

# Northern Marianas College

## CURRICULUM ACTION REQUEST

ED 315: Inclusive Practices for Students with Special Needs

**Effective Semester/Session: Fall, 2011**

**Type of Action:**

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

**Course Alpha and Number: ED 315**

**Course Title: Inclusive Practices for Students with Special Needs**

**Reason for initiating, revising, or canceling:**

This course guide provides an update for the new textbook.

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Roy Greenland  7/13/11  
Proposer Date

Roy Greenland  7/13/11  
Department Chair Date

Barbara Merfalen  7/13/11  
Dean of Academic and Student Programs and Services Date

**Northern Marianas College  
Course Guide****Course:** ED 315 Inclusive Practices for Students with Learning Problems**1. Department:** Education**2. Purpose:**

Law and current best practices require that all students be educated in an appropriate and supportive learning environment. Theories of inclusion combine with the legal requirement of educating students in the least restrictive environment. This means that every classroom will include students with disabilities, students who are gifted and talented, students who are at risk for school failure, and students who are linguistically or culturally diverse. To meet the needs of this diverse student population, all teachers need to be educated in methods and practices to effectively teach and adapt instruction for this wide array of students in the general education classroom. In addition, general and special educators must learn how to work collaboratively and be supportive of each other in order to better serve their students. This course will give prospective teachers the tools and knowledge they need to educate all students, particularly those with exceptional learning needs, by describing effective strategies and practices, their rationale, and how to implement them.

**3. Description:****A. Required Textbook:**

Smith, Polloway, Patton, and Dowdy. *Teaching Students with Special Needs in Inclusive Settings*. 6<sup>th</sup> Edition. Boston: Pearson, 2012.  
Readability Level: 12.

**B. Contact Hours:**

1. Lecture: 3 hours per week – 45 hours per semester
2. Lab: None
3. Other: None

**C. Credits:**

1. Number: 3
2. Type: Regular degree units

**Northern Marianas College  
Course Guide****Course:** ED 315 Inclusive Practices for Students with Learning Problems**D. Catalogue Course Description:**

ED 315 provides a detailed review of legal provisions, characteristics of, and classroom strategies for students who are considered (1) at-risk for failure, (2) gifted and talented, (3) linguistically or culturally diverse, and (4) having a disability. The Individuals with Disabilities Act (IDEA) requires the inclusion of all students with a disability in the least restrictive environment. This course provides a framework for collaboration and the team approach. It teaches skills general education teachers should possess to adapt instruction, manage behavior, promote social acceptance, and use assistive technology. And, it defines several categories of students with disabilities and teaches methods and strategies for educating students in the four (4) categories listed above. (Fall and Spring)

**E. Degree or Certificate Requirements Met by Course:**

This is a required course for all elementary education majors.

**F. Course Activities and Design:**

This course incorporates short lectures, discussions, videos, small group activities, student projects and presentations, written assignments, student in-class participation, school/teacher visits, and a midterm and a final exam.

**4. Course Prerequisites; Concurrent Course Enrollment;  
English/Mathematics Proficiency Levels:**

Prerequisites include passing all core course and general education requirements and ED 300 with a grade of "C" or better, or permission from the instructor and the Director of the School of Education.

**5. Estimated Cost of Course; Instructional Resources Needed:**

Cost to Student: Tuition and textbook

Cost to College: Salary of instructor, A-V equipment and use, photocopying, and instructional materials.

Instructional materials include computers and software, Smart Board and accessories, NMC internet, CRC materials, projector, and photocopied materials.

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Course Guide****Course:** ED 315 Inclusive Practices for Students with Learning Problems**6. Method of Evaluation:**

NMC's grading and attendance policies will be followed. Students will be given a letter grade as described below:

A = Excellent:	Grade points – 4.0
B = Above Average:	Grade points – 3.0
C = Average:	Grade points – 2.0
D = Below Average:	Grade points – 1.0
F = Failure:	Grade points – 0.0

**7. Course Outline:**

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Introduction to Exceptional Individuals
  - 1.1 Success of all students in the general education classroom
  - 1.2 Collaboration and the team approach
  - 1.3 Special students, special needs
- 2.0 Skills for the General Education Teacher
  - 2.1 Adapting instruction
  - 2.2 Managing classroom behavior
  - 2.3 Promoting social acceptance
  - 2.4 Coordinating the classroom learning environment
  - 2.5 Teaching with classroom technologies
- 3.0 Methods for Teaching Students with Disabilities
  - 3.1 Teaching students with learning disabilities and ADHD
  - 3.2 Teaching students with intellectual disabilities
  - 3.3 Teaching students with behavioral disorders
  - 3.4 Teaching students with communication disorders
  - 3.5 Teaching students with ASD
  - 3.6 Teaching students with physical and health impairments
  - 3.7 Teaching students with visual and hearing impairments
- 4.0 Methods for Teaching Students with Other Needs in General Education
  - 4.1 Teaching students who are gifted and talented
  - 4.2 Teaching students who are culturally and linguistically diverse
  - 4.3 Teaching students who are at risk for school failure

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**8. Instructional Goals:**

This course will introduce students to:

- 1.0 Exceptional individuals education
- 2.0 Skills for the general education teacher
- 3.0 Methods and strategies for teaching students with disabilities
- 4.0 Methods and strategies for teaching students with other special needs

**9. Student Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- 1.0 Explain the developmental levels of exceptional individuals
- 2.0 Describe and demonstrate skills strategies needed by general education teachers for teaching exceptional individuals
- 3.0 Describe methods for teaching students with other needs in the general education classroom

**10. Assessment Measures:**

- 1.0 Attendance
- 2.0 Participation
- 3.0 Homework assignments
- 4.0 Presentations on disabilities and assistive technologies
- 5.0 Group participation and presentations
- 6.0 Quizzes
- 7.0 Examinations