# 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) | **M.Ed in Early Childhood special education** | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| A.2. [Proposal type](#type) | **Program|** [**revision**](#revision)**|** | | | | |  |
| A.3. [Originator](#Originator) | **Kalli Kemp** | | [Home department](#home_dept) | | **Special Education** | |
| A.4. [Rationale](#Rationale)/Context | **The Special Education Department has redesigned 4 special education graduate programs. The purpose of this proposal is to present the redesigned program plan of study. The redesign of Early Childhood Special Education M.Ed. program reflects the changes including: 1) course revision 2) course deletion, and 3) course addition.**  **Course Revision**   * The following courses are revised: SPED 513, SPED 516 * To effectively reflect current research/practice in preparing Early Childhood Special Education (birth-2nd grade) teachers in working with young children with disabilities and their families, and appropriately address the description and content of the courses, the course titles and course descriptions are revised.   **Course Deletion**   * The following courses are deleted: SPED 517, SPED 561 * To ensure teacher candidates have appropriate coursework with a cohesive developmental trajectory and to limit redundancies, the important content of SPED 517 has been embedded into the redesigned course of SPED 513. * Content related to SPED 561 (Autism Spectrum Disorders), is taught in a variety of other courses in the program (e.g. SPED 513, SPED 516). This course is being deleted from the program to limit redundancies of content. SPED 561 is taken by other programs, so is only being deleted by the M.Ed. in Early Childhood Special Education program   **Course Addition**   * The following courses have been added to the program: SPED 503, SPED 515, SPED 615, SPED 616 * SPED 503 has been added to ensure teacher candidates have a strong background in social-emotional learning and positive behavior interventions. Previously SPED 310, a similar undergraduate course, was a prerequisite to the program. B.S. in Early Childhood students took this as a required course. However, in the redesign of the B. S. in Early Childhood program this course was removed. Therefore, it is important that this content be provided to teacher candidates in the M.Ed. in Early Childhood Special Education program. * SPED 515 has been added to ensure teacher candidates have knowledge and skills related to the evaluation and assessment in special education. SPED 515 is similar to a previous course, SPED 415, that is offered as part of the B.S. in Early Childhood program and is a prerequisite to the M.Ed. in Early Childhood Special Education program. SPED 415 is being revised to be more appropriate for candidates in the B.S. in Early Childhood program, however, that requires that the content previously covered in SPED 415 be provided in the M.Ed. in EC SPED program. * SPED 615 and 616 are two 1-credit practicum courses that have been created to run concurrently with SPED 515 and SPED 516 respectively. It is essential that the program create a cohesive and developmental approach to fieldwork. | | | | | |
| A.5. [Student impact](#student_impact) | Positive Impact: the redesigned program will better prepare students with core knowledge/skills and readiness for the field. There are 2 additional credits added to the program, which will impact cost for students. However, the credits remain consistent with other M.Ed. programs in the Special Education Department | | | | | |
| 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.)*: | There might be a need to hire additional faculty to help with the sections. | | | | |
|  | [*Library*:](#library) | The revision of the program admission will not need additional library resources. | | | | |
|  | [*Technology*](#technology) | The revision of the program admission will not need additional technology resources. | | | | |
|  | [*Facilities*](#facilities): | **None** | | | | |
|  | Promotion/ Marketing needs |  | | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall | |  | | |

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 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Program Electives**   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | ONE COURSE in research methods, chosen with advisor’s consent | | 3 | F, Sp | |  |  |  |  | | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | | 3 |  |   **Professional Education Component**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | SPED 513 | | Orientation to the Education of Young Children with Special Needs | | | | 3 | | F, Sp | |  | |  | | | |  | |  | | SPED 516 | | Programs for Young Children with Disabilities | | | | 3 | |  | |  | |  | | | |  | |  | | SPED 517 | | Medical Aspects of Developmental Disabilities | | | | 3 | | Annually | | SPED 525 | | Development of Communication and Movement | | | | 3 | | F, Sp | |  | |  | | | |  | |  | | SPED 544 | | Families in Early Intervention Programs: Essential Roles | | | | 3 | |  | |  | | | |  |  | | | SPED 561 | | Understanding Autism Spectrum Disorders | | | | 3 | | Annually | |  |  | | |  |  | | |  |  | | |  | |  | | | |  | |  | | SPED 668 | | Internship in Inclusive Early Childhood | | | | 3 | | Annually | | SPED 669 | | Internship in Early Intervention | | | | 3 | | Annually |  |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  |  |  |  | | | **Professional Education Component**   |  |  |  | | --- | --- | --- | | ONE COURSE in research methods, chosen with advisor’s consent | | **3** | | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | | **3** | |  | | **Professional Education Component** | | | | SPED 513 | Characteristics/Needs of Young Exceptional Children | 3 | |  |  |  | | SPED 503 | Positive Behavior Interventions: Students with Disabilities | 3 | | SPED 515 | Early Childhood Developmental Screening and Assessment | 3 | | SPED 516 | Individualized Interventions for Young Exceptional Children | 3 | |  |  |  | | SPED 525 | Development of Communication and Movement | 3 | | SPED 544 | Families in Early Intervention Programs: Essential Roles | 3 | | SPED 615 | Assessment Practicum: Early Childhood Special Education | 1 | | SPED 616 | Intervention Practicum: Early Childhood Special Education | 1 | | SPED 668 | Internship in Inclusive Early Childhood | 3 | | SPED 669 | Internship in Early Intervention | 3 | |
| C.5. [Credit count](#credit_count) for each program option | Total Credit Hours: 30 | Total Credit Hours: 32 |
| C.6. Requirement for thesis, project, or comprehensive exam |  |  |
| C.7. Other changes if any |  |  |

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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](mailto: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 |
| --- | --- | --- | --- |
| Kalli Kemp | Program Director of Early Childhood Special Education M.Ed. |  |  |
| Ying Hui-Michael | Chair of Special Education Department |  |  |
| Gerri August/Julie Horwitz | Dean of 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 |
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