Course Name: Foundations of Inclusive Teaching
Course Prefix: MED
Course Number: 6265
             Submitted by (Name & E-Mail):  David Byrd, davidbyrd@weber.edu

Current Date:  1/13/2014
College: Education
Department:   Teacher Education
From Term: Spring  2015

Substantive

|  |  |
| --- | --- |
| new  | Current Course Subject N/ACurrent Course Number |

**New/Revised Course Information:**

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| --- | --- |
| Subject:  MED            Course Number: 6265 |  |

Course Title: Foundations of Inclusive Teaching

Abbreviated Course Title: Inclusive Teaching

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| --- | --- |
| Course Type:  | LEC |

Credit Hours:  2  **or** if variable hours:    to

Contact Hours: Lecture 30  Lab    Other

Repeat Information:  Limit 0   Max Hrs 0

Grading Mode:  standard

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| --- | --- |
| This course is/will be: | a required course in a major programa required course in a minor programa required course in a 1- or 2- year programelective |

Prerequisites/Co-requisites:

Admission to the masters of education program

Course description (exactly as it will appear in the catalog, including prerequisites):

MED 6265 Foundations of Inclusive Teaching
Credits: (2)
Typically taught:
Spring [Full Sem]
Summer [Full Sem]

This course, designed for non-special education teacher candidates, will introduce candidates to the legal, philosophical, historical, and ethical foundations of special education. An emphasis is placed on strategies and methods for instructing students with exceptionalities in the general education setting and the expanded roles and responsibilities of school personnel for providing appropriate educational experiences for all students.

**Justification**for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

MED 6265 Foundations of Inclusive Teaching meets the needs of both elementary and secondary licensure students in the teacher education graduate program. The current course in place, MED 6510 Advanced Foundations of Special Education Practice and Law (Elementary and Secondary Teachers), provides too much depth for the non-special education major. MED 6265 is designed to be broader in scope. Providing this foundational course about special education also brings the graduate level licensure program in line with the undergraduate education program. In both instances teacher candidates will meet the needs of having foundational special education training about inclusive classrooms based on the requirements of the Utah State Office of Education for the K-12 teacher candidates.

**INFORMATION PAGE**for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

None

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No. MED 6510 Advanced Foundations of Special Education Practice and Law (Elementary and Secondary Teachers) provides too much depth for elementary and secondary majors. MED 6265 Foundations of Inclusive Teaching will be broader in nature.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

There is no other course like this one at Weber State University at the graduate level.

4. Is this course required for certification/accreditation of a program?

No

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description.**There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.)**.

**Please mail a signed**[**approval page**](https://portalapps.weber.edu/lCourseProposal/SignaturePage.PDF)**to the Faculty Senate Office, MA 210J, MC 1003.**