



Name: Anna Luci Wymer

Submission Date: 11/14/2014



Organization: Admin Affairs & Graduate Education

Course Catalog Update[<< Go back to Course Catalog Update form](#)**Print**

Course Catalog Update Information:

STU0004

Reference Number: CCU007817**Date:** 23-OCT-14**Level:** 2.00 of 2.00**Currently On The Worklist Of:** Catherine Hackney,
chackne1**Owner:** Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data
Change type: Revise
Faculty member submitting this proposal: Sanna Harjusola Webb
Requested Effective Term: 201580
Campus: Kent
College: EH-Education, Health and Human Services
Department: LDES-Lifespan Development and Educational Sciences
Course Subject: SPED-Special Education
New Course Subject:
Course Number: 63955
New Course Number:
Course Title: TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN
Title Abbreviation: TYPICAL/ATYP DEV YNG CHLD
Slash Course and Cross-list Information: SPED 63955+SPED 73955
Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:
Attributes
Is this course part of the LER, WIC or Diversity requirements: No
If yes, course attributes: 1. 2. 3.
Can this course be repeated for credit: No Repeat
Course Limit:
OR Maximum Hours:
Course Level: Graduate
Grade Rule: B-Standard letter
Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture 2. 3.
Credit by Exam: N-Credit by exam-not approved
Prerequisites & Descriptions
Current Prerequisite/Corequisite/Catalog Description: (Cross-listed with ECED 60160) Overview of typical/atypical development pathways age 3 to grade 3 including: theories of behavior, implications of atypical development on play/learning, early childhood development within ecological framework. Prerequisite: Graduate standing.
Catalog Description (edited): Overview of typical and atypical development pathways from birth to grade 3 including: theories of behavior, implications of atypical development on play, learning, early childhood development within ecological framework. Prerequisite: Graduate standing.
Prerequisites (edited): Graduate standing
Corequisites (edited):
Registration is by special approval only: No
Content Information
Content Outline:

Content Hours per Course Topic	Topic Description
5	Studying young children with and without disabilities
5	Historical Perspectives of Child Development
10	Developmental Sequences
10	Pedagogical Sequences
10	Logical Sequences
5	Research Synthesis

[Display/Hide Delimited Course Outline](#)

Total Contact Hours: 45

Textbook(s) used in this course: Course will utilize readings from multiple resources.

Writing Expectations: Writing expectations include assignments, quizzes, and a final paper.

Instructor(s) expected to teach: Ching-I Chen

Instructor(s) contributing to content: Sanna Harjusola Webb

Proposal Summary

Explain the purpose for this proposal:

The purpose of the proposal is to remove the cross listing for the previously cross listed course between the ECED and SPED (early childhood special education) program areas. The slashed course system is no longer implemented between the two schools, and faculty do not align content as intended 20 years ago. The description of the course was updated to reflect a wider age range to be covered in the course from birth to age 8 instead of 3 to 8. Early Intervention is a critical piece of early childhood special education.

Explain how this proposal affects program requirements and students in your unit:

No impact.

Explain how this proposal affects courses, program requirements and student in other units:

The ECED program will teach their course as usual without co-scheduling.

Explain how this proposal affects enrollment and staffing:

No impact. SPED faculty will staff the SPED section. ECED will staff the ECED section.

Units consulted (other departments, programs or campuses affected by the proposal):

ECED faculty endorse the removal or the cross listing.

Revisions made to form (if applicable):

- | | |
|--|--|
| <input type="checkbox"/> Course Content | <input type="checkbox"/> Number |
| <input type="checkbox"/> Credit by Exam | <input type="checkbox"/> Prerequisites |
| <input type="checkbox"/> Credit Hours | <input type="checkbox"/> Schedule Type |
| <input checked="" type="checkbox"/> Cross-Listed / Slash | <input type="checkbox"/> Subject |
| <input checked="" type="checkbox"/> Description | <input type="checkbox"/> Title |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Title Abbreviation |
| <input type="checkbox"/> Grade Rule | <input type="checkbox"/> Writing-Intensive (WIC) |
| <input type="checkbox"/> Liberal Education Requirement (LER) | <input type="checkbox"/> Other |

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

-

Comments:

Date	User	Comment
11/13/2014	Susan M. Augustine	Approved per Mary Dellmann-Jenkins 11-13-2014

