

Inclusion Specialist Concentration Description

The Inclusion Specialist Concentration prepares educators with the knowledge, skills and experiences to include all learners in school communities across the globe. Through theory, research, practice and Christian vision for shalom, candidates will explore how to support administrators, teachers, families and community stakeholders in designing, implementing, evaluating, and sustaining transformative school programs and classroom practices. Guided by a commitment to equity, excellence, and justice, Inclusion Specialists will work with others to empower a wide range of students with identified disabilities, cultural differences, and unique capacities.

The Inclusion Specialist Concentration offers two emphases, Inclusive School Programs and Inclusive Classroom Practices. The Inclusive School Programs emphasis provides knowledge and skills in leadership of school-wide policies, programs and practices that include all members in learning communities. The Inclusive Classroom Practices emphasis explores classroom teaching strategies, curriculum, and culturally responsive pedagogy.

Inclusion Specialist Concentration Overview

Prerequisite:

EDUC 312: Teaching Exceptional Students (3)

Students entering the Inclusion Specialist concentration without a special education major, endorsement, or equivalent must take EDUC 312 as a prerequisite.

Core:

EDUC 500: Introduction to Graduate Studies in Education (1)

EDUC 510: Framing Questions, Global Forces, Constraining Structures (3)

EDUC 514: Introduction to Educational Research (3)

EDUC 516: Leading Educational Communities (3)

EDUC 522: Reshaping Curriculum, Teaching, and Learning (3)

EDUC 554: Pathways to Inclusion (3)

EDUC 596: Literature Survey Course or approved Elective (3)

- Topics for the literature survey to be guided by advisor and directed toward the selected emphasis:
 - Inclusive Classroom Practices: Assistive Technology, Ableism, etc.
 - Inclusive School Programs: Leadership Survey Course with an inclusion leadership focus

EDUC XXX: Current Issues Workshop (2)

Concentration Courses:

EDUC 555: Designing Instruction for Successful Learning (3)

EDUC 556: Perspectives, Programs, & Policies: Developing Inclusive Schools (3)

EDUC 557: Inclusion in Action: Practicum Seminar (3)

EDUC 558: Inclusion in Action: Practicum (2)

Total Credits: 32

Concentration Courses:

EDUC 312: Teaching Exceptional Students (Prerequisite)

Students entering the Inclusion Specialist Concentration must have a course equivalent to EDUC 312.

EDUC 555: Designing Instruction for Successful Learning (3)

This course will explore critical strategies for successful inclusive teaching practices that support all learners. Participants will refine their understanding of culturally responsive educational design as they develop complex student learning profiles, research accessible curricular programs and prepare teaching plans for successful learning. Data from individual student assessment will form the basis on which profiles are developed and plans are designed. Course foci will include reading and interpreting assessment data, developing learning profiles that reflect patterns of strengths and weaknesses, preparing or interpreting intervention-specific IEPs, and designing student-centered, evidence-based instructional plans.

EDUC 556: Perspectives, Programs, & Policies: Developing Inclusive Schools (3)

How do educators develop and sustain a culturally responsive and inclusive school culture? What is a vision of Christ-centered educational programs and services where all students flourish? Educators in this course will trace the historical, ethical, political, religious, and research literature on policies, programs and practices of inclusive school communities. Through literature, policy, and field case analysis, they will learn about societal and community perspectives and develop skills and dispositions related to program development, implementation, and evaluation that advocate for and respond to all learners and their stakeholders.

EDUC 557: Inclusion in Action: Seminar (3)

The seminar supports the culminating practicum experience in the Inclusion Specialist Program. Students will work in a community of practice to explore the complexity of teaching and leadership to promote a culturally responsive and inclusive culture at multiple levels within a school system. At the heart of the seminar is an action research project carried out in the practicum placement. Students will design, implement, and evaluate inclusive practices, policies, or programs. They will also develop a plan for consulting with teachers and schools to increase culturally responsive inclusive practices, policies, or programs. The seminar will focus on bridging theory, research, and practice to promote culturally responsive inclusive education. The seminar must be taken concurrently with the practicum.

EDUC 558: Inclusion in Action: Practicum (2)

The practicum provides a culminating experience in the Inclusion Specialist Program. Students may tailor the practicum experience to focus on Curriculum, Instruction, and Assessment or Inclusive Education Leadership.

Inclusive Classroom Practices: The practicum provides a culminating experience in which candidates will work closely with a mentor in an inclusive school setting for 140 hours (a minimum of 180 if you have had no special education experience). Through the experience, students will gain experience consulting, and implementing culturally responsive curriculum, instruction, and assessment. The practicum will focus on bridging theory, research, and practice with an emphasis on teaching in inclusive classrooms and schools.

Inclusive School Programs: The practicum provides a culminating experience in which candidates will work closely with a mentor in an inclusive school setting for a minimum of 140 hours. Through the experience, students will examine and apply theory and best practices in leadership, organization, consulting, and the evaluation and development of programs and professionals. The practicum will focus on bridging theory, research, and practice with an emphasis on leadership in inclusive education.