

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
SPED 428: Inclusive Education
Fall 2022

Location:

Day and Time: Hybrid class: From August to December, 2022; Most deadlines will be on Sundays; five required face to face meetings (details below and in course)

Synchronous/Asynchronous Instruction: Synchronous/face-to-face instruction will take place from 7:00pm-10pm on specified Tuesdays. Class will meet in room XXX.

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Chat with IT: Log into: <http://my.fullerton.edu/> and Click *Online IT Help* Click on *Live Chat*

EDUCATION UNIT CONCEPTUAL FRAMEWORK



Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

- 1. Knowledgeable and Competent Specialists who**
 - a) demonstrate a strong foundation of knowledge
 - b) implement effective practice
 - c) use current technologies for teaching and learning
- 2. Reflective and Responsive Practitioners who**
 - a) advance just, equitable, and inclusive education
 - b) make informed decisions
 - c) participate in collaborative endeavors
 - d) think critically and creatively
- 3. Committed and Caring Professionals who**
 - a) demonstrate leadership potential
 - b) maintain professional and ethical standards
 - c) engage in continuous improvement

Table 1: Education Unit Conceptual Framework

President's Directive & Health and Safety Guidelines

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF's Titan's Return: COVID Recovery [website](#). Please review the FAQs to help answer any of your questions. Below are requirements to review prior to our first-class session.

- Read President's Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures. Please read [President's Directive No. 22](#).
- Review the Titans Return: COVID-19 Recovery website. There are important messages regarding the vaccine requirement, surveillance and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review. In addition, CSUF requests that students who tests positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID- 19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form. CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19. Click [here](#) to report COVID-19 cases or exposure.

Prior to arriving on campus and before entering class, you should conduct a [personal health screening](#) and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts to your participation in and completion of this course.

Before entering the classroom, you should wash/sanitize your hands and have your face covering on. While in class, you are required to:

- Sit in your designated seat;
- Wear your facial covering that covers both the nose and mouth (e.g., masks or face shields);
- Always cough or sneeze into your elbow or tissue;
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a [strategic plan](#) every 5 years. Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

[JEIE Resources](#) can be found on our website.

DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in:

Updated April 28, 2022

- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Early Childhood Special Education

The program is designed to train educational generalists in an inclusive non-categorical approach for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each established a conceptual base of understanding of persons with disabilities.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the [Assessment and Accreditation section of the COE website](#).

COURSE DESCRIPTION

Introduces the concepts, strategies, and legislation for including children with disabilities alongside their typically developing peers in natural environments. Emphasis includes best practices such as Universal Design for Learning (UDL), environmental assessment, and collaboration with families and school personnel.

*This course requires 20 hours of fieldwork to complete the course assignments.

COURSE PREREQUISITES/COREQUISITES

Prerequisite: SPED 371 Exceptional Individual

California Teaching Performance Expectations (TPE)	Learning Activities	Assessment Activity
ECSE TPEs	I (Introduction)	P (Practice) & A (Assessment)
1.3 Demonstrate understanding of young children's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children's access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children's ability to participate effectively in instruction and intervention activities. (I, P)	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) Read: The Universal Design of Early Education: Moving ALL Children Forward (article) Read PP: UDL in ECE & TK/K View: UDL in the Early Childhood Environment View: UDL and Culturally Diverse Learners in ECE Listen: UDL Implementation in Kinder (podcast)	Module 3: Assignment: UDL activity plans (students turn in a small group plan (infant/toddler & preschool) and an individual plan – (TK/K). For the UDL activity plans, students use the Foundations as well as the K standards. In addition, the students plan activities targeting all domain areas and instructional strategies used to teach their UDL lesson. (P)

1.5 Communicate effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children's learning goals and outcomes. (I, P)	Module 4: Administrative Roles, Leadership Strategies, Legal Aspects of Inclusion Read: Transforming Transdisciplinary Early Intervention and Early Childhood Special Education through Intercultural Education (article) Module 5: Collaborating with Families; Collaborating with Staff; Problem Solving & Conflict Resolution Read: Chapter 4, Preparing for the Individualized Education Program and Working with Families (Richardson-Gibbs & Klein) Read: DEC Teaming (article) Read: Interculturalism: Addressing Diversity in Early Childhood (article) Read: My experience with collaboration - instructors perspective View PP: Creative Problem Solving (CPS) Method View PP: The Power of Paraeducators Module 6: Environment & Engagement View PP: Step by Step Process to Guide Itinerant ECSE Services	Module 4: Assignment: Policy Statement & Transforming Transdisciplinary DB (share thoughts on these two articles) (P) Assignment: Foundations DB 1. SDC preschool teacher who wants to include student (write letter to parent or gen ed teacher) 2. Head Start teacher approached about including student (parent & EI teacher) 3. Respond to a post above (supportive administrator/teacher lead - using resources, content) (P) Module 5: Assignment: Team Meetings DB (option 1: Compare and contrast an IFSP/IEP meeting that you have participated in with the information discussed in Chapter 4) (option 2: Using the information you obtained from the info provided in Tara's Journey and A Teacher's Thoughts (pp. 95-98), pretend you are the designated facilitator of the student's IFSP/IEP meeting). Respond to a peer's post by assuming the role of a mentor providing one-on-one feedback after the team meeting.) (P)
1.7 Implement, monitor, and adapt instruction and intervention activities to facilitate young children's learning and progress in an ongoing, iterative manner in order to maximize young children's learning and outcomes. (I, P)	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) View PP: Assistive Technology (AT) in Early Childhood (students are introduced to Peat's Suite (similar to Action Research framework to implement, monitor, and adapt instruction and intervention). Module 5: Collaborating with Families; Collaborating with Staff; Problem Solving & Conflict Resolution	Assignment: Stakeholder Interviews: Big Assignment (P)

