# 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) | SPED 513: Characteristics/Needs of Young Exceptional Children **All courses are in the Early Childhood Special Education Program** | | | | |  |
| [Replacing](#Ifapplicable) | SPED 513: Orientation to the Education of Young Children with Special Needs | | | | |  |
| A.2. [Proposal type](#type) | **Course: revision** | | | | |  |
| A.3. [Originator](#Originator) | **Kalli Kemp** | | [Home department](#home_dept) | | **Special Education** | |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to**   * **Revise the course titles and descriptions for SPED 513 to more accurately describe revisions made to the content of the courses.** * **SPED 513 has been updated to include important content from a proposed deleted course, SPED 517. See course deletion proposal for more details.** | | | | | |
| A.5. [Student impact](#student_impact) | **Positive impact is expected as course titles will provide students a clearer understanding of course topics.** | | | | | |
| A.6. Impact on other programs | **Students from two other programs may take these courses (M.Ed. in Early Childhood may take either SPED 513 and SPED 516, M.Ed in Severe Intellectual Disabilities may take SPED 513). Positive impact is also expected as course titles will provide students a clearer understanding of course topics.** | | | | | |
| 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.)*: | **No impact noted.** | | | | |
|  | [*Library*:](#library) | **No impact noted.** | | | | |
|  | [*Technology*](#technology) | **No impact noted.** | | | | |
|  | [*Facilities*](#facilities): | **No impact noted.** | | | | |
|  | Promotion/ Marketing needs | **Promotional materials will be required to communicate updated program and course information.** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall | |  | | |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | SPED 513 | SPED 513 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | Orientation to the Education of Young Children with Special Needs | Characteristics/Needs of Young Exceptional Children |
| B.4. [Course description](#description) | The entire range of disabilities that become manifest during the period from birth to six is examined. Emphasis is on a delineation of the population, methods, and criteria for early identification. | The range of disabilities that manifest during the period from birth to six is examined. Emphasis is placed upon understanding characteristics, needs, medical considerations, identification, legal/ethical principles, and service approaches. |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  | |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| Gain a fundamental understanding of the physical and physiologic basis of childhood disabling conditions, biological and environmental factors that may influence both pre- and post-natal development, and to understand the implications of disabilities and medical conditions for growth, development, and learning over time | (RIPTS 3, 4; CEC 1; Equity) | Online Assignments |
| Gain understanding about the contemporary medical diagnostic and intervention techniques pertaining to these conditions, and to gain understanding about the value and limitations of information provided by medical specialists in terms of developing effective intervention and treatment plans | (RIPTS 7, 11; CEC 1, 6, 7; Equity) | Online Assignments |
| Gain understanding of the association between early life experiences and brain architecture. | (RIPTS 3; CEC 1; Equity) | Online Assignments |
| Gain understanding of conceptual frameworks for identifying and defining infants and preschool children with disabilities and vulnerabilities in early intervention and early childhood special education programs*.* | (RIPTS 11; CEC 1, 4; Equity, Data-Based Instruction) | Conceptual Paper |
| Gain understanding of contemporary literature pertaining to the effectiveness of programs for established conditions, biologically vulnerable, and environmentally vulnerable children and families | (RIPTS 11; CEC 6; Equity) | Concept Paper  Online Assignments |
| Gain understanding of the philosophical foundations, legal, ethical, and policy issues related to service delivery and programming for young children with disabilities and their families | (RIPTS 11; CEC 6; Equity) | Concept paper  Online Assignments |
| Gain understanding of how medical conditions and disability may impact family priorities, resources, and needs, and to understand how family background, culture, resources, priorities, and values may impact service delivery and decision-making for young children with disabilities and their families | (RIPTS 7, 11; CEC 1, 6; Equity) | Concept paper  Online Assignments |
| Gain understanding about the value and importance of interdisciplinary diagnosis and treatment, and to demonstrate competency and confidence in effectively communicating with a variety of service providers on behalf of the children in their classrooms and programs | (RIPTS 7, 11; CEC 4, 6, 7; Equity) | Concept paper  Online Assignments |
| Gain basic understanding of adaptations and assistive technology that may be used to support the development, independence, and access of young students with exceptionalities and their families, and develop understanding of available resources and transdisciplinary collaboration to support the implementation of assistive technology | (RIPTS 7, CEC 5, Technology) | Online Assignments |
| Gain understanding of the ways in which young children with disabilities initiate and show interests or preferences, and develop skills in responding and supporting other caregivers to respond to these preferences and interests. | (RIPTS 3, 4, 8, CEC 1, Equity) | Online Assignments |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Introduction to Special Education    1. History    2. Legal Issues    3. IDEA – Part B and Part C    4. Referral and Evaluation Process    5. Ethical Issues 2. Developmental Disabilities    1. Fetal Development and Typical Development in the First Years    2. Brain Development    3. Risk    4. Resiliency    5. Causes – Biological and Environmental 3. Prematurity    1. Characteristics, Needs, Causes    2. Identification/Diagnosis    3. Treatment Approaches 4. Sensory Impairments    1. Vision Impairments    2. Hearing Impairments    3. Characteristics, Needs, Causes    4. Identification/Diagnosis    5. Treatment Approaches 5. Physical Disabilities    1. Cerebral Palsy    2. Spina Bifida    3. Muscular Dystrophy    4. Health Impairments    5. Characteristics, Needs, Causes    6. Identification/Diagnosis    7. Treatment Approaches 6. Autism Spectrum Disorder    1. Characteristics, Needs, Causes    2. Identification/Diagnosis    3. Treatment Approaches 7. Developmental Delay and Intellectual Disability    1. Characteristics, Needs, Causes    2. Identification/Diagnosis    3. Treatment Approaches 8. Emotional and Behavior Disorders    1. Characteristics, Needs, Causes    2. Identification/Diagnosis    3. Treatment Approaches 9. Speech and Language Impairment    1. Characteristics, Needs, Causes    2. Identification/Diagnosis    3. Treatment Approaches 10. Collaboration     1. Working with families     2. Working with medical professionals     3. Working with outside agencies     4. Working with related service providers     5. Services/Resources available in Rhode Island 11. Supporting Young Children with Disabilities     1. Adapting the Learning Environment     2. Developing Independence     3. DEC Recommended Practices of Environment 12. Supporting Young Children with Disabilities     1. Identifying interests, preferences, and initiations of young children with disabilities     2. Supporting positive, reciprocal relationships and interactions     3. DEC Recommended Practices of Interaction |

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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. Program |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Gerri August or Julie Horwitz | Co-Deans of FSEHD |  |  |

##### 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 |
| --- | --- | --- | --- |
| Sue Dell | Program Director of Severe Intellectual Disabilities M.Ed. Program |  |  |
| Mary Ellen McGuire-Schwartz | Program Director of Early Childhood Education M.Ed. Program |  |  |