# graduate COMMITTEE curriculum PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page Scroll over blue text to see further [instructions](#bookmark=id.3fwokq0)

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| --- | --- | --- |
| A.1. [Course or program](#bookmark=id.gjdgxs) | **SPED 515** |  |
| [Replacing](#bookmark=id.3znysh7)  |  |
| A.2. [Proposal type](#bookmark=id.2et92p0) | **Course: revision**  |
| A.3. [Originator](#bookmark=id.3dy6vkm) | **Beth Pinheiro** | [Home department](#bookmark=id.1t3h5sf) | **Special Education** |
| A.4. [Rationale](#bookmark=id.4d34og8)/Context | **The purpose of this proposal is to provide appropriate language within the course description. In Rhode Island and within the broader field of special education, there is a movement away from the term “disability”.** **Additionally, this proposal will change the prerequisite requirement and semester the course will be offered.** |
| A.5. [Student impact](#bookmark=id.1v1yuxt) | **N/A** |
| A.6. Impact on other programs | **N/A** |
| A.7. [Resource impact](#bookmark=id.4f1mdlm) | [*Faculty PT & FT*](#bookmark=id.2s8eyo1):  | **N/A** |
| [*Library*:](#bookmark=id.17dp8vu) | **N/A** |
| [*Technology*](#bookmark=id.3rdcrjn) | **N/A** |
| [*Facilities*](#bookmark=id.26in1rg): | **N/A** |
| Promotion/ Marketing needs  | **N/A** |
| A.8. [Semester effective](#bookmark=id.2u6wntf) | **Spring 2020** | A.9. Rationale if sooner than next fall | **RIDE will expect to see the changes made throughout our program during our Spring, 2020 accreditation visit.** |

B. [NEW OR REVISED COURSES](#bookmark=id.19c6y18):

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|  | Old ([for revisions only](#bookmark=id.3tbugp1) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#bookmark=id.35nkun2)  |  |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.1ksv4uv)  |  |  |
| B.4. [Course description](#bookmark=id.44sinio)  | Interdisciplinary assessment procedures and development of IEPs are covered. Emphasis is placed on assessment strategies that are used to develop responsive and meaningful programs for families and children with disabilities. | Interdisciplinary assessment procedures and development of IEPs are covered. Emphasis is placed on assessment strategies that are used to develop responsive and meaningful programs for families and children with exceptionalities. |
| B.5. [Prerequisite(s)](#bookmark=id.2jxsxqh) | Graduate status, SPED 513, or consent of program advisor. | Graduate status or consent of program advisor. |
| B.6. [Offered](#bookmark=id.28h4qwu) | **Fall**  | **Spring**  |
| B.7. [Contact hours](#bookmark=id.3j2qqm3)  |  |  |
| B.8. [Credit hours](#bookmark=id.1y810tw) |  |  |
| B.9. [Justify differences if any](#bookmark=id.4i7ojhp) |  |
| B.10. [Grading system](#bookmark=id.nmf14n)  |  |  |
| B.11. [Instructional methods](#bookmark=id.2xcytpi) |  |  |
| B.12.[Categories](#bookmark=id.1ci93xb) |  |  |
| B.13. [How will student performance be evaluated?](#bookmark=id.3whwml4) |  |  |
| B.14. [Redundancy with, existing courses](#bookmark=id.2bn6wsx) |  |  |
| B. 15. 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 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.

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| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#_heading=h.37m2jsg) | Date |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Beth Pinheiro | Coordinator ECSE M.Ed. |  |  |
| Jeannine Dingus-Eason | Dean of FSEHD |  | Tab to add rows |

##### D.2. [Acknowledgements](#bookmark=id.2grqrue): 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.

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| Name | Position/affiliation | [Signature](#bookmark=id.vx1227) | Date |
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