	Read: Chapter 5, The IECSE Teacher as Coach (Dinnebeil & McInerney) Module 6: Environment & Engagement View PP: Inclusion Strategies for Young Children View PP: Step by Step Process to Guide Itinerant ECSE Services Module 7: Disability Specific Strategies; Child Focused Instructional Strategies Read: Chapter 5, Curriculum Modifications (Sandall et. al) Read: Chapter 7, Child-Focused Instructional Strategies (Sandall et. al) Read: Chapter 7, Disability Specific Challenges and Strategies in Inclusive Preschool Programs (Richardson-Gibbs & Klein)	
2.1 Facilitate positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs). (I, P, A)	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) Read: Chapter 3: Assistive Technology for Inclusion in Early Childhood Environments (Sadao & Robinson) View PP: Assistive Technology in Early Childhood Module 6: Environment & Engagement Read: Program Readiness (article) Read: Quality Inclusion (article) View: Meaningful Inclusion in Early Childhood video (approx 6 mins)	Module 3: Assignment: Write AT Reflection paper (P) Module 6: Assignment: Environmental and Engagement Assessment Project (big assignment) (A)
2.2 Promote children's access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths-based, family-centered, and culturally and linguistically responsive. (I, P, A)	Module 2: Inclusion Models View: Including Samuel Documentary Module 4: Administrative Roles; Leadership Strategies; Legal Aspects of Inclusion Read: Chapter 3, Getting Started: Administrative and Leadership Strategies for Building Inclusive Preschool Programs (Richards-Gibbs & Klein) Read: Chapter 6, Describe Inclusive Team Member Roles & Establish Collaborative Teaming Process (Jorgensen) Module 5: Collaborating with Families; Collaborating with Staff; Problem-Solving & Conflict Resolution View PP: Models of Inclusion Support Read: DEC Teaming (article) Read: Interculturalism: Addressing Diversity in Early Childhood (article)	Module 2: Assignment: Read the Including Samuels Viewers Guide and Complete the Take Away from Including Samuel DB (P) Module 5: Assignment: Models of Inclusion Support: Co-taught planning activity (P) (Final) Inclusion Paper: Teaming/Collaborating portion (A)

	Module 6: Environment & Engagement View PP: Itinerant Teacher Steps	
2.3 Organize space, time, and materials in consideration of all children's unique strengths and learning needs within safe, natural, and structured environments, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child's participation in accessible learning experiences. (I, P, A)	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) Read: The Universal Design for Early Education: Moving Forward for ALL Children (article) Read: EC/SE UDL Guiding Questions: Six Steps to Inclusive Preschool Curriculum View: UDL in the Early Childhood Environment View: UDL and Culturally Diverse Learners in ECE Module 6: Environment & Engagement Read: Program Readiness (article) Read: Quality Inclusion (article) View: Meaningful Inclusion in Early Childhood video (approx 6 mins)	Module 3: Assignment: UDL activity plans (students turn in a small group plan (infant/toddler & preschool) and an individual plan – (TK/K) (P) Module 6: Assignment: Environmental and Engagement Assessment Project (big assignment) (A)
2.5 Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills. (I, P, A)	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) Read: Chapter 3, Assistive Technology for Inclusion in Early Childhood Environments (Sadao & Robinson) Read: Chapter 4, Dynamic Assessment and Intervention in Early Assistive Technology (Sadao & Robinson) Read: Chapter 5, Assistive Technology and Communication (Sadao & Robinson) Read: The Intersection of Culture, Disability, and AT (article) Read: The Universal Design of Early Education: Moving ALL Children Forward (article) Read PP: AAC in the Classroom: Empowering Educators and Classroom Support Staff (with guest speaker) Read PP: Assistive Technology: Where Anything is Possible View: UDL in the Early Childhood Environment View: UDL and Culturally Diverse Learners in ECE Read PP: UDL in ECE & TK/K Module 7: Disability Specific Strategies; Child Focused Instructional Strategies Read: Chapter 5, Curriculum Modifications (Sandall et. al) Read: Chapter 7, Child-Focused Instructional Strategies (Sandall et. al) Read: Chapter 7, Disability Specific Challenges and Strategies in Inclusive Preschool Programs (Richardson-Gibbs & Klein)	Module 3: Assignment: Assistive Technology Reflection Paper (P) Module 3: Assignment: UDL activity plans (students turn in a small group plan (infant/toddler & preschool) and an individual plan – (TK/K). In the UDL activity plan, the students plan activities targeting all domain areas and instructional strategies used to teach their UDL lesson.(P) Module 7: Assignment: Inclusion Strategies (select a few strategies and discuss how they could be utilized for 3 students in Chapter 7 (Richards-Gibbs & Klein) (e.g., LuLu (visual impairment), Maryann (physical/orthopedic impairment), and Evan (Ms. Maria)(autism)) in light of their specific needs and concerns?(P) (Final) Inclusion Paper: Disability Specific Considerations portion (A)

2.6 Create and foster inclusive environments that provide opportunities for all children to learn across the developmental domains (i.e., cognitive, social-emotional, language and communication, motor, self-help/adaptive) and curricular domains. (I, P, A)	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) Read: The Universal Design of Early Education: Moving ALL Children Forward Read PP: UDL in ECE & TK/K View: UDL in the Early Childhood Environment View: UDL and Culturally Diverse Learners in ECE Module 6: Environment & Engagement Read: Program Readiness (article) Read: Quality Inclusion (article) View: Meaningful Inclusion in Early Childhood video (approx 6 mins) Module 7: Disability Specific Strategies; Child Focused Instructional Strategies Read: Chapter 5, Curriculum Modifications (Sandall et. al) Read: Chapter 7, Child-Focused Instructional Strategies (Sandall et. al) Read: Chapter 7, Disability Specific Challenges and Strategies in Inclusive Preschool Programs (Richardson-Gibbs & Klein)	Module 3: Assignment: UDL activity plans (students turn in a small group plan (infant/toddler & preschool) and an individual plan – (TK/K). In the UDL activity plan, the students plan activities targeting all domain areas and instructional strategies used to teach their UDL lesson.(P) Module 6: Assignment: Environmental and Engagement Assessment Project (big assignment) (A) (Final) Inclusion Paper: Disability Specific Considerations portion (A)
3.1 Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning. (I, P)	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) Read: The Universal Design of Early Education: Moving ALL Children Forward (article) Read PP: UDL in ECE & TK/K View: UDL in the Early Childhood Environment View: UDL and Culturally Diverse Learners in ECE Listen: UDL Implementation in Kinder (podcast)	Module 3: Assignment: UDL activity plans (students turn in a small group plan (infant/toddler & preschool) and an individual plan – (TK/K). For the UDL activity plans, students use the Foundations as well as the K standards. In addition, the students plan activities targeting all domain areas and instructional strategies used to teach their UDL lesson. (P) Assignment: UDL in TK/K Discussion Board questions (P)
3.3 Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context. (I, P)	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) Read: The Universal Design of Early Education: Moving ALL Children Forward (article) Read: Sample UDL activity plans (2 infant/toddler & 2 preschool) View: UDL in the Early Childhood Environment View: UDL and Culturally Diverse Learners in ECE Read PP: UDL in ECE & TK/K Module 7: Disability Specific Strategies; Child Focused Instructional Strategies	Module 3: Assignment: UDL activity plans (students turn in a small group plan (infant/toddler & preschool) and an individual plan – (TK/K). For the UDL activity plans, students use the Foundations (infant/todd & preschool). In addition, the students plan activities targeting all domain areas and instructional strategies used to teach their UDL lesson.(P)

