

**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 502 Curriculum and Instructional Design  
3 credits**

Designing curriculum, instructional strategies and selecting educational strategies to create learning environments and address transition for individuals with exceptional learning needs (ELN). Adaptations to the general curriculum and alternative teaching approaches in K-12 settings in order to integrate and facilitate independence for individuals with ELN will be addressed. Corequisite: EDUCSP 501; Summer

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

EDUCSP 602 Curriculum and Instructional Design  
Short Title: Curriculum and Instruction  
3 credits

## **PROPOSED COURSE DESCRIPTION:**

Designing curriculum, instructional strategies and selecting educational strategies to create learning environments and address transition for individuals with exceptional learning needs (ELN). Adaptations to the general curriculum and alternative teaching approaches in K-12 settings in order to integrate and facilitate independence for individuals with ELN will be addressed. Corequisite: EDUCSP 601; Summer

## **LEARNING OUTCOMES:**

1. Understand the field of special education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education;
2. Become familiar with different models of collaboration amongst families and colleagues and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth;
3. Understand the role of special educators in facilitating instructional planning in a collaborative context, including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies;
4. Demonstrate how special educators can actively create learning environments for individuals with exceptional learning needs (ELN) that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of students with ELN. Students will also demonstrate how they can shape environments to encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy;
5. Critically examine curricular materials and approaches as they relate to skill acquisition and mastery of reading, written language and mathematics;
6. Become familiar with instructional technologies used to support instructional planning and individualized instruction;
7. Develop the knowledge and skills to possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs (ELN);
8. Select, adapt, and use instructional strategies to promote challenging learning results in general and special education curricula and to appropriately modify learning environments for individuals with exceptional learning needs.
9. Demonstrate knowledge of strategies to facilitate integration into various settings
10. Understand how to teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.
11. Demonstrate knowledge of strategies to facilitate maintenance and generalization of skills across learning environments.
12. Demonstrate an understanding of strategies that promote successful transitions for individuals with exceptional learning needs.

**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: