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

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

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| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_acknowledge) | **M.Ed. in Severe intellectual disabilities (SID)** | | | | |  |
| Academic Unit | Feinstein School of Education | | | | |  |
| A.2. [Proposal type](#type) | Program: [revision](#revision) | | | | |  |
| A.3. [Originator](#Originator) | Susan Dell | | [Home department](#home_dept) | | SPED | |
| A.4. [Rationale](#Rationale)  Additional Information for [new programs](#type) | **Requested changes:**   * Change to Admission Requirements * Corrections to Course names/numbers (previously approved changes).   **Rationale for changes**  On September 24, 2020, RI Department of Education made changes to teacher certification that impacted the M.Ed. in SID program. (<https://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-main-page/Certification_Regulations_August2020_Overview.pdf>)  Special Education teacher certifications are now “stand alone” and do not require a general education “base” (i.e., Early Childhood Education, Elementary Education, Middle Level Education, or Secondary Education).  Teachers of students with SID are responsible to teach many content areas. This program revision reflects changes to the M.Ed. in SID program:   * to remove the admission requirement of the general education “base” * add prerequisites to ensure candidates have sufficient knowledge in teaching methods (formerly achieved through their general education base) to be successful teachers of students with complex needs. All applicant transcripts will be reviewed by the program director for prior undergraduate or graduate coursework in four areas: Curriculum and Methods in Teaching Reading, Curriculum and Methods in Teaching Science/Math, Overview of Special Education: Policies/Practice, and Supporting students with behavioral needs. There is flexibility in these courses. Applicants who do not have courswork will be advised as to applicable RIC courses available either at the undergraduate or graduate level that align with these prerequisites. Correct Course Numbers on the plan of study: SPED 435 and SPED 436 are listed as SPED 435W and SPED 436W— an error) | | | | | |
| A.5. [Student impact](#student_impact) | Changes will allow graduate students with a wider range of bachelor’s degrees to enter the M.Ed. in SID program | | | | | |
| A.6. [Impact on other programs](#impact) | Additional students will be taking graduate methods courses in content areas of Mathematics, Reading, Science and Social Studies. | | | | | |
| 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** | | | | |
| 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 |
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| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option | Admission Requirements  1.     A completed application form accompanied by a $50 nonrefundable application fee.  2.     Official transcripts of all undergraduate and graduate course work.  3.     A bachelor’s degree with a minimum cumulative grade point average (G.P.A.) of 3.00 on a 4.00 scale in all undergraduate course work.  4.     Three Candidate Reference Forms accompanied by three letters of recommendation.  5.     A Performance-Based Evaluation.  6.     Completion of SPED 300 and SPED 210 or SPED 310 (or equivalent determined by the Special Education advisor).  7.     An essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.  8.     Documentation of eligibility for RI Certification in one of the following areas of teacher education:  •       Early Childhood Education  •       Elementary Education  •       Middle School Education  •       Secondary Education  9.     An interview may be required. | Admission Requirements  1.     A completed application form accompanied by a $50 nonrefundable application fee.  2.     Official transcripts of all undergraduate and graduate course work.  3.     A bachelor’s degree with a minimum cumulative grade point average (G.P.A.) of 3.00 on a 4.00 scale in all undergraduate course work.  4.     Three Candidate Reference Forms accompanied by three letters of recommendation.  5.     A Performance-Based Evaluation.  6.     Completion of courses that address (determined by the Special Education advisor):   * Curriculum and Methods in Teaching Reading * Curriculum and Methods in Teaching Science/Math. * Overview of Special Education: Policies/Practice * Supporting students with behavioral needs   7.     An essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.  8.     An interview may be required. |
| C.5. [Credit count](#credit_count) for each program option |  |  |
| C.6. Requirement for thesis, project, or comprehensive exam |  |  |
| C.7. Program Accreditation |  |  |
| C.8 [Program goals](file:///C:/Users/sabbotson/Documents/Curriculum/Program%20goals)  Needed for all new programs |  |  |
| C.9. Other changes if any |  |  |

## 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 |
| --- | --- | --- | --- |
| Susan Dell | Program Director of the M.Ed. in Severe Intellectual Disabilities | Susan Dell | 3/5/2021 |
| Paul LaCava | Chair of Special Education | Paul LaCava | 3/5/2021 |
| Jeannine Dingus-Eason | Dean of Feinstein School of Education and Human Development | *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 |
| --- | --- | --- | --- |
| Carolyn Obel-Omia | Chair of Elementary Education | Carolyn Obel-Omia | 3/5/21 |
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