	Read: Chapter 5, Curriculum Modifications (Sandall et. al) Read: Chapter 7, Child-Focused Instructional Strategies (Sandall et. al) Read: Chapter 7, Disability Specific Challenges and Strategies in Inclusive Preschool Programs (Richardson-Gibbs & Klein)	Module 7: Assignment: Inclusion Strategies (select a few strategies and discuss how they could be utilized for 3 students in Chapter 7 (Richards-Gibbs & Klein) (e.g., LuLu (visual impairment), Maryann (physical/orthopedic impairment), and Evan (Ms. Maria)(autism)) in light of their specific needs and concerns? (P)
3.4 Identify key content appropriate for young children as identified in the California Infant/Toddler and <i>Preschool Learning Foundations</i> for planning developmentally appropriate curriculum and learning activities for young children in the special education setting. (I, P, A)	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) Read: The Universal Design of Early Education: Moving ALL Children Forward (article) Read: Sample UDL activity plans (2 infant/toddler & 2 preschool) View: UDL in the Early Childhood Environment View: UDL and Culturally Diverse Learners in ECE Read PP: UDL in ECE & TK/K Module 8: Facilitating Relationships Read: Social Toys Facilitate Social Interaction (article) Read: Prompting Practices to Support Friendships in Inclusive Classrooms (article) View: the social engagement videos	Module 3: Assignment: UDL activity plans (students turn in a small group plan (infant/toddler & preschool) and an individual plan – (TK/K). For the UDL activity plans, students use the Foundations (infant/todd & preschool). In addition, the students plan activities targeting all domain areas and instructional strategies used to teach their UDL lesson.(P) Module 8: Assignment: Social Facilitation Reflection (big assignment) (A)
3.5 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context. (I, P, A)	Module 6: Environment & Engagement View PP: Accommodations & Modifications View PP: Inclusion Strategies for Young Children Module 7: Disability Specific Strategies; Child Focused Instructional Strategies Read: Chapter 5, Curriculum Modifications (Sandall et. al)	Module 7: Assignment: Inclusion Strategies (select a few strategies and discuss how they could be utilized for 3 students in Chapter 7 (Richards-Gibbs & Klein) (e.g., LuLu (visual impairment), Maryann (physical/orthopedic impairment), and Evan (Ms. Maria)(autism)) in light of their specific needs and concerns? (P) Assignment: Stakeholder Interviews: Big Assignment (A)
3.8 Individually and through consultation and collaboration with other educators, plan for effective content instruction appropriate for young children in the special education setting and provide multiple ways for young learners to demonstrate their learning development. (I, P)	Module 5: Collaborating with Families; Collaborating with Staff; Problem-Solving & Conflict Resolution View PP: Models of Inclusion Support & Case Law View PP: The Power of Paraeducators Module 6: Environment & Engagement View PP: Itinerant Teacher Steps	Module 3: Assignment: UDL activity plans (students turn in a small group plan (infant/toddler & preschool) and an individual plan – (TK/K). For the UDL activity plans, the students plan activities targeting all domain areas and instructional strategies used to teach their UDL lesson.(P)

		Module 5: In class activity: Think, Pair, Share (how would you work with your gen ed counterpart), during Models of Inclusion Lecture/PP (P) Module 5: Assignment: Models of Inclusion Support: Co-taught planning activity (P)
3.9 Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally-appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting. (I)	Module 7: Disability Specific Strategies; Child Focused Instructional Strategies Read: Chapter 7, Child-Focused Instructional Strategies (Sandall et. al) Read: Chapter 7, Disability Specific Challenges and Strategies in Inclusive Preschool Programs (Richardson-Gibbs & Klein)	
4.2 Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended evidence-based practices. (I, P)	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) Read: The Universal Design of Early Education: Moving ALL Children Forward (article) View: UDL in the Early Childhood Environment View: UDL and Culturally Diverse Learners in ECE Read: Sample Activity Plans (infant/todd, preschool, and kinder) Read PP: UDL in ECE & TK/K Listen: UDL Implementation in Kinder (podcast)	Module 3: Assignment: UDL activity plans (students turn in a small group plan (infant/toddler & preschool) and an individual plan – (TK/K). For the UDL activity plans, the students use the Foundations and the K standards. In addition, the students plan activities targeting all domain areas and instructional strategies used to teach their UDL lesson. (P)
4.4 Use and adapt resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. (I, P)	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) Read: Chapter 3, Assistive Technology for Inclusion in Early Childhood Environments (Sadao & Robinson) Read: Chapter 4, Dynamic Assessment and Intervention in Early Assistive Technology (Sadao & Robinson) Read: Chapter 5, Assistive Technology and Communication (Sadao & Robinson) Read: The Intersection of Culture, Disability, and AT (article) Read: The Universal Design of Early Education: Moving ALL Children Forward (article) Presentation: AAC in the Classroom: Empowering Educators and Classroom Support Staff (with guest speaker) Presentation: Assistive Technology: Where Anything is Possible	Module 3: Assignment: Complete a UDL activity plan (group assignment & individual assignment) (P) Assignment: Assistive Technology Reflection Paper (P)

