

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Introduction to Special Education **Alpha Number:** SPED 260 **CIP No.** 13.0101

Type of Action:

☐ New Course (attach narrative justification for course creation)

☒ Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:

☐ Change in number of credit hours

☐ Change in prerequisite

☒ Substantive change in course content

☒ Change to SLOs

☐ Other:

☒ Non-substantive Revision

Select all that apply:

☐ Change in Alpha Number or Title (unless letter abbreviation has not previously been used)

☐ Edit to course description that does not alter the substance of the course

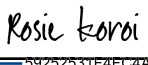
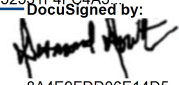
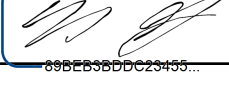
☒ Change to recommended texts

☒ Other: changes in contact hours from 48 to 45

☐ Reinstitution of Archived Course (attach narrative justification for re-institution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).

☐ Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence).

Approvals:

	Name	Signature DocuSigned by:	Date
Department Chair	Rosie Koroi	 59252531F4FC2A3 DocuSigned by:	3/12/2025
Curriculum Committee Chair	Desmond Doulatram	 8A4E9FDD06E14D5...	3/13/2025
Dean of Academic Affairs	Edward Alfonso	 DocuSigned by:	3/14/2025
VPASA	Dr. Elizabeth Switaj	 DocuSigned by: 10085117A61E4C5... 69BE635DDC23453...	3/14/2025

CMI COURSE OUTLINE

CIP No. 13.01.01
SPED 260

Version No. 2
Introduction to Special Education

Alpha Number

Course Title

Previous Alpha Number:

Course Description:

Examines the concept of the Least Restrictive Environment (LRE) for Special Education students in elementary and high schools. Identifies disabilities prevalent in Micronesia and practical methods of instruction necessary to effectively teach students with disabilities in mainstream/general education classrooms within the framework of the principles of Individuals with Disabilities Education Act (IDEA).

Course originally prepared by: Education Department

March 2009

Most recent revision by:

Mellessia Crawford

Education Department

March 2025

Course mode(s): ☒ Face to Face (including Zoom) ☒ Hybrid ☒ Distance Education

Credits calculated by: 3 Credit Hour

 Clock Hour

 N/A

Contact Hours: 45

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	45
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	45	3	45

Purpose(s) of Course: Degree Requirement _____
 Degree Elective _____
 General Education _____
 Credit Certification _____ X _____
 Developmental _____
 CTE/TVET _____
 ABE/Adult HS _____

Distribution Area: Humanities _____
 Social Sciences _____
 Mathematics (Credit) _____
 Science _____

Prerequisite: C or Better in ENG 111

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Demonstrate understanding of the background of past and existing disparities for exceptional students and the implication for the disability act and educational integration in special education.
2. Identify disability types, features, step-by-step method of assessment to best meet the needs of special education students through the use of Universal Design for Learning (UDL), instructional planning and instructional technology.
3. Explain the importance of inclusion to special education in the Public-School System (PSS).
4. Investigate the process of identifying special education students in the elementary school.
5. Apply good progressive monitoring and positive climate in classroom management while working with students with special needs and practicing self-care in the process.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
ENG 111	3.Explain the importance of inclusion to special education in the Public-School System (PSS).	In order for students to effectively express themselves, they first need to develop their vocabulary and literacy skills in reading and writing necessary for comprehension.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	1. Practice ethically and morally valid decision making 4. Apply current knowledge of effective practices in special education.	I	In the past, the education system had diverse disparities on what inhibits a person with disabilities from having equal access and they were considered unfit and no extra provision was made to accommodate these students who had to resort to staying home. Education on ethics, legislation protecting the rights of Persons with Disabilities and philosophy of reconstructionism has helped educators to understand more about the importance of ethical approaches for making amicable decisions and provisions for inclusion. It is imperative that educators equip themselves with the necessary knowledge to become an expert in sharing knowledge to effectively educate students with special needs in schools.
2	4. Apply current knowledge of effective practices in special education.	I	When educators are able to identify the various types of disabilities and their features, they are better able to plan lessons that adequately meet the needs of special education students. Knowledge of disability types enhance the skills of educators to understand the potential or existing behaviors exhibited by students with special needs. Application of effective practice fosters a positive climate in the classroom and the instructors are able to manage diverse behaviors in the classroom. The integration of UDL provides students with a best fit in teaching strategy and methodology. Instructors can use UDL to meet the learning needs of students according to their abilities so that unnecessary hurdles can be prevented or eliminated.
3	1. Practice ethically and morally valid decision-making. 3. Include persons who are physically or intellectually diverse.	I	To educate others of the importance of inclusion is considered an ethical and humanistic approach. Educators can demonstrate such moral code through sensitizing parents, the communities and helping students to understand the importance of their existence in the elementary school system. To include students with special needs in the education system is important because it shows respect for diversity, promotes

