

# UMBC UGC Change in Existing Course: EDUC 388 – Inclusion and Instruction

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Proposed Effective Date: Spring 2019

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**COURSE INFORMATION:** (please provide all information in the “current” column, and only the information changing in the “proposed” column)

change		current	proposed
<input type="checkbox"/>	Course Number(s)	EDUC 388	
<input type="checkbox"/>	Formal Title	Inclusion and Instruction	
<input type="checkbox"/>	Transcript Title (≤30c)		
<input type="checkbox"/>	Recommended Course Preparation		
<input type="checkbox"/>	Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a “D” or better.		
<input type="checkbox"/>	# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3	
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Max. Total Credits		<b>Max. Total Credits:</b> This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
X	Grading Method(s)	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail	X Reg (A-F) X Audit <input type="checkbox"/> Pass-Fail

## CURRENT CATALOG DESCRIPTION:

EDUC 388 - Inclusion and Instruction  
(3.00)

This course is designed to introduce students to strategies for differentiating instruction within general education classrooms. The course examines the legal, philosophical and programmatic underpinnings of instructional inclusion, broadly defined. Addressed in the course are approaches for adapting the curriculum - especially in the areas of reading, writing and math - to meet the needs of socio-culturally, linguistically, cognitively (e.g., dyslexic, dyscalculic) and behaviorally diverse student populations, including students identified traditionally as having special needs (e.g., gifted and talented, physically challenged).

Course ID: 53488

Consent: Department Consent Required

Components: Lecture

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences): leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.)

This course introduces students to strategies for differentiating instruction within general education classrooms. The course examines the legal, philosophical and programmatic underpinnings of instructional inclusion, especially in the areas of reading, writing and math. The course emphasizes approaches for adapting the curriculum to meet the needs of socio-

culturally, linguistically, cognitively (e.g., dyslexic, dyscalculic) and behaviorally diverse student populations, including students identified traditionally as having special needs (e.g., gifted and talented, physically challenged). A weekly field experience is required.

**RATIONALE FOR CHANGE:** This description more accurately reflects the course content and scope and acknowledges the addition of a field experience.