	View: Inclusive Education & Bowling (Shelley Moore) View: UDL in the Early Childhood Environment View: UDL and Culturally Diverse Learners in ECE Presentation: UDL in Early Childhood Module 6: Environment & Engagement View PP: Accommodations & Modifications View PP: Inclusion Strategies for Young Children Module 7: Disability Specific Strategies; Child Focused Instructional Strategies Read: Chapter 5, Curriculum Modifications (Sandall et. al)	
4.6 Gather and use evaluation and assessment data on an ongoing basis to inform learning experience for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners. (I, P, A)	Module 7: Disability Specific Strategies; Child Focused Instructional Strategies Read: Chapter 5, Curriculum Modifications (Sandall et. al) Read: Chapter 7, Child-Focused Instructional Strategies (Sandall et. al) Read: Chapter 7, Disability Specific Challenges and Strategies in Inclusive Preschool Programs (Richardson-Gibbs & Klein) Module 8: Facilitating Relationships Read: Social Facilitation Strategies Read: Fidelity of Implementation: Assessing the Use of Social Facilitation Strategies View: the social engagement videos	Module 6: Assignment: Environmental and Engagement Assessment Project (big assignment) - environmental assessment and ICER (child engagement assessment) (A) Module 7: Assignment: Inclusion Strategies (select a few strategies and discuss how they could be utilized for 3 students in Chapter 7 (Richards-Gibbs & Klein) (e.g., LuLu (visual impairment), Maryann (physical/orthopedic impairment), and Evan (Ms. Maria)(autism)) in light of their specific needs and concerns? (P) Module 8: Social Facilitation Reflection (big assignment) (Students will (a) assess adult use of social facilitation strategies and (b) record data on students' social interaction). (A)
4.12 Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through use of their home language (I, P)	Module 2: Inclusion Models Read: Dual Language Learners: Effective Instruction in Early Childhood	Module 5: Assignment: Dual Language Learner consideration section on all UDL activity plans. (P)
4.13 Use coaching and consultation strategies with families and other professionals to	Module 5: Collaborating with Families; Collaborating with Staff; Problem Solving & Conflict Resolution	Module 5: Assignment: Team Meetings DB

facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences. (I, P)	Read: Chapter 3, Keys to Collaboration (Sandall et al.) Read: Chapter 4, Preparing for the Individualized Education Program and Working with Families (Richardson-Gibbs & Klein) Read: Chapter 5, The IECSE Teacher as Coach (Dinnebeil & McInerney) Read: DEC Teaming (article) Read: One Family's Journey (article) Read: Interculturalism: Addressing Diversity in Early Childhood (article) My experience with collaboration - instructors perspective View PP: Creative Problem Solving (CPS) View PP: The Power of Paraeducators	(option 1: Compare and contrast an IFSP/IEP meeting that you have participated in with the information discussed in Chapter 4) (option 2: Using the information you obtained from the info provided in Tara's Journey and A Teacher's Thoughts (pp. 95-98), pretend you are the designated facilitator of the student's IFSP/IEP meeting). Respond to a peer's post by assuming the role of a mentor providing one-on-one feedback after the team meeting.) (P)
6.1 Demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence-based practices in the field of Early Intervention and Early Childhood Special Education and related fields, and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies. (I, P)	Module 1: Intro to Inclusive Education & Ethical Aspects of Inclusion & LifeLong Learning Read: Eugenics Past, Present, and Future (article) Read: The Education of Defectives (article) View PP: Foundations of Inclusion View PP: Objectives of Course, Eugenics, Lifelong Learning Video: 504 Demonstration	Module 1: Assignment: Garver & Garver Reflection Paper (1-2 pages): - Now that you know a bit more about eugenics, do you think eugenics has influenced how we think about disability? If so, how? - Do you think the way society has historically viewed disability has influenced the development of early intervention and early childhood special education? If so, how? - Do you see eugenics in society today? Please share an example. (P)
6.2 Develop and implement policies, structures, and practices that promote shared decision making with other service providers and families. (I, P)	Module 4: Administrative Roles; Leadership Strategies; Legal Aspects of Inclusion Read: Chapter 3, Getting Started: Administrative and Leadership Strategies for Building Inclusive Preschool Programs (Richards-Gibbs & Klein) Read: Chapter 6, Describe Inclusive Team Member Roles & Establish Collaborative Teaming Process (Jorgensen) Read: DEC/NAEYC Joint Statement. Read: Statement on Early Childhood Inclusion Read: Andrew F. vs Douglas County Read: A Brief: Challenges of Inclusion & Collaboration	Module 4: Assignment: Policy Statement and Transforming Disciplinary DB (share thoughts to these two articles)(P) Assignment: Foundations DB - SDC preschool teacher who wants to include student (write letter to parent or gen ed teacher) - Head Start teacher approached about

	Read: Transforming Transdisciplinary Early Intervention and Early Childhood Special Education through Intercultural Education (this references the Lynch & Hanson text from 400) (article)	including student (parent & EI teacher) 6. Respond to a post above (supportive administrator/teacher lead - using resources, content) (P)
6.5 Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team. (I, P, A)	Module 2: Inclusion Models Read: Chapter 1, The Foundations of Inclusive Education (Jorgensen) Read: Chapter 2, Imagine an Inclusive Vision for Education and Adult Life (Jorgensen) Read: Including Samuel Viewers Guide View: Including Samuel Documentary Presentation: Introduction to Models of Inclusion Support Module 4: Administrative Roles; Leadership Strategies; Legal Aspects of Inclusion Read: A Brief: Challenges of Inclusion & Collaboration Read: DEC/NAEYC Joint Statement. Read: Statement on Early Childhood Inclusion Module 5: Collaborating with Families; Collaborating with Staff; Problem Solving & Conflict Resolution Read: Chapter 4, Preparing for the Individualized Education Program and Working with Families (Jorgensen) Read: DEC Teaming (article) Read: One Family's Journey (article) Read: Interculturalism: Addressing Diversity in Early Childhood (article) My experience with collaboration - instructors perspective View PP: Creative Problem Solving (CPS) Method	Module 4: Assignment: Foundations DB 1. SDC preschool teacher who wants to include student (write letter to parent or gen ed teacher) 2. Head Start teacher approached about including student (parent & EI teacher) 3. Respond to a post above (supportive administrator/teacher lead-using resources, content) (P) Module 5: Assignment: Team Meetings DB (option 1: Compare and contrast an IFSP/IEP meeting that you have participated in with the information discussed in Chapter 4) (option 2: Using the information you obtained from the info provided in Tara's Journey and A Teacher's Thoughts (pp. 95-98), pretend you are the designated facilitator of the student's IFSP/IEP meeting). Respond to a peer's post by assuming the role of a mentor providing one-on-one feedback after the team meeting.) (P) (Final) Inclusion Paper: Teaming/Collaborating portion (A)
6.7 Effectively articulate the rationale for instruction and intervention plans through culturally- and	Module 3: Assistive Technology (AT) & Universal Design for Learning (UDL) Read: The Intersection of Culture, Disability, and AT (article)	Module 3: Assignment: Assistive Technology Reflection Paper – components of this paper ask students to consider cultural

