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

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

|  |  |  |
| --- | --- | --- |
| A.1[. Course or program](#_acknowledge) | **SPeD 461 Understanding autism spectrum disorders** |  |
| [Replacing](#Ifapplicable)  | **to Cross-list with SPED 561 Understanding autism spectrum disorders** |  |
| Academic Unit | School of Education  |  |
| A.2. [Proposal type](#type) | Numbering revision to cross-list |  |
| A.3. [Originator](#Originator) | Holly L. Shadoian, Vice Provost Undergraduate Affairs  | Academic Affairs |  |
|  | Paul LaCava, chair | Special Education |  |
| A.4. [Rationale](#Rationale)Additional Information for [new programs](#type) | Holly Shadoian, Vice Provost for Undergraduate Affairs, Jayashree Nimmagadda, interim Dean of the School of Social Work and Alema Karim, interim dean of the School of Business are preparing a UCC proposal to create a new degree program. The Bachelor of General Studies (BGS) degree will be an online adult degree completion program delivered primarily as a cohort-based model using a split semester plan (two seven-week sessions per semester). The program is limited to adults 25 years and older with 24-45 earned college credits and a minimum of five years of documented comprehensive work experience and/or military training.One of the two concentrations that will be offered is Social Services. The initial target recruitment group for this concentration will be staff working in 22 community provider agencies in Rhode Island, most of whom have some college but no bachelor’s degree. This presents the opportunity for career advancement. Michael Andrade, adjunct faculty in SSW, is part of the Social Services concentration planning group and also serves as the Executive Director of one of those agencies. He indicated a need for staff to learn more about autism. **This proposal requests** that an existing course (SPED 561) be cross-listed as SPED 461. SPED 461 will be a course in the Social Services concentration in the Bachelor of General Studies (BGS) degree. The syllabus will clearly state the difference in the requirements for undergraduates taking SPED 461 vs. graduate students taking SPED 561. If approved by the Graduate Committee, SPED 461 will be a required course in the Social Services concentration of the BGS degree.We suggested cross-listing this graduate course to Jeannine Dingus-Eason, Dean of the School of Education and Paul LaCava, chair of the Special Education Department, both of whom support this request. It may appear that SPED 461 could be a popular elective for students in special education rather than being restricted to BGS Social Services students. There are two key reasons for not doing so. At least initially, we want to preserve the cohort model for the BGS with designated sections for all program requirements. The second is that special education students have a 9-semester program with no electives and 131-147 required credits. |
| A.5. [Student impact](#student_impact) | **Will enable students in the Bachelor of General Studies, concentration in Social Services) to gain exposure to the study of autism disorders which will be beneficial for career advancement.** |
| A.6. [Impact on other programs](#impact) | **None** |
| 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.)*:  | **A section of this course will be needed no earlier than fall 2022 for a cohort group and will need an instructor willing to teach the course online in a split semester format (7-week course). The section should be restricted to BGS students if at all possible. Existing special education faculty (full time and/or adjunct) will teach this course.**  |
|  | [*Library*:](#library) |  |
|  | [*Technology*](#technology) |  |
|  | [*Facilities*](#facilities): |  |
| A.8. [Semester effective](#Semester_effective) | **Fall 2021** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |

## B. NEW OR REVISED COURSES

|  | Old ([for revisions only](#Revisions)) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 561** |  |
| B.2. Cross listing number if any | **Create cross-listing with SPED 461** | **SPED 461** |
| B.3. [Course title](#title)  | **Understanding Autism Spectrum Disorders** | **Understanding Autism Spectrum Disorders** |
| B.4. [Course description](#description)  |  | The learning style and characteristics of autism spectrum disorders are examined. Techniques are developed for understanding and working with persons who have an autism spectrum diagnosis and their families. |
| B.5. [Prerequisite(s)](#prereqs) |  | **Restricted to students in the B.G.S. Social Services program who have completed at least 60 credits.****Students cannot receive credit for both SPED 461 and SPED 561.** |
| B.6. [Offered](#Offered) | Fall  | Fall  |
| B.7. [Contact hours](#contacthours)  | 3 | 3 |
| B.8. [Credit hours](#credits) | 3 | 3 |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  | Letter grade  | Letter grade |
| B.11. [Instructional methods](#instr_methods) |  | Same as for SPED 561  |
| B.11.a [Delivery Method](#instr_methods) |  | Distance learning, split semester (7 weeks)  |
| B.12.[Categories](#required) |  | Required for program  |
| B.13. [How will student performance be evaluated?](#performance) |  | The syllabus will clearly state the difference in the requirements for undergraduates taking SPED 461 vs. graduate students taking SPED 561.  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