	4. Apply current knowledge of effective practices in special education (SPED)		psychosocial wellness among students with special needs and creates a safe space for holistic learning. In order for educators to explain the importance of SPED, they first should have knowledge of SPED and be able to effectively disseminate the information to students with special needs, also their parents for sustainable support.
4	1.Practice ethically and morally valid decision-making. 2.Dignify and respect students with special learning needs. 3.Include persons who are physically or intellectually diverse.	I	Conducting assessment of students with special needs is an ethical decision and indicates respect for diversity and promotes inclusion while giving attention to specific disabilities of special education students. One should show respect for the rights of students with special needs and take a scaffolding approach to guiding them and their parents through the step-by-step process to be included. The ethical practice of conducting assessment, helps schools to identify students with special needs and be able to make appropriate provision for them through the education of mainstreaming.
5	4. Apply current knowledge of effective practices in special education.	P	Students with special needs can feel a high sense of value for their existence when their progress is recognized and monitored. This helps to promote happy learners and a positive climate in the classroom when students feel their needs are met. It is imperative that educators take the lead in demonstrating their leadership and expert knowledge in their subject area. When educators are able to acquire and share new knowledge with their students, the students are able to develop their cognitive and kinesthetics skills among other abilities.

Course Content: Students in this course will be introduced to/understand/master:

1. History/background of Special Education
2. Identifying different types of disabilities
3. Glossary: Definition of terminologies
4. Understanding different types of disabilities
5. Inclusion: Twice Exceptional and Cultural diversity
6. Individual Education Plan (IEP)
7. Rights of Individual with Disability Act (IDEA)
8. Universal Design for Learning (UDL): Instructional Planning

9. Instructional Technology
10. Special Design Instruction
11. Classroom management
12. Classroom management: Positive climate and progress monitoring

Higher Order Thinking Skills: Students in this course will experience:

- ☒ Analyzing the basic elements of an idea, experience, or theory
- ☒ Making judgments about the value or soundness of information, arguments, or methods
- ☒ Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

- ☒ Demonstration
- ☒ Lecture
- ☒ Small group discussion
- ☒ Class discussion
- ☒ Audio-Visual Aids
- ☐ Laboratory
- ☐ Supervised practice
- ☐ Field Trips
- ☐ Other:
- ☒ Assigned readings
- ☒ Field research (Interview with schools' principal or administrator)
- ☒ Group project
- ☒ Observations
- ☒ Presentations
- ☒ Small and large groups discussions
- ☒ Case studies and critique
- ☒ Movie Critique
- ☒ Learning games

Recommended Assessment Tool Type(s):

- ☒ Case Study
- ☒ Critique of Performance
- ☒ Exam/Quiz In-Course
- ☒ Exam/Quiz Standardized (attach narrative describing development and validation process)
- ☐ Focus Group
- ☒ Group Project

- ☒ Individual Project
- ☒ Observation
- ☒ Portfolio Review
- ☒ Presentation
- ☒ Simulation
- ☒ Skill Performance
- ☐ Supervisor Evaluation
- ☒ Survey
- ☒ Written Assignment
- ☐ Other:
- ☒ Individual and group papers (Issues in exceptionalities)
- ☒ Field-work research assignment completion
- ☒ Self and peer-assessment
- ☒ Article review peer-critique

Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):