linguistically-appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders. (I, P, A)	Module 5: Collaborating with Families; Collaborating with Staff; Problem Solving & Conflict Resolution Read: Interculturalism: Addressing Diversity in Early Childhood (article)	considerations and then address those considerations after reading the Intersection of Culture, Disability, and AT article (P) (Final) Inclusion Paper: Cultural Considerations portion (A)
6.10 Demonstrates characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities, initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field. (I, P, A)	Module 1: Intro to Inclusive Education & Ethical Aspects of Inclusion & LifeLong Learning View PP: Objectives of Course, Eugenics, Lifelong Learning Resources for inclusion: Fact Sheet on Early Education Inclusion Dear Colleague LRE Preschool letter Joint NAEYC/DEC Joint Statement on Inclusion Fair is not always equal FREE book Organizations: DEC site & Recommended Practices Early Childhood Tech Assistance (ECTAC) ECTAC Financing Strategies & Collaborative Funding Connect Ability. CA Inclusive Schools Network CA Inclusion Site(s) Conferences: Kids Included Together (KIT) Santa Clara Collaborative (online event) Cal-TASH *Introduction to resources (also used in class assignments) Introduction to Organizations and to conferences focused on inclusion	Module 4: Administrative Roles; Leadership Strategies; Legal Aspects of Inclusion Assignment: Policy Statement Discussion Board (share thoughts on these two articles) (P) Assignment: Foundations DB 1. SDC preschool teacher who wants to include student (write letter to parent or gen ed teacher) 2. Head Start teacher approached about including student (parent & EI teacher) 3. Respond to a post above (supportive administrator/teacher lead-using resources, content) (P) (Final) Inclusion Paper: Lifelong Learner portion (A)
6.11 Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting. (I, P, A)	Module 2: Inclusion Models Read: Chapter 1, The Foundations of Inclusive Education (Jorgensen) Read: Chapter 2, Imagine an Inclusive Vision for Education and Adult Life (Jorgensen) Presentation: Introduction to Models of Inclusion Support Module 4: Administrative Roles; Leadership Strategies; Legal Aspects of Inclusion Read: Chapter 3, Getting Started: Administrative and Leadership Strategies for Building Inclusive Preschool Programs (Richards-Gibbs & Klein)	Module 4: Assignment: Policy Statement and Transforming Disciplinary DB (share thoughts on these two articles) Assignment: Foundations DB 1. SDC preschool teacher who wants to include student (write letter to parent or gen ed teacher) 2. Head Start teacher approached about

	Read: Chapter 6, Describe Inclusive Team Member Roles & Establish Collaborative Teaming Process (Jorgensen) Read: A Brief: Challenges of Inclusion & Collaboration Read: DEC/NAEYC Joint Statement. Read: Statement on Early Childhood Inclusion Module 5: Collaborating with Families; Collaborating with Staff; Problem Solving & Conflict Resolution Read: Chapter 3, Keys to Collaboration (Sandall et al.) Read: Chapter 4, Preparing for the Individualized Education Program and Working with Families (Richardson-Gibbs & Klein) Read: Chapter 5, The IECSE Teacher as Coach (Dinnebeil & McInerney) Read: DEC Teaming (article) Read: My experience with collaboration - instructors perspective View PP: Creative Problem Solving (CPS) Method View PP: The Power of Paraeducators	including student (parent & EI teacher) 3. Respond to a post above (supportive administrator/teacher lead - using resources, content) (P) Module 5: In class activity: Think, Pair, Share (how would you work with your gen ed counterpart), during Models of Inclusion Lecture/PP (P) Module 5: Assignment: Models of Inclusion Support: Co-taught planning activity (P) (Final) Inclusion Paper: Teaming/Collaborating portion (A)
6.12 Demonstrate how to organize and supervise the work of other adults in the early childhood classroom. (I, A)	Module 5: Collaborating with Families; Collaborating with Staff; Problem Solving & Conflict Resolution Read: Chapter 3, Keys to Collaboration (Sandall et al.) Read: Chapter 4, Preparing for the Individualized Education Program and Working with Families (Richardson-Gibbs & Klein) Read: Chapter 5, The IECSE Teacher as Coach (Dinnebeil & McInerney) Read: My experience with collaboration - instructors perspective View PP: Creative Problem Solving (CPS) Method View PP: The Power of Paraeducators	(Final) Inclusion Paper: Paraeducator portion (A)
6.13 Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities and who are also dual language learners. (I, P, A)	Module 5: Collaborating with Families; Collaborating with Staff; Problem Solving & Conflict Resolution Read: Chapter 3, Keys to Collaboration (Sandall et al.) Read: Chapter 4, Preparing for the Individualized Education Program and Working with Families (Richardson-Gibbs & Klein) Read: Chapter 5, The IECSE Teacher as Coach (Dinnebeil & McInerney) Read: My experience with collaboration - instructors perspective View PP: Creative Problem Solving (CPS) Method	Module 5: Assignment: The Power of Paraeducators PP has questions for educators to consider as they work with paraprofessionals. (P) (Final) Inclusion Paper: Paraeducator portion (A)

	View PP: The Power of Paraeducators	
6.15 Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting. (I, P)	Module 5: Collaborating with Families; Collaborating with Staff; Problem Solving & Conflict Resolution Read: Chapter 4, Preparing for the Individualized Education Program and Working with Families (Richardson-Gibbs & Klein) Read: Chapter 5, The IECSE Teacher as Coach (Dinnebeil & McInerney) Module 2: Inclusion Models Presentation: Introduction to Models of Inclusion Support	Module 5: In class activity: Think, Pair, Share (how would you work with your gen ed counterpart), during Models of Inclusion Lecture/PP (P) Small group activity: how would you explain mentoring, coaching, and supervision to your peers?, during Models of Inclusion Lecture/PP (P) Module 5: Assignment: Models of Inclusion Support: Co-taught planning activity (P)
6.18 Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors. (I, P)	Module 4: Administrative Roles; Leadership Strategies; Legal Aspects of Inclusion Read: Chapter 3, Getting Started: Administrative and Leadership Strategies for Building Inclusive Preschool Programs (Richards-Gibbs & Klein)	Assignment: Stakeholder Interviews: Big Assignment (P)