History:

Date	User	Status
11/13/2014	Susan M. Augustine	Approved
11/13/2014	Sanna M Harjusola-Webb	Submitted



Name: Anna Luci Wymer

Submission Date: 11/14/2014



Organization: Admin Affairs & Graduate Education

Course Catalog Update[<< Go back to Course Catalog Update form](#)[Print](#)

Course Catalog Update Information:

STU0004

Reference Number: CCU007799**Date:** 22-OCT-14**Level:** 2.00 of 2.00**Currently On The Worklist Of:** Catherine Hackney,
chackne1**Owner:** Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data
Change type: Revise
Faculty member submitting this proposal: Sanna Harjusola Webb
Requested Effective Term: 201580
Campus: Kent
College: EH-Education, Health and Human Services
Department: LDES-Lifespan Development and Educational Sciences
Course Subject: SPED-Special Education
New Course Subject:
Course Number: 73955
New Course Number:
Course Title: TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN
Title Abbreviation: TYPICAL/ATYP DEV YNG CHLD
Slash Course and Cross-list Information: SPED 63955+SPED 73955
Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:
Attributes
Is this course part of the LER, WIC or Diversity requirements: No
If yes, course attributes: 1. 2. 3.
Can this course be repeated for credit: No Repeat
Course Limit:
OR Maximum Hours:
Course Level: Graduate
Grade Rule: B-Standard letter
Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture 2. 3.
Credit by Exam: N-Credit by exam-not approved
Prerequisites & Descriptions
Current Prerequisite/Corequisite/Catalog Description: (Cross-listed with ECED 60160 and SPED 63955) Overview of typical/atypical development pathways age 3 to grade 3, including theories of behavior implications of atypical development on play/learning, early childhood development within ecological framework. Prerequisite: Doctoral standing.
Catalog Description (edited): Overview of typical and atypical development pathways from birth to grade 3, including theories of behavior implications of atypical development on play, learning, early childhood development within ecological framework. Prerequisite: Doctoral standing.
Prerequisites (edited): Doctoral standing
Corequisites (edited):
Registration is by special approval only: No
Content Information
Content Outline:

Content Hours per Course Topic	Topic Description
5	Studying young children with and without disabilities
5	Historical Perspectives of Child Development
10	Developmental Sequences
10	Pedagogical Sequences
10	Logical Sequences
5	Research Synthesis

[Display/Hide Delimited Course Outline](#)

Total Contact Hours: 45

Textbook(s) used in this course: Course will utilize readings from multiple resources.

Writing Expectations: Writing expectations will include assignments, quizzes, and a final APA style research synthesis and a manuscript style paper.

Instructor(s) expected to teach: Ching-I Chen

Instructor(s) contributing to content: Sanna Harjusola Webb

Proposal Summary

Explain the purpose for this proposal:
 The purpose of the proposal is to remove the cross-listing for the previously cross-listed course between the ECED and SPED (early childhood special education) programs. The slashed course system is no longer implemented between the two schools, and faculty do not align content as it was originally the intention behind the cross listing 20 years ago. The description of the course was updated to reflect a wider age range to be covered in the course from birth to age 8 instead of 3 to 8. Early Intervention is a critical piece of early childhood special education.

Explain how this proposal affects program requirements and students in your unit:
 No impact.

Explain how this proposal affects courses, program requirements and student in other units:
 The ECED program will teach their course as usual without cross-listing implications.

Explain how this proposal affects enrollment and staffing:
 No impact. SPED will staff the SPED course.

Units consulted (other departments, programs or campuses affected by the proposal):
 ECED faculty endorse the removal of the cross-listing.

Revisions made to form (if applicable):

<input type="checkbox"/> Course Content	<input type="checkbox"/> Number
<input type="checkbox"/> Credit by Exam	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Schedule Type
<input checked="" type="checkbox"/> Cross-Listed / Slash	<input type="checkbox"/> Subject
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Title
<input type="checkbox"/> Diversity	<input type="checkbox"/> Title Abbreviation
<input type="checkbox"/> Grade Rule	<input type="checkbox"/> Writing-Intensive (WIC)
<input type="checkbox"/> Liberal Education Requirement (LER)	<input type="checkbox"/> Other

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