

**COLLEGE OF THE MARSHALL ISLANDS  
COURSE OUTLINE**

**CIP No. 13.1018**  
**SDIS 332**

**Inclusive Practices for Students with  
SD (EI to Middle School)**  
**Course Title**

**Alpha Number**

**Course Description**

Focuses on curriculum development across general education subjects including local adaptations and accommodations for inclusion from early intervention through middle school grades. It includes instruction in important positioning skills so that students can have access to materials for learning. Also infused will be strategies for inclusion in home and community, age-appropriate activities, functional skills, building circles of supports and teaming skills.

**Course prepared by:**

Education/NSSP

November 2016

	Hours per Week	Number of Weeks	Total Hours	Credits
Lecture	6.86	7	48	3
Laboratory	_____	_____	_____	_____
Clinical	_____	_____	_____	_____
Seminar	_____	_____	_____	_____
Field	_____	_____	_____	_____
			Total Credit Hours	3

Purpose of Course:

Degree Requirement	_____
Degree Elective	_____
General Education	_____
Credit Certification	X
Developmental	_____
Community Education	_____
Vocational Education	_____
Adult Basic Education	_____

Distribution Area:

Humanities	_____
Social Sciences	_____
Mathematics (Credit)	_____
Science	_____

Prerequisites:

Completion of SDIS 221, SDIS 222 with grade of C or better  
Concurrent enrollment in SDIS 331

\_\_\_\_\_  
Signature, Curriculum Committee Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Dean of Academic Affairs

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Vice President of Academic and Student Affairs

\_\_\_\_\_  
Date

Last Date reviewed or revised: \_\_\_\_\_

**CIP No. 13.1018**

**I. Inclusive Practices for Students with SDIS (EI to Middle School)**

**Course Title**

**SDIS 332  
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**II. Course Outcomes**

**A. General Learning Outcomes**

The student will:

1. Practice collaborative teamwork (ASCSD 5, 6, 7)
2. Describe models of inclusion strategies (ASCSD 1, 2, 3)
3. Demonstrate appropriate meeting facilitation skills that take into consideration family perspectives and needs (ASCSD 6, 7)
4. Identify inclusion strategies that are culturally appropriate (ASCSD 1, 5, 6)
5. Differentiate academic assessments for use with children with specific communication needs (ASCSD 2, 3, 4, 5)

**B. Student Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Develop a Person-Centered Plan based on a comprehensive student assessment for a focus child
2. Develop a plan for inclusion including appropriate adaptations and accommodations
3. Practice leading team planning meetings around a focus child.
4. Demonstrate facilitating a circle of friends for a student with a severe disability
5. Prepare students to develop concepts in academic contexts.

**III. Course Content**

Students will assess and apply strategies for learning in general education settings and subjects.

1. Historical perspective on inclusion in the U.S and in the Pacific
2. Impact of Special Education laws for students with Severe Disabilities
3. Differentiating and adapting curriculum, games and activities
4. Assessment tools
5. Co-teaching and collaboration
6. Social skills and development

**IV. Methods of Instruction**

1. Lectures
2. Demonstrations
3. Small group activities
4. Assigned content readings

5. Discussion
6. Supervised practice
7. Field trips

**V. Equipment and Materials**

1. Access to televideo equipment and services
2. Access to Internet for each student
3. TV/DVD & video camera
4. Chalk/chalkboard or Whiteboard/markers
5. Materials provided by instructor

**VI. Suggested Methods of Evaluation**

1. Written assignments
2. Written reports
3. Projects
4. Quizzes
5. Examinations
6. Oral presentations

Letter grades will be assigned per CMI Grading System.