| B.16. [Course learning outcomes](#outcomes): | [Professional organization standard(s)](#standards), if relevant  | [How will each outcome be measured?](#measured) |
| --- | --- | --- |
| Describe the associated characteristics of ASD |  | Outcomes measured by class participation, development of resource list, class research project and final exam |
| State the medical and behavioral features of the disorder |  |  |
| Understand the process and the content of screening and diagnosis |  |  |
| Understand the impact of the core and associated characteristics of ASD on family dynamics and functions |  |  |
| Demonstrate knowledge of reflective practices and implications for communicating and collaborating with families who have an individual diagnosed with an Autism Spectrum Disorder |  |  |
| Describe the associated characteristics of ASD |  |  |
| State the medical and behavioral features of the disorder |  |  |
| Understand the prevalence rates in today’s society |  |  |
| Develop a list of resources that provide information for individuals, families, and professionals about ASD |  |  |
| State the criteria used to diagnose the continuum of Autism Spectrum disorders as identified by the most current version of the Diagnostic and statistical Manual (DSM) and individuals with Disabilities Education Act (IDEA) |  |  |
| Understand the prevalence rates in today’s society |  |  |
| Understand the process and the content of screening and diagnosis |  |  |
| Describe the history and evolution of the Autism diagnosis |  |  |
| Understand the impact of the core and associated characteristics of ASD on family dynamics and functions |  |  |
| Demonstrate knowledge of reflective practices and implications for communicating and collaborating with families who have an individual diagnosed with an Autism Spectrum Disorder |  |  |

| B.17. [Topical outline](#outline)**Class 1**Introductions, Review of SyllabusOverview of Autism Spectrum DisordersThe History of and Evolution of the Autism Diagnosis**Class 2**Qualitative Impairment in Social Interaction**Class 3**Qualitative Impairment in Social Interaction**Class 4**Qualitative Impairment in Communication**Class 5**Restricted, Repetitive and Stereotyped Patterns of Behavior, Interests and Activities**Class 6**Intelligent Lives movie**Class 7**Sensory Impairments**Class 8**Cognitive Impairments (central coherence, academic issues)Executive Function Issues**Class 9**Eligibility and Services under the Individuals with Disabilities Education Act (IDEA)**Class 10**Book Review: Curious Incident of the Dog in the Night**Class 11**Working with Families**Class 12**Class Research Presentations**Class 13**Final Exam |
| --- |
| Cross listing of an existing course so the topical outline, outcomes and syllabus will be the same.  |

## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | Shadioan[Signature](#_Signature) | Date |
| --- | --- | --- | --- |
| Paul LaCava | Chair, Special Education  | Paul LaCava | 2/18/2021 |
| Holly L. Shadoian | Vice Provost, Undergraduate Affairs  |  | 2/15/21 |
| Jeannine Dingus-Eason | Dean of the Feinstein School of Education and Human Development |  | 2/17/21 |

##### 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 |
| --- | --- | --- | --- |
| Jayashree Nimmagadda | Interim Dean School of Social Work | Via email to Graduate Committee chair | 2/16/21 |
| Michael Andrade | Adjunct faculty and Director of the Nonprofit Studies Certificate Program | Via email to Graduate Committee chair | 2/17/21 |
| Tamecka Hardmon | Director of Records | Tamecka Hardmon - virtual signature | 2/18/21 |