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

1. Explain inclusion, summarize the history and laws around inclusion, and analyze the relationship between educational practices and laws over different periods of time. (CTC-ECSE #1; TPE ECSE #6.1, 6.2; DEC #L1, L2, L10)
2. Identify the benefits and challenges of inclusion and evaluate the implications of these on educational practices. (CTC-ECSE#1,7; TPE ECSE #2.6, 6.5, 6.11; DEC #L1, L2, L3, INS2)
3. Identify common barriers to inclusion and propose possible solutions. (CTC-ECSE #8; TPE ECSE #1.3, 2.2, 2.3, 2.5, 3.1, 4.2, 6.11; DEC #L7)
4. Assess environmental and student-related variables and communicate assessment results. (CTC-ECSE #4; TPE ECSE #2.2, 2.3, 2.6, 3.5, 4.4, 4.6; DEC #E1,)
5. Describe and summarize strategies for designing an accessible environment using Universal Design for Learning (UDL) and Assistive Technology (AT). (CTC-ECSE #6,7; TPE ECSE 2.5, 3.1, 4.2, 4.4; DEC #E2, E4, E5)
6. Outline and critique models of consultation and co-teaching. (CTC-ECSE 5,8; TPE ECSE #2.2, 3.8, 4.13, 6.11, 6.13, 6.15; DEC #INS13, TC2)
7. Describe and summarize strategies for designing a socially inclusive environment. (CTC-ECSE #7; TPE ECSE #1.7, 2.6, 4.6; DEC #INT1, INT2)
8. Evaluate social facilitation strategies. (CTC-ECSE #5,6; TPE ECSE #2.6, 4.6; DEC #INT1, INT2)
9. Describe and summarize strategies for collaborating with families and service providers, and coordinating services across contexts. (CTC-ECSE #3,5,8; TPE ECSE #1.5, 2.1, 2.2, 4.13, 6.2, 6.5, 6.7, 6.10; DEC #L13, F3, F7, F9)
10. Compose a personal philosophy around inclusive education. (CTC-ECSE #1,8; TPE ECSE #6.10; DEC #L1, L2, L3)

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Updated April 28, 2022

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/>

REQUIRED TEXTS

Sandall, S. R., Schwartz, I. S., Joseph, G. E., & Gauvreau, A. N. (2019). *Building Blocks for Teaching Preschoolers with Special Needs (3rd ed.)*. Baltimore, MD: Paul H. Brookes Publishing Co.

Jorgesen, C. (2018). *It's More Than "Just Being In" Creating Authentic Inclusion for Students with Complex Support Needs*. Baltimore, MD: Paul H. Brookes Publishing Co.

Note: The texts are available at the Titan bookstore, Amazon & [place in Brookes publishing links]

OTHER REQUIRED MATERIALS

All other required materials will be provided in class, including chapters from this text:

Richardson-Gibbs, A.M. & Klein, M.D. (2014). *Making Preschool Inclusion Work*. Baltimore, MD: Paul H. Brookes Publishing Co.

<http://products.brookespublishing.com/Making-Preschool-Inclusion-Work-P728.aspx>

(ISBN: 978-1-59857-211-7)

RECOMMENDED MATERIALS

All other recommended materials will be provided in class. This includes links to the:

Infant/Toddler Learning Foundations:

<https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

Preschool Learning Foundations:

<https://www.cde.ca.gov/sp/cd/re/documents/preschoolff.pdf> (volume 1)

<https://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf> (volume 2)

<https://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf> (volume 3)

Kindergarten Standards: <https://www.cde.ca.gov/be/st/ss/documents/finaletacssstandards.pdf>

IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

SPIRITUAL, RELIGIOUS, and/or CULTURAL HOLIDAYS STATEMENT

The College of Education is committed to a Just, Equitable, and Inclusive Education for all. As part of that commitment, the College acknowledges that observance of spiritual, religious, and/or cultural holidays are an essential reflection of diversity and inclusion. The College recognizes that when students are observing spiritual, religious, and/or cultural holidays, they may be unable to attend classes, take exams, work on assignments, and/or complete other class requirements. If students notify their faculty by the end of the second week of classes (or at least one week before any holiday) of spiritual, religious, and/or cultural holidays that conflict with assignments, exams, or other class requirements listed on the syllabus, they will be provided with an opportunity to make up missed class requirements. The instructor will provide accommodation details regarding adjusted due dates and any other details the student may need to make up missed course requirements. It is the students' responsibility to abide by these accommodations. No adverse or prejudicial effects will impact students' grades when alternate due dates or alternate assignments are provided. Students' grades will not be negatively impacted due to absences in observance of spiritual, religious or cultural holidays.

VETERAN & MILITARY SERVICES STATEMENT:

Veterans and military personnel with special circumstances (e.g., upcoming deployments, drill requirements, VA appointments, or specific accommodations/needs) are welcome and encouraged to communicate these (in advance, if possible) to the instructor. In addition, California State University Fullerton's Veterans Resource Center (VRC) is committed to serving the needs of veterans, service members and their families during their transition from military experience to student life. Student veterans, service members, or military families who need support or assistance while attending CSU Fullerton may refer to the [VRC website](#) or call 657-278-8660/2373; e-mail veterans@fullerton.edu; or stop by Gordon Hall, Room 244.

RESPONSE TIME

The instructor will be online once per day (Monday through Friday) and respond to email or voicemail questions within 24-48 hours, with the exception of weekends and holidays.

COURSE COMMUNICATION

All course announcements and individual email are sent through Canvas, which only uses CSUF email accounts. Therefore, you **MUST** check your CSUF email on a regular basis (several times a week) for the duration of the course. In the fall, instructor will be online Tuesdays from 1- 4pm. You may also email the instructor at amckee@fullerton.edu or leave a voicemail at (657) 278-3909.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

Letter grades will be given for this course. The plus/minus system will not be used. Incompletes may be given in extenuating circumstances with instructor and department chair approval.

Grade A= 361-400

Grade B= 321-360

Grade C= 281-320

Grade D= 241-280

Grade F= 240 or below

Note: In the Department of Special Education credential programs, a grade point average of 2.75 will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a C-. Anything below a C- will not be accepted and the candidate will need to retake that course.

ATTENDANCE POLICY

For online requirements, the instructor will track Candidate activity by maintaining a copy of access and postings. Candidates wishing to add the class should do so during the first two weeks of the course. The instructor reserves the right to decline permission to add late.

In addition, candidates enrolled but not participating the first two weeks may be administratively dropped. Candidates wishing to drop, withdrawal, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.

LATE ASSIGNMENTS

In accordance with professional dispositions, it is expected that all work be submitted on time. Late work will not be accepted, though extenuating circumstances will be considered should they arise. In such cases, please notify the instructor as soon as possible and be prepared to provide documentation.