- ☐ Direct instruction through:
 - ☒ Live video lectures
 - ☐ Live audio-only lectures
 - ☒ Live text chats
- ☐ Assessing or providing feedback on a student's coursework
- ☐ Providing information or responding to questions about the content of a course or competency through:
 - ☒ Live video discussions
 - ☐ Live audio-only discussions
 - ☒ Live text chats
 - ☒ Asynchronous message boards or text chats
- ☐ Facilitating a group discussion regarding the content of a course or competency through:
 - ☐ Live video discussions
 - ☐ Live audio-only discussions
 - ☒ Live text chats
 - ☒ Asynchronous message boards or text chats
 - ☐ Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials:

Recommended texts:

Piske, Ribeiro. F.H; Collins, K.H; & Arnstein, K.B. (2022). *Critical Issues in Servicing Twice Exceptional Students: Socially, Emotionally and Culturally Framing Learning Exceptionalities*. Springer
 Wilmhurst, L & Bruce, A.W. (2018). *The Complete Guide to Special Education Expert Advice on Education, IEPs and Helping kids Succeed*. (3rd ed). Josey-Bass.

Other Sources:

Recommended Text: Google Text E-book & Links

Open Society Foundation. (2024). <https://www.opensocietyfoundations.org/publications>

<https://www.opensocietyfoundations.org/publications/special-schools-resource-inclusive-education>

Piske, Ribeiro. F.H; Collins, K.H; & Arnstein, K.B. (2023). *Critical Issues in Servicing Twice Exceptional Students: Socially, Emotionally and Culturally Framing Learning Exceptionalities*. (Kindle Edition).
 Springer

https://www.google.com/books/edition/Critical_Issues_in_Servicing_Twice_Excep/l5OSEAAAQBAJ?hl=en&gbpv=1&printsec=frontcover

Rao, Indumathi, Prahladao, S. & Pramod, V. (2010). *Moving Away from Labels Inspired*. Village School Authors.

https://www.researchgate.net/publication/234126587_A_Self_help_Text_book_on_Inclusive_Education?enrichId=rgreq-a322725def1e5d18f8dc3b3246de4a9b-XXX&enrichSource=Y292ZXJQYWdIOzIzNDEyNjU4NztBUzo5ODU0ODU0ODg5ODg0MEAxNDAwNTA3MjEzOTcx&el=1_x_2&esc=publicationCoverPdf

Teach Thought (2023). 15 Assistive Technology Tools & Resources For Students With Disabilities. Technology / Exceptional Child Education Resources, Mobile Learning, Resources. <https://www.teachthought.com/technology/assistive-technology/>

Equipment/Facilities:

1. Lecture room
2. Tables and Chairs
3. Computers
4. Ramp to facilitate wheelchair entering classroom
5. Text Books
6. Rulers

7. Course handbooks
8. Supplemental articles
9. PowerPoint Presentation
10. Websites
11. Videos

Materials and Supplies:

1. Lesson Plan Template
2. Notebook for personal portfolio
3. Writing tools (pens, markers, pencils, highlighters)
4. Coloured sticky notes page markers
5. Dictionary: hardcopy, E-dictionary
6. Markers
7. Crayons
8. Scissors
9. Staple machine and Staples
10. Paper clips
11. Thumb Tacks
12. Highlighters
13. Stencils
14. Construction paper
15. Building blocks
16. Supplemental articles
17. Folder leaves
18. Blank Leaves
19. Color coded Index cards
20. Glue 21. Stress ball

Connection to College Mission:

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a Centre for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

(EC approved 4th Nov, 2020 BOR approved 1st December, 2020)

Justification of how the course change serves the College Mission:

The course change serves the mission through its connectedness to engage and prioritize students' success while providing the necessary tools and support to effectively meet their needs and by extension the nation through research and quality educational deliverables.

Connection to Department Mission:

The mission of the Developmental Education Department is to develop students' abilities necessary for success in college credit programs. The main areas of focus are English reading, writing, listening, speaking, and student engagement. The completion of developmental education courses will facilitate students' competencies in college level courses, in addition to providing for lifelong learning success.

(Accepted by CC March 5, 2018)

Justification of how the course change serves the Department Mission:

The course change serves to further carry out the department's mission in a more diverse manner through equipping students with foundation skills of literacy for higher learning. In order to effectively accomplish this mission, the changes in the course will further accommodate students with special needs from various backgrounds so that they can utilize their knowledge garnered for lifelong learning to effectively empower others for sustainable functioning.