

**Northern Marianas College**  
**CURRICULUM ACTION REQUEST**

Course: ED 316: Foundations of Special Education

**Effective Semester / Session:** Fall 2011

**Type of Action:**

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

**Course Alpha and Number:** ED 316

**Course Title:** Foundations of Special Education

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

This will be the initial offering of this course, which is required for all SOE students pursuing an emphasis in Special Education.

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Roy Greenland  7/13/11

Proposer \_\_\_\_\_ Date

Roy Greenland  7/13/11

Acting Department Chair \_\_\_\_\_ Date

Barbara Merfalen  8-8-11

Dean of Academic Programs and Services \_\_\_\_\_ Date

# Northern Marianas College

## Course Guide

Course: ED 316: Foundations of Special Education

**1. Department**

School of Education

**2. Purpose**

This upper-division course provides a thorough grounding in the history, pedagogy, and techniques of teaching and working with children with special educational needs in an inclusive school environment.

**3. Description**

**A. Required/Recommended Textbook(s) and Related Materials**

Required

Mastropieri, M.A., & Scruggs, T.E. (2010). *Inclusive Classroom, The: Strategies for Effective Instruction*. (4<sup>th</sup> ed.). Upper Saddle River, NJ; Pearson Publishing.

Readability level: Grade 12

**B. Contact Hours**

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:** n/a
3. **Other:** n/a

**C. Credits**

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

**D. Catalogue Course Description**

This class is designated to provide the student with a through grounding in the unique needs and abilities of individuals with various disabilities, including mild to moderate mental retardation (MR), learning disability (LD), behavioral disorders (BD), attention deficit hyperactivity disorder (ADHD) and physical and other health impairments (OHI). Includes assessment, instruction, and instructional design as well as establishing and maintaining case records. Also, development of Individualized Education Plans (IEPs) and use of assessment data to design goals and objectives. Communication and consultation with teachers, families, students, administrators, and agencies as well as directing and monitoring activities of paraprofessionals, aids, volunteers, and peer tutors and modifying curriculum and instruction to accommodate student needs. Prerequisites: Acceptance into Teacher Candidacy Program, or the permission of the Director of School of Education, EN 202, and Math Placement Level 132. (Fall and Spring)

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

This course is a required course for the B.S. Degree in Education with an emphasis in Special Education.

### **F. Course Activities and Design**

Course activities include, but are not limited to; lectures, discussions, chapter presentations, article reflections, thematic/integrated unit planning, viewing relevant VHS/DVD tapes, small/large group projects, periodic quizzes and tests, and a final exam.

### **4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**

Prerequisites: **Completion of ED300 and ED315 or current enrollment.**

English Placement Level: **EN202**

Math Placement Level: **MA132**

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

Cost to the Student: Tuition for a 3-credit course and cost of required textbook(s) and/or supplements.

Cost to the College: Instructor's salary and benefits.

Instructional resources needed for this course include standard classroom materials and supplies such as whiteboard, whiteboard markers, Smart Board and accessories, TV/VCR/DVD equipment, VHS/DVD tapes, AV equipment, computer, Internet, CRC materials, photocopied materials, flip-chart papers, permanent markers, multicolored construction papers, library books, and other resources as needed.

### **6. Method of Evaluation**

Student grades will be based on the regular letter grade system 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.

NMC's grading and attendance policies will be followed.

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### 7. Course Outline

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

- 1.0 Developing an IEP
  - 1.1 Curriculum Modification
  - 1.2 Developing an Effective Lesson Plan
  
- 2.0 Identifying and Programming for Student Need
  - 2.1 Definition and characteristics of Specific Disabilities
  - 2.2 Assessment of Students
  - 2.3 Academic Standards
  - 2.4 Teaching Students with Attention Deficit and Hyperactivity Disorders
  - 2.5 Teaching Students with Learning Disabilities
  - 2.6 Teaching Students with Emotional and Behavior Disorders
  - 2.7 Teaching Students with Intellectual Disabilities
  - 2.8 Teaching Students with Sensory Impairments
  - 2.9 Teaching Students with Traumatic Brain Injury and other Low-Incidence Disabilities
  - 2.10 Teaching Students with Communication Disorders
  - 2.11 Teaching Students Who Are Gifted and/or Talented
  - 2.12 Teaching Students Who Are at Risk
  
- 3.0 Classroom Organization and Management
  - 3.1 Guiding Principles of Classroom Management
  - 3.2 Components of Classroom Management and Organization
  - 3.3 Collaboration with School and Home
  
- 4.0 Inclusive Education
  - 4.1 Effective Inclusive Practices
  - 4.2 Legal Rights and Responsibilities
  - 4.3 Role of School Personnel in Inclusion
  - 4.4 Cultural Considerations
  - 4.5 Facilitating School and Family Involvement
  - 4.6 Types of collaboration in the School
  
- 5.0 Teaching Students with Special Needs
  - 5.1 Determining the Curricular Needs of Students
  - 5.2 Social Integration

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- 5.3 Instructional Adaptations
- 5.4 Grading Practices
- 5.5 Para-Educators, General Educators and Parents
- 5.6 Methods for Student Participation in Learning
- 5.7 Requirements Related to Transition Planning for Students with Disabilities

- 6.0 Effective Instruction
  - 6.1 Role of Special Education Teacher
  - 6.2 Role of General Education Teacher
  - 6.3 Inclusive Education

### 8. Instructional Goals

This course will introduce students to:

- 1.0 Developing an IEP
- 2.0 Identifying and Programming for Student Need
- 3.0 Classroom Organization and Management
- 4.0 Inclusive Education
- 5.0 Teaching Students with Special Needs
- 6.0 Effective Instruction
- 7.0 Effective Inclusion and Collaboration with School and Family
- 8.0 Identification and Programming for Student Needs

### 9. Student Learning Outcomes

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

- 1.0 Apply learning theory to assessment, instruction, and instructional design for a variety of disabilities to include: mild to moderate mental retardation, learning disability, behavioral disorders, and physical and other health impairments.
- 2.0 Establish and maintain case records for students with a variety of disabilities.

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- 3.0 Apply learning theory to assessment, instruction, and instructional design for a variety of disabilities to include: mild to moderate mental retardation, learning disability, behavioral disorders, and physical and other health impairments.
  - 4.0 Establish and maintain case records for students with a variety of disabilities.
  - 5.0 Identify appropriate and comprehensive assessment data to design goals and objectives for a variety of disabilities.
  - 6.0 Write technically and educationally appropriate Individualized Education Program (IEP) plans for a variety of disabilities.
  - 7.0 Construct instruction and other professional activities consistent with the requirements of law, rule, regulations, policy, and procedure for a variety of disabilities
  - 8.0 Communicate and consult with teachers, families, students, administrators, and agencies to explain the assessment process, goals, teaching strategies, and curriculum activities for a variety of disabilities.
  - 9.0 Demonstrate how to support parents in understanding their child's strengths and needs and how they affect his or her performance in school and the community.
  - 10.0 Direct and monitor the activities of paraprofessionals, aides, volunteers, and peer tutors in working with children with a variety of designated disabilities to include: mild to moderate mental retardation, learning disability, behavioral disorders and physical/other health impairments.
  - 11.0 Modify curriculum and instruction to accommodate student needs.
- 10. Assessment Measures**  
Assessment of student learning may include, but not be limited to, the following:
- 1.0 Class participation;
  - 2.0 Whole and small group discussions and projects;

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- 3.0 Homework, writing, and research assignments and exercises;
- 4.0 Oral and visual presentations;
- 5.0 Chapter Quizzes; and
- 6.0 A midterm and final exam.