# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page (hover over text for more instructions)

|  |  |  |
| --- | --- | --- |
| A.1[. Course or program](#_acknowledge) | **M.Ed. in exceptional learning needs (ELN)** |  |
| Academic Unit | Feinstein School of Education  |  |
| A.2. [Proposal type](#type) | Program: [revision](#revision)  |  |
| A.3. [Originator](#Originator) | Sue Dell/Paul LaCava | [Home department](#home_dept) | Special Education |
| A.4. [Rationale](#Rationale)Additional Information for [new programs](#type) | Focus of Proposal: Program Revision to **add a program concentration**.Purpose: The purpose of this program revision is to:* **ADD** a concentration in Special Education Transition (3 courses: DIS 551, DIS 552, DIS 553), allowing graduate students a third option for expanded study.
* **REPLACE** an existing course (SPED 505) with SPED 451 (Introduction to Transition to Adult Life) to give all M.Ed. in ELN students a base knowledge of transition.

Rationale/Need: Expanded knowledge of evidence-based practices in transition to adult life are needed in Rhode Island and throughout New England. Adding an introduction course (DIS 451) for all students in the M.Ed. in ELN program and specialized classes (already approved as part of the new CGS in Transition for Youth with Exceptionalities) into this program will:* Offer base coursework in transition for all students
* Offers specialized coursework as a new strand.
* Enable graduate students to easily transfer courses upon completion of the CGS to the M.Ed. program.

Proposed Courses: this proposal is requesting the addition of the following four courses:DIS 451: Introduction to Transition to Adult Life (3 credits) [for all students]Courses in New Concentration:DIS 551: Starting the Transition Journey (4 credits)DIS 552: Transition in the Middle Years (4 credits)DIS 553: Completing the Transition Journey (4 credits)  |
| A.5. [Student impact](#student_impact) | The proposed program revision will offer graduate students an option to expand their knowledge related to transition.  |
| A.6. [Impact on other programs](#impact) | Offering course to students in both the CGS and the M.Ed. in Exceptional Learning Needs has the potential to increase course enrollment. |
| 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.)*:  | Existing Special Education. Full Time and Part Time faculty will teach the courses as part of both programs (CGS and M.Ed. in ELN)  |
|  | [*Library*:](#library) | **None** |
|  | [*Technology*](#technology) | **None** |
|  | [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2021** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |

## 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 | Course RequirementsProgram Elective

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
| SPED 503 | Positive Behavior Intervention and Supports | 3 | F (as needed) |
| SPED 505 | Oral and Written Language: Classroom Intervention | 3 | Sp (as needed) |
| SPED 518 | Literacy for Diverse Learners: Intensive Intervention | 4 | Sp |
| SPED 534 | Involvement of Families in Special Education | 3 | F, Sp |
| SPED 648 | Interpreting and Developing Research in Special Education | 3 | F |

CHOOSE A or B belowA. Autism Education

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 561 | Understanding Autism Spectrum Disorders | 3 | F (as needed) |
| SPED 563 | Curriculum and Methodology: Students with Autism | 3 | Sp (as needed) |
| SPED 564 | Building Social and Communication Skills | 3 | Sp (as needed) |

B. Specialized Study in Special Education

|  |  |  |  |
| --- | --- | --- | --- |
|  | THREE COURSES chosen with advisor's consent | 9 |  |

 | Course RequirementsProgram Elective

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
| DIS 451  | Introduction to Transition to Adult Life  | 3 | F |
| SPED 503 | Positive Behavior Intervention and Supports | 3 | F (as needed) |
|  |  |  |  |
| SPED 518 | Literacy for Diverse Learners: Intensive Intervention | 4 | Sp |
| SPED 534 | Involvement of Families in Special Education | 3 | F, Sp |
| SPED 648 | Interpreting and Developing Research in Special Education | 3 | F |

CHOOSE A or B or C belowA. Autism Education

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 561 | Understanding Autism Spectrum Disorders | 3 | F (as needed) |
| SPED 563 | Curriculum and Methodology: Students with Autism | 3 | Sp (as needed) |
| SPED 564 | Building Social and Communication Skills | 3 | Sp (as needed) |

B. Transition for Youth with Exceptionalities

|  |  |  |  |
| --- | --- | --- | --- |
| DIS 551 | Starting the Transition Journey | 4 | Sp |
| DIS 552 | Transition in the Middle Years | 4 | F |
| DIS 553 | Completing the Transition Journey  | 4 | Sp |

C. Specialized Study in Special Education

|  |  |  |  |
| --- | --- | --- | --- |
|  | THREE COURSES chosen with advisor's consent | 9 |  |

 |
| C.5. [Credit count](#credit_count) for each program option | **A. 9 credits****B. 9 credits** | 1. **= 9 credits**
2. **= 12 credits (new)**
3. **= 9 credits**
 |
| C.6. Requirement for thesis, project, or comprehensive exam  |  |  |
| C.7. Program Accreditation |  |  |
| C.8 [Program goals](file:///C%3A/Users/sabbotson/Documents/Curriculum/Program%20goals)Needed for all new programs |  |  |
| C.9. Other changes if any | Total Credit Hours: 32 | Total Credit Hours: 32-35 |

## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Paul LaCava | Program Director of the M.Ed. in Exceptional Learning Needs | Paul LaCava  | 3/5/2021 |
| Paul LaCava | Chair of Special Education | Paul LaCava | 3/5/2021 |
| Jeannine Dingus-Eason | Dean of FSEHD | *Jeannine E. Dingus-Eason* | 3/8/2021 |

##### D.2. [Acknowledgements](#acknowledge):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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