

**NEW COURSE PROPOSAL**

PROGRAM: SPECIAL EDUCATION

**1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

**SPED 544. INCLUSIONARY TEACHING METHODS (2)**

Two hours of lecture per week

Prerequisite: SPED 345, EDUC 510, EDUC 512, ENGL 475

Admission to Education Specialist: Mild / Moderate Disabilities Credential Program.

Co-requisite: SPED 570

This course prepares students to teach collaboratively with general education teachers. Students explore the advantages and disadvantages of inclusion service delivery models used in schools for students with disabilities. Students learn how to modify curriculum, use teaching techniques and design and implement individual instructional plans for students with disabilities in general education settings. They learn models and strategies for collaborating and consulting with general education teachers.

**2. Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>2</u>	<u>1</u>	<u>20</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) *[Use as much space as necessary]*

Students who successfully complete this course will be able to:

- Compare and contrast the pro's and con's of various service delivery models for students with disabilities in resource programs
- Describe the difference between core curriculum and intervention based curriculum
- Identify the roles and responsibilities of a special education teacher working in the general education setting.
- Demonstrate the use of curriculum modifications for students with disabilities in the general education classroom.
- Demonstrate the ability to modify core curriculum textbooks for students with disabilities.
- Collaborate with a general education teacher to develop adapted curricular materials.

**4. Is this a General Education Course**                      **NO**

**5. Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

**Sample course outline:**

1. Course Introduction: what is inclusion?
2. Service delivery models for resource programs
3. Models of curriculum for students with disabilities
4. Collaborative teaching
5. Curricular adaptations and modifications in Math
6. Curricular adaptations and modifications in Language Arts
7. Modifying text books for students with disabilities

**6. References.** [Provide 3 - 5 references on which this course is based and/or support it.]

Mastropieri, Margo and Scruggs, Thomas (2003). *The Inclusive Classroom, Strategies for Effective Instruction* 2<sup>nd</sup> Edition.

Heward, Willian, L. (2003). Ten Faulty notions about teaching and learning that hinder the effectiveness of special education. *The Journal of Special Education* , 36, 186-205.

Kame'enui, Carnine, Dixon, Simmons, Coyne (2002). *Effective Teaching Strategies that Accomodate Diverse Learners* 2<sup>nd</sup> Edition.

**7. List Faculty Qualified to Teach This Course.**

Special Education Faculty

**8. Frequency.**

a. Projected semesters to be offered: Fall  Spring \_\_\_\_\_ 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.

Jill Leafstedt

12/01/03

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Proposer of Course

Date