Updated April 28, 2022

EXTRA CREDIT OPTIONS

There are no extra credit opportunities in this course.

ASSIGNMENT DESCRIPTIONS

1. Pre-Post Surveys
2. Face to Face Meetings (synchronous)
3. Discussion Boards
4. Reflection Papers
5. Environment Project
6. Stakeholder Interview
7. Social Facilitation Reflection
8. Inclusion Paper

*This course requires 20 hours of fieldwork to complete the course assignments.

<u>Requirement</u>	<u>Point Value = % of Total</u>
1. Pre/Post Surveys (2x 5pts)	10 pts= 2%
2. Face to Face Meetings (5x 12pts)	60 pts= 15%
3. Discussion Forums (4x 5pts & 4x 10pts)	60 pts= 15%
4. Reflection Papers (2x 10 pts)	20 pts= 5%
4. Stakeholder Interview	50 pts= 13%
5. Environment Project	50 pts= 13%
6. Social Facilitation Reflection	50 pts= 13%
7. Inclusion Paper	100pts= 25%
Total	400pts

Assignments are due by 11:59pm PST of the date listed in the course schedule/Canvas. In the event of technical problems such as Canvas shutdowns, submit the assignment directly to the instructor via email by the deadline. Candidate work will be authenticated by (a) comparing submissions to similar work submitted by other students, (b) comparing submissions with other work submitted by the same student, and/or (c) making use of tools such as TurnItIn.

To receive credit in online activities, students must:

- Participate in face to face (synchronous) sessions
- Engage in Discussion Boards and other online activities
- Access the course at least three times per week (instructor is able to view students' levels of engagement)
- Follow rubric/guidelines for assignments
- Meet deadlines for assignments

1. Pre/Post Surveys= 2 x 5 points each

- Candidates will complete brief pre-and post-surveys (questionnaires) at the beginning and end of the class. The questions will address inclusive education concepts.
- Candidates that complete *both* pre-and post-surveys to earn full points. There will be no options for earning partial credit.
- Details will be provided in Canvas.

2. Face to Face Meetings= 5 x 12 points each

- Candidates will be expected to join five in-person meetings. Refer to the course for dates, times, location. The instructor will use these meetings to review content, prepare candidates for applied assignments, and answer questions.
- Candidates who attend 85% or more of each meeting will earn full points. There will be no options for earning partial credit, nor way to make up a missed meeting.
- Details for these meetings will be posted in Canvas.

3. Discussion Board Forums= 8 Forums total

4 x 5 points each (20 points total) & 4 x 10 points each (40 points total)

Total of all Discussion Forums = 60 points

(Learning Goals 1-3, 5, 6, 9)

- Candidates will participate in three discussion forums by (a) posting an original response to the discussion prompt provided within the Canvas forums and (b) posting at least one reply.
- Details, discussion prompts, posting (initial and response) deadlines, and a grading rubric for online participation will be posted in Canvas.

4. Reflection Papers= 2x 10 points each (Learning Goals 1, 2, 3)

- Candidates will complete two reflection papers.
- Prompts for the Reflection Papers are located within the modules.
- APA formatting is not necessary for these papers.

5. Stakeholder Interview= 50 points (Learning Goals 2, 3, 9) (10 hours of fieldwork)

- Candidates will be required to identify a child who is receiving an inclusive education and interview at least 3 members of that child's team that have different roles (e.g., teacher, parent, specialist).
- Interview questions will be provided in Canvas.
- Interview notes (questions and responses) will be submitted in a written format to Canvas, available for instructor and classmates.
- Additional details and a grading rubric will be posted in Canvas.

6. Environment & Engagement Project= 50 points (Learning Goals 3, 4, 5, 7, 9) (5 hours of fieldwork)

- Candidates will be required to identify a classroom with an included child with disabilities, obtain teacher permission, and conduct an environmental assessment and a student engagement assessment.
- The instructor-provided environmental assessment tools will be posted in Canvas.
- The assessment results will be submitted to Canvas in a professional, report-style written format, which will include the strengths and needs, along with recommendations for improving the inclusive environment and student engagement.
- Additional details, report template, and a grading rubric will be posted in Canvas.

7. Social Facilitation Reflection= 50 points (Learning Goals 6, 7, 8, 9) (5 hours of fieldwork)

- Candidates will be required to observe a child with disabilities (3-5 years old) along with 1-2 typically developing peers (either live or via a course-provided videos).
- Students will (a) assess adult use of social facilitation strategies and (b) record data on students' social interactions.
- A summary and reflection will need to be submitted to Canvas.
- Additional details, data collection forms, and the grading rubric will be posted in Canvas.

8. Inclusion Paper= 100 points (Learning Goals 1, 2, 3, 7-10)

- Candidates will be required to write a professional paper on inclusion.
- The paper will include a summary of the various components of inclusion (e.g., benefits/barriers, collaboration/teaming, co-teaching models, environment, socialization, coaching/mentoring, paraeducator work, life long learner, etc.) in addition to a personal reflection.

- Additional details and a grading rubric will be posted in Canvas.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

Please note alternative procedures for submitting work, in the event of technical problems.

In case of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Special Education. In the case email doesn't work, students should call the department coordinator at 657-278-5453 for further direction.

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

AUTHENTICATION OF STUDENT WORK

Authentication of student work is important in an online class. Student work will be authenticated by (a) comparing submissions to similar work submitted by other students, (b) comparing submissions with other work submitted by the same student, and/or (c) making use of tools such as TurnItIn.

TECHNICAL REQUIREMENTS

Students are expected to

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
4. Maintain and access three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize Canvas to access course materials and complete assignments

Software for Students (recommended)

Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the [CSUF Student Software website](#).

SYNCHRONOUS/ASYNCHRONOUS INSTRUCTION

There are five synchronous (face to face/live) meetings in-person this semester. Please make sure to be in attendance. For each meeting you will receive 12 points.

In-person meeting #1: Tuesday, August 31st from 7-9:30pm
 In-person meeting #2: Tuesday, September 21st from 7-9:30pm
 In-person meeting #3: Tuesday, October 19th from 7-9:30pm
 In-person meeting #4: Tuesday, November 9th from 7-9:30pm
 In-person meeting #5: Tuesday, December 7th from 7-9:30pm

NETIQUETTE REQUIREMENTS

Each student is expected to conduct themselves in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the [Netiquette website](#). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

Canvas

As a registered student you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact the student help desk at (657) 278-8888 or email StudentITHelpDesk@fullerton.edu. Check Canvas weekly, the night before class, for any pertinent or last minute, updated information.

