# 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.G.S. Elementary or Secondary Special Education**  |  |
| [Replacing](#Ifapplicable)  | **C.G.S. Elementary or Secondary Mild/Moderate Disabilities** |  |
| A.2. [Proposal type](#type) | **Program|** [**new**](#revision)**|**  |  |
| A.3. [Originator](#Originator) | **MARIE LYNCH**  | [Home department](#home_dept) | **Special Education**  |
| A.4. [Rationale](#Rationale)/Context | The C.G.S. in Elementary or Secondary Special Education programs and subsequent courses have been renamed, formerly known as the C.G.S. 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 C.G.S. 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**

**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**

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| A.5. [Student impact](#student_impact) | Positive impact is expected with more options to be certified for the field. |
| 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) | None |
|  | [*Facilities*](#facilities): | None  |
|  | Promotion/ Marketing needs  |  |
| A.8. [Semester effective](#Semester_effective) | **Spring 2020** | A.9. Rationale if sooner than next fall |  |

C. [Program Proposals](#program_proposals)

|  | old | New |
| --- | --- | --- |
| C.4. [Course requirements](#course_reqs) for each program option | C.G.S. Elementary or Secondary Mild/Moderate Disabilities The C.G.S. program provides an accelerated path to special education certification in mild to moderate disabilities at the elementary or secondary levels.Professional Education ComponentSPED 458STEM for Diverse Learners: Intensive InterventionsSPED 501Assessment of Students with Mild/Moderate DisabilitiesSPED 503Positive Behavior Interventions: Students with DisabilitiesCHOOSE C.G.S. Strand1. Elementary:

SPED 518Literacy Instruction : Students with Mild/Moderate DisabilitiesSPED 662Internship in the Elementary School1. Secondary:

SPED 524Literacy Instruction: Adolescents with Mild/Moderate DisabilitiesSPED 427 Career/Transition Planning: Adolescents with Mild/Moderate DisabilitiesSPED 664Internship at the Middle Grades or Secondary Level | C.G.S. Elementary or Secondary Special Education The C.G.S. program provides an accelerated path to special education certification at the elementary or secondary levels.Professional Education ComponentSPED 458STEM for Diverse Learners: Intensive InterventionSPED 501Assessment in Special EducationSPED 503Positive Behavior Interventions & SupportsCHOOSE C.G.S. Strand1. Elementary:

SPED 518Literacy for Diverse Learners: Intensive InterventionSPED 662Internship in Elementary Special Education1. Secondary:

SPED 524Literacy Instruction for Adolescents: Intensive Intervention SPED 427 Career/Transition Planning for AdolescentsSPED 664Internship in Secondary Special Education |

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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 |
| --- | --- | --- | --- |
| Marie Lynch  | Program Director, C.G.S. & M.Ed. in Elementary or 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 |  |  |