# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page roll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, JUST DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SPED 305: Supporting infants/toddlers with special needs** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |  |
| A.2. [Proposal type](#type) | **Course: creation |** | | | |  |
| A.3. [Originator](#Originator) | **Leslie Sevey/Beth Pinheiro** | [Home department](#home_dept) | **ELED/SPED** | | |
| A.4. [Rationale](#Rationale) | This course will serve as one of the core courses for the proposed new ECED BS Concentration, Birth to Three. Understanding the Context of Care and Education for Infants and Toddlers with special needs is important to the overall knowledge and understanding of a candidate who strives to work with infants, toddlers, and their families. | | | | |
| A.5. [Date submitted](#date_submitted) | **2/8/17** | A.6. [Semester effective](#Semester_effective) | | **Fall 2017** | |
| 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.)*: | This concentration would best be supported by a faculty position with specialization in B-3 special education issues. | | | |
|  | [*Library*:](#library) | NA | | | |
|  | [*Technology*](#technology) | No additional technology, beyond Blackboard, is required | | | |
|  | [*Facilities*](#facilities): | No impact on facilities is expected beyond the availability of classroom space during typical teaching times. | | | |
| A.8. [Program impact](#prog_impact) | This proposed course is one of the core courses within in the proposed new ECED BS Concentration Birth to Three. | | | | |
| A.9. [Student impact](#student_impact) | This proposed course provides content that is not currently available at RIC or in the state. | | | | |
| A.10. The following screen tips are for information on what to do about catalog copy until the new CMS is in place; check the “Forms and Information” page for updates. [Catalog page.](#catalog)  [Where are the catalog pages](#catalog)? [Several related proposals](#catalog)? Do **not** list catalog pages here. **All** catalog copy for a proposal must be contained within a **single** file; put page breaks between sections. Make sure affected program totals are correct if adding/deleting course credits. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if) **DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL within specific categories, but do not delete any of the categories. DO NOT use highlight. Delete this whole page if this proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | SPED 305 |
| B.2. Cross listing number if any |  | NA |
| B.3. [Course title](#title) |  | Supporting Infants/Toddlers with Special Needs |
| B.4. [Course description](#description) |  | Students learn history and current policy regarding special education and early intervention.  Recommended practices and processes to effectively support infants and toddlers with special needs and their families are studied. |
| B.5. [Prerequisite(s)](#prereqs) |  | Admission to the FSEHD ECED Program/Concentration, Birth to Three |
| B.6. [Offered](#Offered) |  | **Fall |**  **Annually** |
| B.7. [Contact hours](#contacthours) |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade |** |
| B.11. [Instructional methods](#instr_methods) |  | **| Lecture | | [Hybrid |](#Hybrid" \o "Only select these if you want the course to be listed in the catalog in this way; this selection means that this course can only be taught in this fashion. Courses that are occasionally hybrid/online only appear that way in the bulletin, not catalog.)** |
| B.12.[Categories](#required) |  | **Required for major/minor** |
| B.13. Is this an Honors course? | **YES | NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **YES | NO |**  **category:** | **NO |**  **category:** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Projects |** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes) | [**Standard(s)**](#standards) | [**How will they be measured**](#measured)**?** |
| --- | --- | --- |
| Students will support families in understanding their rights and responsibilities for infants and toddlers with special needs. | DEC F1-10  RI WKC: FE1; P2 | Homework  In-Class Group work  Final Project |
| Students will demonstrate understanding of the evolution of special education for infants and toddlers and current philosophy, research, policies, and practices relative to infants and toddlers with special needs. | DEC: E1 | Homework  In-Class Group Work |
| Students will know and understand the multiple influences, including disability, on development and learning; and the characteristics of children with special needs. | NAEYC: 1a,b  RI WKC: DL1, 2 | Homework  In-Class Group work  Final Project |
| Students will involve families and communities in their children’s development and learning | NAEYC: 2c  DEC: F1-10  RI WKC: FE1, 2 | Homework  In-Class Group work  Final Project |
| Students will understand the process of evaluation and assessment for infants and toddlers including: methods, purpose and value, and appropriate use of results to guide practice, as well as assessment partnerships with families and professional colleagues. | NAEYC: 3d  DEC: A2, A3, A6, A7, A11, F1-10  DEC INS1-3  RI WKC: A1-8 | Homework  In-Class Group work  Final Project |
| Students will use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for typically and non-typically developing children | DEC E2, E6  NAEYC 1b,1c  RIPTS 4  DEC: INS 1-5; INT 1-5  RI WKC: C3, 4 | Homework  In-Class Group work  Final Project |
| Students will understand their role and active participation in the transition process | DEC: TC 1-5; TR1  RI WKC: P4, 6 | In-Class Group work |
| Students will support families through the transition process from infant/toddler programs to community resources and early childhood programs | DEC: F1-6; TC 1-5; TR 1  RI WKC: FE3 | In-Class Group work |

| B.19. [**Topical outline**](#outline) | |
| --- | --- |
| **SESSION 1** | Welcome  Review of Course Syllabus and other course requirements  Introduction to infants and toddlers with special needs |
| **SESSION 2** | Early Intervention Services for Infants and Toddlers:   * 8 Key Principles of Early Intervention * Early Intervention Process: Referral to Providing Services   Early Intervention Key Components |
| **SESSION 3** | Assessment/ Evaluation, Part 1   * Assessment process and practices in EI * Routines Based Interview * Ongoing Assessment   Engaging Families in the assessment process |
| **SESSION 4** | Assessment/ Evaluation, Part II  Best Practices in infant/toddler assessment  Documenting assessment information in the IFSP |
| **SESSION 5** | Planning and Intervention, Part I   * IFSP Components and writing outcomes * Home based interventions   Group care best practices |
| **SESSION 6** | Supporting Cognitive Development for Infants and Toddlers with Special Needs   * DEC Recommended Practices   Cognitive Development theory, skill development, and supports |
| **SESSION 7** | Supporting Communication Development for Infants/Toddlers with Special Needs   * Typical & Atypical Communication Development * Recognizing and supporting communication delays in Infants/Toddlers   Supporting infants/toddler with hearing loss |
| **SESSION 8** | Supporting physical development for infants/toddlers with special needs   * Typical & Atypical Gross & Fine Motor Development * Sensorimotor development   Using an activity matrix to plan for infants/toddlers with special needs |
| **SESSION 9** | Supporting adaptive and sensory development for infants/toddlers with special needs  Sensory Integration & Dysregulation  Adaptive Skills : Feeding, Eating, Dressing, Toileting  Task Analysis |
| **SESSION 10** | Supporting Social and Emotional Development for Infants/Toddlers with special needs   * Behavioral Concerns and supports * Supporting social and emotional development * Early detection of Autism in Infants/Toddlers   How to create and use visual supports to support behavior |
| **SESSION 11** | Planning and Intervention II: Implementing and Supporting an IFSP in the childcare classroom   * Working with Early Intervention providers to support infants/toddlers * Using IFSP Outcomes to plan for infants/toddlers   Using a planning web to implement IFSP Outcomes |
| **SESSION 12** | Planning and Intervention III: Working with EI and families to support infants/toddlers with special needs   * Understanding and supporting the needs of families with infants/toddlers with special needs   Transition process from EI to preschool programs |
| **SESSION 13** | Final Project Presentations |
| **SESSION 14** | Final Project Presentations |

## D. Signatures

##### D.1. Approvals

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* 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). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* 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 [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Ying Hui | Chair of Special Education |  |  |
| Don Halquist | Dean of FSEHD |  |  |
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##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Patricia Cordeiro | Chair of Elementary Education |  |  |
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