TENTATIVE SCHEDULE

Module 1: Weeks 1 & 2 August 21 – September 5

Topics: Introduction to Inclusive Education, Disability History Overview & Ethical Aspects of Inclusion & Lifelong Learner

Readings: Articles:

Eugenics: Past, Present & Future (Garver & Garver)
 The Education of Defectives (Huey, n.d.)

PowerPoints:

The Foundations of Inclusion
 About Your Instructor
 Eugenics (in class)
 Lifelong Learning (resources, organizations, conferences) (in class)

View: 504 Demonstration

Presuming Competence by Shelley Moore (in class)

Assignments: Pre-Survey

Eugenics Reflection Paper
 Your Journey Towards Inclusive Teaching Discussion Board

Module 2: Weeks 3 & 4: September 6 - September 19

Topics: Inclusion Models

Readings: Chapters 1 & 2 (Jorgensen)

Other:

Including Samuel Viewers Guide
 Dual Language Learners: Effective Instruction in Early Childhood (article)

PowerPoints:

Introduction to Models of Inclusion Support

View: Including Samuel Documentary

Assignment: Take Away from Including Samuel Discussion Board

Module 3: Weeks 5 & 6 September 20 – October 3

Topics: Assistive Technology (AT); Universal Design for Learning (UDL)

Readings: Chapters 3, 4, & 5 (Sadao & Robinson, 2010 – posted in module)

Articles:

The Intersection of Culture, Disability, and Assistive Technology (AT)
 The Universal Design of Early Education: Moving Forward for ALL Children
 EC/SE UDL Guiding Questions: Six Steps to Inclusive Preschool (textbook)
 UDL infant/toddler sample activity plans (2)
 UDL preschool sample activity plans (2)
 UDL TK/Kinder sample activity plans (2)

PowerPoints:

UDL in ECE & TK/K (in class)
 Assisted Technology: Where Anything is Possible (in class)

View: Inclusive Education & Bowling (Shelley Moore)

UDL in the Early Childhood Environment
 UDL and Culturally Diverse Learners

Listen: UDL Implementation in Kindergarten

Assignments: AT Reflection Paper

UDL Activity Plan (infant/toddler & preschool – group project, in-class)
 UDL Activity Plan – (TK/K - individual work) (Discussion Board: questions & Plan)

Module 4: Weeks 7 & 8 October 4 – October 17

Topics: Administrative Roles; Leadership Strategies, Legal Aspects of Inclusion

Readings:

Text: Chapter 3 (Richardson-Gibbs & Klein - posted)
 Text: Chapter 6 (Jorgensen)
 Articles: Joint Statement DEC & NAEYC
 Statement on Early Childhood Inclusion
 Endrew F. vs. Douglas County
 A Brief: Challenges of Inclusion & Collaboration
 Transforming Transdisciplinary Early Intervention and Early
 Childhood Special Education through Intercultural

Assignments: Policy Statement & Transforming Transdisciplinary Discussion Board
 Foundations Discussion Board

Updated April 28, 2022

Module 5: Weeks 9 & 10 October 18 – October 31

Topics: Collaborating with Families; Collaborating with Staff; Problem Solving & Conflict Resolution

Readings: Chapter 3 (Sandall et. al); Chapter 4 (Richardson-Gibbs & Klein – posted); Chapter 5 (Dinnebeil & McInerney - posted); posted articles

Articles: DEC Teaming

Interculturalism: Addressing Diversity in Early Childhood

~~One Family's Journey~~

Instructor Personal Experience:

My experience with collaboration

~~—PowerPoints: Creative Problem Solving (CPS) Method~~

The Power of Paraeducators

Augmentative and Alternative Communication (AAC) Presentation (in class)

Models of Inclusion Support & Case Law (in class)

Assignments: Team Meetings Discussion Board
Optional Midterm Evaluation

Module 6: Weeks 11 & 12 November 1 – November 14

Topics: Environment and Engagement

Readings: Articles: Program Readiness
Quality Inclusion

PowerPoints: Accommodations & Modifications (in class)

Inclusion Strategies for Young Children (in class)

Itinerant Teacher Steps (in class)

View: Meaningful Inclusion in Early Childhood

Assignments: Environment & Engagement Assessment Project Due

Module 7: Weeks 13 November 15 – November 21

Topics: Strategies: Disability-Specific Considerations; Child Focused Instructional Strategies

Readings: Chapter 5 (Sandall et. al); Chapter 7 (Sandall et. al); Chapter 7 (Richardson-Gibbs & Klein – posted)

Assignments: Inclusion Strategies paper

Week 14 November 22 – November 28

Fall Recess (no class – enjoy!)

Module 8: Weeks 15 & 16: November 29 – December 12

Topics: Facilitating Relationships & Guest Speaker(s)

Readings: Chapter 8 (Jorgensen); Chapter 10 (Sandall et. al)

Articles:

Social Toys Facilitate Social Interactions
 Promising Practices to Support Friendships in Inclusive Classrooms
 Promoting the Social Competence of Young Children with Disabilities
 Supporting Healthy Social Emotional Development
 Social Facilitation Lesson Plan Format
 Social Facilitation Strategies #1, #2, and #3

View: Friendship & Learning

In Harmony

Video Example 1: Without Social Facilitation

Video Example 2: Without Social Facilitation

Video Example: WITH Social Facilitation

Assignment: Social Facilitation Reflection

Module 9: Week 17: December 12 - December 17

Assignments: Post-Survey

Inclusion Paper (final – must be APA formatted)

Note: Exact due dates for individual requirements within each module will be posted in Canvas.

Classroom Emergency Preparedness Guide

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for: SPED 428: Inclusive Education

On the first day of every semester:

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

Emergency Communication

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

Evacuations – Drills or real

- You may not know if this is a drill or not, so take every call to evacuate seriously.

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- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: At the end of College Park hallway (each side)

We will meet at: In the parking lot of College Park

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON:** Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

Shelter in Place or Dangerous Situation

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

When you need help Immediately or to report a dangerous situation, CALL 911.

University Police non-emergency line: (657) 278-2515

For more information

Ask your instructor, or go to [Campus Preparedness website](#)

UPS Links

[UPS 300.004 Policy on Syllabi \(Course Outlines\)](#)

[UPS 320.005 Retention of Student Work](#)

[UPS 411.104 Policy on Online Instruction](#)