant persons in the lives of children with disabilities are examined. Special education teachers and other educators develop techniques for professional and parent interaction. | Graduate candidates examine the diversity of parents’ perspectives, values and understanding of educating individuals with special needs. They apply learned knowledge to develop strategies to enhance professional and parent interaction. |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 458** | **SPED 458** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **STEM for Diverse Learners: Intensive Intervention** | **STEM for Diverse Learners: Intensive Intervention** |
| B.4. [Course description](#description)  | Students analyze STEM curricula and instructional approaches for students with mild/moderate disabilities. Emphasis is placed on assessment and intervention in math and science for children with disabilities. Thirty hour assigned practicum included. | Teacher candidates analyze STEM curricula and instructional approaches to support students with special needs. Emphasis is placed on assessment and intervention in math and science. Thirty-hour practicum required. |

**ELEMENTARY CORE COURSES: TITLE & CATALOG CHANGES**

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 518** | **SPED 518** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Literacy Instruction: Students with Mild/Moderate Disabilities** | **Literacy for Diverse Learners: Intensive Intervention** |
| B.4. [Course description](#description)  | Graduate candidates select, adapt, implement, and assess reading/writing methods/materials for elementary students with mild/moderate disabilities. The focus on designing interventions that best support learning/achievement is emphasized. Thirty-hour practicum required. | Graduate candidates select, adapt, implement, and assess reading/writing methods/materials for elementary students with special needs. The focus on designing interventions that best support academic achievement is emphasized. Thirty-hour practicum required. |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 662** | **SPED 662** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Internship in the Elementary School** | **Internship in Elementary Special Education** |
| B.4. [Course description](#description)  | The intern is required to evaluate, plan for, and teach elementary or middle school students with mild/moderate disabilities in a special education program. | Graduate interns complete their culminating field experience in special education. Interns evaluate, plan, and teach to best meet the learning/behavioral needs of elementary students. Professional collaboration is strongly emphasized. |

**SECONDARY CORE COURSES: TITLE & CATALOG CHANGES**

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 427** | **SPED 427** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Career/Transition Planning: Adolescents with Mild/Moderate Disabilities** | **Career/Transition Planning for Adolescents** |
| B.4. [Course description](#description)  | Focus is on career and transition planning for adolescents with mild/moderate disabilities at the middle grades or secondary level. Observation/field experience required. | Teacher candidates focus on career and transition planning for adolescents with special needs at the middle grades or secondary level. Observation/field experience required. |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 524** | **SPED 524** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Literacy Instruction: Adolescents with Mild/Moderate Disabilities** | **Literacy Instruction for Adolescents: Intensive Intervention** |
| B.4. [Course description](#description)  | Graduate candidates select, adapt, implement and assess reading/writing methods/materials for secondary students with mild/moderate disabilities. The focus on designing interventions that best support learning/achievement is emphasized. Thirty-hour practicum required. | Graduate candidates select, adapt, implement and assess reading/writing methods/materials for secondary students with special needs. The focus on designing interventions that best support academic achievement is emphasized. Thirty-hour practicum required. |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 664** | **SPED 664** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Internship at the Middle Grades or Secondary Level** | **Internship in Secondary Special Education** |
| B.4. [Course description](#description)  | Interns evaluate, plan for, and teach adolescents with mild/moderate disabilities at the middle grades or secondary level. A 12- to 14-week full-time internship is expected. | Graduate interns complete their culminating field experience in special education. Interns evaluate, plan, and teach to best meet the learning/behavioral needs of adolescents. Professional collaboration is strongly emphasized. |

**ELECTIVE**

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 505** | **SPED 505** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Oral and Written Language: Classroom Intervention** | **Spoken and Written Language: Intensive Intervention** |
| B.4. [Course description](#description)  | The methods, techniques, and materials designed to help remediate oral and written language disorders in elementary and secondary school children with mild/moderate disabilities are studied. | Graduate candidates study methods, techniques, and materials designed to help children or adolescents with spoken and/or written language special educational needs.  |

## 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 |
| --- | --- | --- | --- |
| Marie Lynch  | Program Director, M.Ed. in Elementary and Secondary Special Education  |  |  |
| Ying Hui-Michael  | Chair, Special Education Department  |  |  |
| Jeanine Dingus-Eason | Dean, 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 |
| --- | --- | --- | --- |
| Susan Dell | Program Director, M.Ed. in Severe Intellectual Disabilities |  |  |
| Paul LaCava | Program Director, M.Ed. in Exceptional Learning Needs  |  |  |
| Beth Pinheiro | Program Director, M.Ed. in Early Childhood Special Education |  |  |