

Northern Marianas College

CURRICULUM ACTION REQUEST

Course: ED315 Inclusive Practices for Students with Special Needs

Effective Semester / Session: Spring 2023

Type of Action:

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

Course Alpha and Number: ED315

Course Title: Inclusive Practices for Students with Special Needs

Reason for initiating, revising, or canceling:

The reason for modifying this course guide is to comply with the schedule for periodic course guide review. Substantive changes were made to the following sections: Purpose, Description: Required/Recommended Textbook(s) and Related Materials, Course Activities, Course Outline, Instructional Goals, Student Learning Outcomes, and Assessment Measures of Student Learning Outcomes.

Dr. Randy Yates



11 Dec 22

Proposer

Date

Director Roland Merar



Dec 12, 2022

Academic Unit Head

Date

Adam Walsh



12.02.22

Language & Format Review Specialist

Date

Ajani Burrell



12.9.2022

Academic Council Chair

Date

LTC Clement Bermudes, US Ret.



Dec 12, 2022

Dean of Academic Programs and Services

Date

Northern Marianas College

Course Guide

Page: 2

Course: ED315 Inclusive Practices for Students with Special Needs

1. Department

School of Education

2. Purpose

Laws and current educational practices require that all students be educated in an appropriate and supportive learning environment. Theories of inclusion combine with the legal requirement of educating all students in the least restrictive environment. Every classroom could include students with disabilities, students who are gifted and talented, students who are at risk of 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 one another in order to better serve their students. This course will give prospective teachers the tools and knowledge they need to educate all students in the least restrictive environment, particularly those with exceptional learning needs, by describing effective strategies and practices, their rationale, and how to implement them.

3. Description

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

Required:

Hardman, M.L., Egan, M. W., Drew, C.J. *Human Exceptionality: School, Community and Family*. 12th Edition. Cengage. 2017.

Recommended: None

B. Contact Hours

1. **Lecture:** 3 per week / 45 per semester
2. **Lab:** None
3. **Other:** None

C. Credits

1. **Number:** 3
2. **Type:** Regular Degree Credits

D. Catalog 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) as potentially 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: ED315 Inclusive Practices for Students with Special Needs

course provides a framework for collaboration and the team approach to teaching. This course teaches skills general education teachers should possess to adapt instruction, manage behavior, promote social acceptance, and use assistive technology. The course also defines several categories of students with disabilities and teaches methods and strategies for educating students in the four (4) categories listed above. Prerequisite: Granted Provisional Teacher Candidacy or permission of the School of Education director (Offered Fall and Spring)

E. Degree or Certificate Requirements Met by Course

This is a required course for all concentrations in Bachelor of Science Degree in Education.

F. Course Activities and Design

This course incorporates lectures, discussions, videos, demonstration, assigned projects, activities, presentations, course attendance and participation, forums, review of educational tools to reinforce learning and teaching, legal and ethical issues regarding exceptional students, research, and assessment.

4. Course Prerequisite(s); Concurrent Course Enrollment

Prerequisites: passing all core course and general education requirements and ED300 with a grade of "C" or better, or permission from the instructor and Director of the School of Education.

Concurrent Course Enrollment: None

Required English/Mathematics Proficiency Level(s)

English Placement Level: None

Mathematics Placement Level: None

5. Estimated Cost of Course; Instructional Resources Needed

Tuition for a 3-credit hour course and instructional fee.

Cost to the College: Instructor's salary, A-V equipment and use, photocopying, and instructional resources.

Instructional resources needed for this course include: NMC Internet, CRC materials, and projector.

6. Method of Evaluation

Students will be evaluated based upon the completion of goals and objectives as indicated in all assignments set by the School of Education faculty member:

1.0 Attendance/Participation

2.0 Presentations

Northern Marianas College

Course Guide

Page: 4

Course: ED315 Inclusive Practices for Students with Special Needs

3.0 Observations

4.0 Reflections

5.0 Assignments

6.0 Quizzes

7.0 Examinations

NMC's and SOE's grading and attendance policies will be followed.

Course: ED315 Inclusive Practices for Students with Special Needs

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 Students
 - 1.1 Success of all students in the general education classroom
 - 1.2 Collaboration and the team approach
 - 1.3 Exceptional students and 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 technology

- 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 Autism Spectrum Disorder
 - 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 of school failure

Course: ED315 Inclusive Practices for Students with Special Needs

8. Instructional Goals

The course will introduce students to:

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

Course: ED315 Inclusive Practices for Students with 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 students;
- 2.0 Demonstrate skills and strategies needed by general education teachers for teaching exceptional students;
- 3.0 Describe methods for teaching students with other needs in the general education classroom; and
- 4.0 Explain how to collaborate with administrators, educators, and parents.

10. Assessment Measures of Student Learning Outcomes

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Projects/Homework;
- 2.0 Quizzes/Exams;
- 3.0 Presentations; and
- 4.0 Research Assignments.










ED315 Spring 2023

Final Audit Report

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