

**COURSE MODIFICATION PROPOSAL**

PROGRAM AREA SPECIAL EDUCATION

**SPED 541 Foundations of Special Education (3) (2)**

**1. Catalog Description of the Course.** Ethical standards, professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families. Models, theories and practices that form the basis for special education practice. History of special education and contributions of culturally diverse groups. Development of professional perspective that reflects status of special education services in society. (Graded ABC/NC).

**2. Mode of instruction**

	<u>Existing</u>				<u>Proposed</u>		
	<u>Units</u>	<u>Hours Per Unit</u>	<u>Benchmark Enrollment</u>		<u>Units</u>	<u>Hours per Unit</u>	<u>Benchmark Enrollment</u>
Lecture	<u>  3  </u>	<u>  1  </u>	<u> 25 </u>	Lecture	<u>  2  </u>	<u>  1  </u>	<u> 25 </u>
Seminar	<u>      </u>	<u>      </u>	<u>      </u>	Seminar	<u>      </u>	<u>      </u>	<u>      </u>
Laboratory	<u>      </u>	<u>      </u>	<u>      </u>	Laboratory	<u>      </u>	<u>      </u>	<u>      </u>
Activity	<u>      </u>	<u>      </u>	<u>      </u>	Activity	<u>      </u>	<u>      </u>	<u>      </u>

**3. Course Content in Outline Form if Being Changed.** [Be as brief as possible, but use as much space as necessary]

Ethical standards of the special education profession  
 Professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families.  
 INTRODUCTION OF Key models for the provision of special education services  
 Major theories of educating children with special needs  
 INTRODUCTION OF professionally defensible practices in special education  
 History of special education services to students with mild through severe disabilities  
 Contribution of culturally diverse individuals and groups to special education practice  
 Professional philosophy and portfolio development

**4. References.** [Provide 3-5 references on which this course is based and/or support it.]

Karen L. Freiberg (Editor) (2002) **Annual Editions: Educating Exceptional Children 03/04.** Guilford, CT: McGraw-Hill/Dushkin.

CEC Public Policy Unit (1999). **IDEA 1997: Let's Make It Work, (3<sup>rd</sup> Ed.)**. Arlington: VA: Council for Exceptional Children.

Council For Exceptional Children. (2002). **Code of Ethics for Educators of Persons with Exceptionalities.** <http://www.cec.sped.org/ps/code.html#1> accessed January 8, 2003.

**5. Indicate Changes and Justification for Each.** [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

- Course title
- Prefix/suffix
- Course number
- x Units
- Staffing formula and enrollment limits
- Prerequisites/corequisites

- Catalog description
- Course content
- References
- GE
- Other

It is proposed that SPED 541 be changed from a 3 unit to a 2 unit course to better fit the needs of the students in the special education credential program. During the instruction of this course we found that much of the content (models of service and professionally defensible practices) was being taught and reviewed in related courses. Additionally, we have moved the portfolio development portion of the course to another SPED course. Reducing the hours in SPED 541 will also provide additional time for students to synthesizing information from the program.

**6. If this modification results in a GE-related change indicate GE category affected:**

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Life Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

**7. Consultation**

Attach consultation sheets from all program areas, Library, and others (if necessary)

**8. If this course modification will alter any degree, credential, certificate, or minor program in your program attach a program modification.**

Jill Leafstedt 12/5/03  
 Proposer of Course Modification Date