

(1)

K O W A N C O L L E G E
C U R R I C U L U M C O M M I T T E E

PROPOSAL TITLE: New Course: Teaching in Inclusive Classrooms CE01-900

UNDERGRADUATE GRADUATE CREDIT HOURS

SPONSOR(S): Co-Teach Program Committee

DEPARTMENT & TELEPHONE# Interdisciplinary / 4750

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

| STEP #1 (DEPARTMENT) | STEP #2 (RECEIPT) | STEP #3 (SCHOOL) |
|---|--|---|
| <input checked="" type="checkbox"/> APPROVED/DATE: <input type="checkbox"/> NOT APPROVED/DATE: <u><i>C. J. Buson</i></u> DEPT. CURRICULUM CHR. | SCC# <u>96-97-122</u> DATE RECEIVED: <u>3-12-97</u> | REVIEWED DATE: <u>1/2/97</u> <input type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <input checked="" type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS: |
| <input checked="" type="checkbox"/> REVIEWED/DATE: <u>3/10/97</u> <u><i>C. J. Buson</i></u> DEPT. CHR. | <u><i>Ronald J. Goshen</i></u> SENATE CURRICULUM CHR. | <u><i>[Signature]</i></u> SCHOOL COMMITTEE CHR. |

STEP #4 (ACADEMIC DEAN) COMMENTS:

RECOMMEND

NOT RECOMMEND

CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL *[Signature]*

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 10/22

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 10/22/97

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:
F. Reeves

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 1-22-98 APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) 1-29-98

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE *F. Reeves*

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED _____

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS _____

FACULTY LOAD HOURS _____

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) _____

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST *C. J. M. [Signature]*

10/7/98

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED *11/7/98*

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR *Robert A. [Signature] 11/27/98*

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

Transmittal 1/11/99

Course Proposal

1. Details

- a. Course Title: Teaching in Inclusive Classrooms
- b. Sponsor: Co-Teach Committee: Sharon Bianco, Christy Faison, Cindi Hasit, Jay Kuder, Janet Moss, and Margaret Tannenbaum
- c. Credit Hours: 4 S.H.
- d. Course Level: Senior
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Matriculation in the major in Collaborative Education and completion of Instructional Planning and Collaboration, Instructional Implementation and Collaboration
- g. Suggested time and scale of implementation: Spring 2000
- h. Adequacy of the present staff and resources, library facilities: All current resources are adequate or can be provided through currently existing mechanisms. Departments will have to be compensated to reassign faculty to teach this course.

2. Rationale:

Recent changes in the relationship between regular and special education require that all teachers be aware of the special learning needs of children with disabilities. More and more, children with disabilities are being included in regular education classrooms. This course is designed to prepare students in the Collaborative Education major and Co-Teach certification program to teach, manage, and evaluate children with special needs.

In this course students will learn about recent changes in the special-regular education relationship; the impact of specific disabilities on learning and behavior; the rationale for inclusive education; academic management modifications for students with special needs, assessment and grading of children with special needs, and issues in the management of children with special needs.

Instruction will consist of lecture, videotapes, text and additional readings, simulations, discussion, and in-class presentations. Students will be responsible for developing and implementing instructional and/or behavior management modifications and in their field experience.

As part of the course, students will be placed in a field experience that is at a different grade level from that in which they were placed in the Fall semester. These classrooms will be regular education classrooms that include children with special needs.

3. Essence of the Course

a. Objectives

Students will:

- (1) explain the rationale for inclusive education for children with special needs
- (2) describe the impact of specific disabilities on learning and behavior
- (3) describe procedures for effective collaborative consultation
- (4) develop suggestions for managing the behavior of students with behavior problems

- (5) identify and adapt instructional methods and materials for students with disabilities
- (6) describe how instruction can be individualized for students with special learning needs
- (7) develop appropriate instructional modifications in a variety of curricular areas
- (8) interpret and develop IEP objectives
- (9) describe procedures for evaluating and grading students with disabilities
- (10) develop instructional plans that incorporate technology in the instruction of students with special needs
- (11) effectively prepare for the inclusion of students with special needs

B. Topical Outline

- (1) Rationale for Inclusion: history of services for children with special needs
 - mainstreaming
 - inclusion
 - least restrictive environment
 - in-class support
- (2) Students with Special Needs: Impact of specific disabilities on learning and behavior
 - dyslexia
 - ADHD
- (3) Collaborative teaming
 - planning
 - problem-solving
- (4) Collaborative teaching models
- (5) Managing Diverse Classrooms
 - learning communities
 - self-management
- (6) Instructional adaptations for students with special needs
 - memory difficulties
 - attention deficits
 - poor organization skills
- (7) Individualizing instruction
 - peer tutoring
 - cooperative learning
 - learning centers
 - computer-aided instruction

(8) Adapting Instruction in the content areas

English
Math
Science
Social Studies

(9) Enhancing Study Skills

(10) Adapting evaluation and grading procedures

(11) Teaching students with severe and physical disabilities

Instructional planning
Enhancing socialization

(12) Helping students enhance their social skills

(13) Using technology to enhance instruction

(14) Preparation for inclusive education

children
parents
teachers

c. Evaluation and Grading of Students

(1) **Group project:** Students will be organized into groups. Each group will be responsible for developing, implementing, and reporting on instructional techniques in one area of the curriculum (language arts, content areas, behavior management, study skills, social skills). The group will make a presentation (approximately 30 minutes) to the class and prepare a brief (3–5 page) paper reporting their results.

(2) **Interactive Case Study:** The class will be provided with a case study of a student with special needs. Students will develop objectives, instructional methods, and assessment procedures that are appropriate for the case. The instructor will read the response and return it to the student with a further problem described. The student will respond to this problem and return it to the instructor.

(3) **Examinations:** There will be two exams. These will include multiple choice and short answer questions as well as case studies to which students will respond.

(4) **Field Assignments:** Field assignments will include *observation* of teaching in the classroom and development of a *unit plan* that includes provisions for students with

special needs.

Grades will be based on the projects and the exams.

d. Course evaluations

Students will be asked to provide feedback to the instructor about the course. A survey that is designed specifically for this course will be developed to evaluate whether the course goals have been accomplished. This survey will be distributed at the end of the course.

The course will also be evaluated through student evaluations, through systematic Co-Teach program evaluations, and by review of national accrediting agencies such as NCATE, CEC and IRA.

e. Learning Outcomes Assessment

The student's Unit Plan will become part of their portfolio. A sample of the portfolios will be evaluated each year by the Co-Teach program committee. Recommendations for course changes will be made by the committee.

Catalog Description

Teaching in Inclusive Classrooms

Prerequisites: Matriculation in the major in Collaborative Education and completion of :
Instructional Planning and Collaboration, and Instructional Implementation and
Collaboration

This course is designed to enable students in the Collaborative Education major and the Co-Teach certification program to develop and implement methods for teaching, managing, and evaluating children with special needs. Students will learn about the impact of specific disabilities on learning and behavior, the rationale for inclusive education, and academic adaptations for children with special needs. Students will be responsible for developing and implementing instructional and/or behavior management adaptations and reporting on these to the class.