

**KEENE STATE COLLEGE  
2008-2009 COURSE PROPOSAL FORM**

**DATE OF SUBMISSION: 9/22/08**

**SPONSORING PROGRAM AND CHAIR:**

Education Department, Dottie Bauer, Chair, 8-2864, [dbauer@keene.edu](mailto:dbauer@keene.edu)

**PROPOSAL SPONSOR:**

Steve Bigaj, 8-2872, [sbigaj@keene.edu](mailto:sbigaj@keene.edu)

**PROPOSED ACTION:** Underline or boldface proposed changes.

Course Addition	<b>Number Change</b>	Title Change	Credit
Change			
Description Change	<b>Prerequisite Change</b>	Course Deletion	
Course Replacement	Other:		

**CURRENT COURSE NUMBER, TITLE and DESCRIPTION:**

**EDUCSP 501 Foundations in Special Education  
3 credits**

Historical perspectives, trends, impacts of legislation and school contexts on the evolving field of special education, K - 12; learning theory, styles, and differences including language and psychological processing; characteristics of students with exceptional learning needs, and implications for assessment, instruction, curriculum accommodations and modifications within a continuum of services. Corequisite: EDUCSP 502; Summer

**PROPOSED COURSE NUMBER and/or TITLE:  
Abbreviated Course Title, if necessary:**

EDUCSP 601 Foundations in Special Education  
Short Title: Foundations Special Ed.  
3 credits

## **PROPOSED COURSE DESCRIPTION:**

Historical perspectives, trends, impacts of legislation and school contexts on the evolving field of special education, K - 12; learning theory, styles, and differences including language and psychological processing; characteristics of students with exceptional learning needs, and implications for assessment, instruction, curriculum accommodations and modifications within a continuum of services. Corequisite: EDUCSP 602; Summer

## **LEARNING OUTCOMES:**

1. Demonstrate an understanding of the models, principles and theories that form the basis for special education practice.
2. Knowledge of the Laws, policies, and ethical principles regarding behavior management planning and implementation.
3. Understand the relationship of special education to the organization and function of educational agencies.
4. Understand the rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
5. Knowledge of the issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
6. Knowledge of issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.
7. Understand family systems and the role of families in the educational process.
8. Knowledge of historical points of view and contribution of culturally diverse groups.
9. Understanding of the impact of the dominant culture on shaping schools and the individuals who study and work in them.
10. Knowledge of the potential impact of differences in values, languages, and customs that can exist between the home and school.

## **RATIONALE:**

*This course update reflects the new course numbering system for the M.Ed. Special Education certification program. The course was previously at the 500 level for use in the Post-Baccalaureate Special Education (PB SPED) program. The PB SPED program will be deleted and this course will be utilized in the certification component in the new M.Ed. Special Education certification program. The 600 level course numbering system is used for all graduate level courses.*

**RESOURCES:** No additional resources required, this course is currently taught by program or adjunct faculty.

**ADVISORY OPINIONS:**

Secondary Education Programs