

# Northern Marianas College

## CURRICULUM ACTION REQUEST

Course: ED 401: Teaching Methods in Special Educaion

**Effective Semester / Session:** Fall 2011

**Type of Action:**

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


**Course Alpha and Number:** ED 401

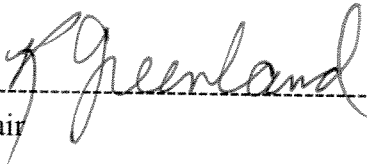
**Course Title:** Teaching Methods in Special Education

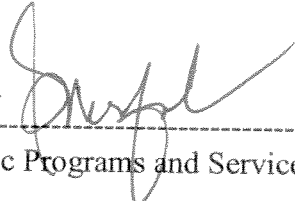
**Reason for initiating, revising, or canceling:**

New course scheduled to run Fall 2011; required for all ED majors.

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Roy Greenland  7/13/11  
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Proposer Date

Roy Greenland  7/13/11  
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Department Chair Date

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

# Northern Marianas College

## Course Guide

Course: ED 401: Teaching Methods in Special Education

### 1. Department

School of Education

### 2. Purpose

This upper-division course provides an in-depth overview of methods used to educate special education students within an inclusive setting so as to meet both their academic and social needs.

### 3. Description

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

Required

Polloway, E.A., Patton, J.R., and Serna L. (2008). *Strategies for Teaching Learners with Special Needs*. (9th 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:**
3. **Other:**

#### C. Credits

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

#### D. Catalogue Course Description

Provides an overview of methods to educate special education students while meeting their academic and social needs. Includes methods of teaching students in the special education resource room and the general education inclusive classroom environments. Methods of collaboration with general education teachers and parents discussed. Setting up the classroom for optimal management of the learning environment and student success. Also methods to construct and carry out an effective lesson plan and develop an Individualized Education Plan (IEP). (Fall and Spring)

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

This course is a required course for the B.S. Degree in Education.

# Northern Marianas College

## Course Guide

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### 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.**

English Placement Level: **EN202**

Math Placement Level: **MA 132**

Admission to Teacher Candidacy Program or School of Education permission is required before enrolling in this course.

### 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.

### 7. Course Outline

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

# Northern Marianas College

## Course Guide

**Course:** ED 401: Teaching Methods in Special Education

- 1.0 Teaching Learners with Special Needs
  - 1.1 Special Education in an era of Inclusion
  - 1.2 Strategies for Collaboration
  - 1.3 Strategies for Curriculum Development, Effective Instruction, and Classroom Adaptations
  - 1.4 Strategies for Classroom Management and Behavioral Support
  
- 2.0 Teaching Methods for Content Areas
  - 2.1 Spoken Language
  - 2.2 Reading Recognition
  - 2.3 Reading Comprehension
  - 2.4 Written Language
  - 2.5 Mathematics
  - 2.6 Science and Social Studies
  - 2.7 Creative Arts: Visual, Music, Dance, and Drama
  
- 3.0 Critical Skills
  - 3.1 Study Skills
  - 3.2 Social Competence and Self-determination
  - 3.3 Functional Academics and Career Development
  - 3.4 Transition Across the School Years

### 8. Instructional Goals

This course will introduce students to:

- 1.0 Basic elements of inclusion and collaboration
- 2.0 Strategies of curriculum development, effective instruction, and classroom adaptations and management
- 3.0 Particular strategies for teaching academic, life, and social skills to learners with special needs

### 9. Student Learning Outcomes

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

- 1.0 Participate in the design, implementation and assessment of individualized education programs.

# Northern Marianas College

## Course Guide

**Course:** ED 401: Teaching Methods in Special Education

- 2.0 Implement and manage strategic instruction that develops the abilities of students with special needs.
  - 3.0 Create and maintain a learning climate that supports the development of students' abilities.
  - 4.0 Demonstrate methods to increase independence in student's participation in their own learning, including the use of relevant assistive technology.
  - 5.0 Explain collaboration with colleagues, para educators and parents to enhance student learning.
  - 6.0 Use inclusive practices in enhancing student learning.
  - 7.0 Address educational, physical, mental, social, cultural, and community differences among learners.
  - 8.0 Use strategies that are appropriate to students' developmental level and connect to real life situations.
- 10. Assessment Measures**  
Assessment of student learning may include, but not be limited to, the following:
- 1.0 Class participation;
  - 2.0 Small group discussions;
  - 3.0 Oral and visual presentations;
  - 4.0 Writing assignments and exercises;
  - 5.0 Chapter Quizzes;
  - 6.0 Small and Whole group projects;
  - 7.0 Homework;
  - 8.0 Independent research; and
  - 9.0 A midterm and final exam.