

NEW COURSE PROPOSAL

PROGRAM: SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM

1. Catalog Description of the Course.

EDSS 560. ACCESS TO LEARNING: SPECIAL NEEDS LEARNERS (2)

Two hours lecture/discussion per week

Prerequisite: Admission to the Single Subject Credential Program.

This course focuses on methods and techniques for identifying and teaching students with special needs, culturally diverse, and gifted and talented students, and the unique issues associated with integrating students with special needs in secondary settings.

2. Mode of Instruction.

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

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements)

This course is a required course in the Single Subject Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

Students who successfully complete this course will be able to:

1. Identify the methods and techniques for identifying students with special needs and gifted and talented students in middle and secondary schools;
2. Identify methods and strategies for teaching students with special needs and gifted and talented students in middle and secondary schools;
3. Demonstrate the use of universal design strategies to meet the needs of students with disabilities;
4. Participate in the design and implementation individual educational plans that reflect appropriate cultural and linguistic sensitivity.
5. Examine the scheduling, content learning, grading, and other issues specific to students with special needs in secondary school settings.

4. Is this a General Education Course YES NO

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. Course Content in Outline Form.

Characteristics of students with learning and behavior problems in secondary schools

Mainstreaming special education students in secondary schools
Identifying students with special needs and gifted and talents in secondary schools
Strategies and methods for teaching students with special needs and gifted and talents in secondary schools
Developing an individualized education program
Features of effective instruction for students with special needs in secondary schools
Scheduling, grading, and other secondary issues for students with disabilities
Curricula and teaching strategies in oral language, reading, writing, mathematics, content area learning and study skills
Designing and planning instruction for students with disabilities who are culturally and linguistically diverse
Transition planning and life skills education
Coordinating instruction, collaborating, and co-teaching.

6. References.

Orkwis, R. (1999). *Curriculum Access and Universal Design for Learning*. Arlington, VA: The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC). <http://ericec.org/digests/e586.html>. Accessed January 8, 2003.

Jorgensen, C. M. (1998). *Restructuring High Schools for All Students: Taking Inclusion to the Next Level*. Baltimore, MD: Paul H. Brookes.

7. List Faculty Qualified to Teach This Course.

Joan Karp

8. Frequency.

a. Projected semesters to be offered: Fall X Spring X Summer

9. New Resources Required.

None.

10. Consultation.

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

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

Joan Karp
Proposer of Course

January 8, 2003
Date