



MASTER COURSE OUTLINE

Prepared By: Jenny Nighswonger

Date: January 2019

COURSE TITLE

Inclusive Education

GENERAL COURSE INFORMATION

Dept.: EDUC&

Course Num: 204

(Formerly:)

CIP Code: 13.1202

Intent Code: 21

Program Code: 402

Credits: 5

Total Contact Hrs Per Qtr.: 55

Lecture Hrs: 55

Lab Hrs:

Other Hrs:

Distribution Designation: General Elective (GE)

COURSE DESCRIPTION (as it will appear in the catalog)

Introductory course in recognition and identification of exceptionality in children from birth through high school. Includes policies and regulations concerning state and federal provisions of special education and related services, as well as adaptations for serving students with special needs in general education classrooms. Course may include fieldwork.

PREREQUISITES

None

TEXTBOOK GUIDELINES

Allen, E., & Cowdery, G. E. (2014). *The Exceptional Child: Inclusion in Early Childhood Education*, 8th edition. Or other appropriate texts as determined by instructor/department

COURSE LEARNING OUTCOMES

Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills.

1. Discuss the history, policies, and competencies that guide special education in the State of Washington.
2. Recognize core concepts and values that are essential to special education including confidentiality, person-first language, family-centered and culturally responsive practice, natural environments, inclusion, and least restrictive environments.
3. Identify the milestones of human development and risk factors that may impact development.
4. Explain the IFSP/IEP/504/RTI/Transition Plan sequence as carried out in the education setting. Describe evidence-based techniques and adaptations for supporting culturally, linguistically, and ability diverse children and their families.

INSTITUTIONAL OUTCOMES

IO1 **Communication:** Students will be able to communicate clearly and effectively within a workplace context

COURSE CONTENT OUTLINE

1. An Inclusive Approach to Early Education
2. Federal Legislation: Early Intervention and Prevention

3. Inclusive Programs for Young Children
4. Normal and Exceptional Development
5. Developmental Disabilities: Causes and Classifications
6. Sensory Impairments: Hearing and Vision
7. Physical Disabilities and Health Problems
8. Learning and Behavior Disorders
9. Partnership with Families
10. Assessment and the IFSP/IEP process
11. Characteristics of Effective Teachers in Inclusive Programs
12. The Developmental-Behavioral Approach
13. Arranging the Learning Environment
14. Facilitating Self-Care, Adaptive, and Independence Skills
15. Facilitating Social Development
16. Facilitating Speech, Language, and Communication Skills
17. Facilitating Pre-Academic and Cognitive Learning
18. Managing Challenging Behaviors
19. Planning Transitions to Support Inclusion

DEPARTMENTAL GUIDELINES (*optional*)

Course may include, but not limited to the following activities:

1. Student presentations on various topics outlined in textbook
2. Washington State Early Learning Guidelines
3. Summaries of articles from professional journals, magazines, or websites
4. Quizzes/assessments of student's knowledge
5. Review of Individuals with Disabilities Education Act (IDEA)
6. Observations in self-contained special education and least restrictive classroom environments (B-3, 3-5 and K-12 classrooms)
7. Interview special education teacher
8. Interview parent of a child with a disability
9. Attend parent meeting for children with special needs (Autism support group, Parent-to-Parent, etc.)
10. Field trip to Autism Therapy Services
11. Guest speakers (e.g. ESIT program-IFSP process, SPED Director-IEP process, Autism Therapy Services)
12. Reflections of student learning
13. Review of NAEYC Code of Ethical Conduct
14. Review of PESB Paraeducator and PESB Teacher Standards
15. Video clips to reinforce specific skills

DIVISION CHAIR APPROVAL

DATE