**University of Management and Technology**

**Course Outline**

Course code: SNE 406

Course title:Inclusive Education: Theory and Practice

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| Program | **BS(Hons) Special education** |
| Credit Hours | **3+0** |
| Duration | One Semester |
| Prerequisites | **SNE-401 Human Exceptionalities** |
| Resource Person | Dr. Asmaa Nouman |
| Counseling Timing  (Room# ) | Monday to Thursday 11:30am-1:30pm |
| Contact | Mobile No: 03234476714  Email: [asmaa.nouman@umt.edu.pk](mailto:asmaa.nouman@umt.edu.pk) |

**Resource Person’s Signature …………………….**

**Chairman/Director signature………………………………….**

**Dean’s signature…………………………… Date………………………………………….**

**Learning Objective:**

The course will provide an overview of beliefs, values and enabling conditions that affect the ability of special and regular educators to establish a unified educational system.

**Objectives:**

The course is designed to:

1. Share knowledge of various types of disabilities
2. Review the historical perspective of inclusive education
3. Identify the salient features of inclusive classroom
4. Plan & Discuss strategies for creating an inclusive classroom
5. Investigate the issues and barriers to inclusive education in Pakistan
6. Discuss attitudes of society towards inclusion
7. Reflect their learning through active participation and document writing

Syllabus description:

The course “Inclusive Education: Theory and Practice” will address basis of sound inclusive educational practice. An overview of historical perspective of inclusive education will be presented. Students will learn about strategies of creating inclusive classroom and its different aspects. The course will provide an overview of beliefs, values and enabling conditions that affect the ability of special and regular educators to establish a unified educational system. Emerging trends of inclusive education will be discussed in detail in terms of issues and barriers to these trends in Pakistan. It will also provide current thinking and issues that link assessment and evaluation to teaching responsibilities in inclusive education. Students will also get potential knowledge regarding managing diversity in inclusive classroom.

**Learning Methodology:**

* Lectures as provided in the Weekly Semester Activities
* Assignments related to the studied topics
* Discussion tutorials
* Presentation on allocated topics
* Observations and learning experiences of the participants
* Discussion of Methods of constructing sound and secure classroom contexts

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Marks Evaluation Marks in percentage**

Quizzes 5%

Assignments 10%

Mid Term 20%

Term Paper 15%

Final exam 50%

Total 100%

**Recommended Text Books:**

* Gardner, P. (2002). *Strategies and Resources for Teaching and Learning in Inclusive Classrooms.* Glasgow: Bell and Bain Ltd.
* Hannell, G. (2007*). The Teacher's Guide to Intervention And Inclusive Education: 1000+ Stragegies To Help ALL Students Succeed.* California: Corwin Press
* Hammeken,P.A. (2007). *The Teacher's Guide to Inclusive Education - 750 Strategies for Success.* California: Corwin Press

**Reference Books:**

* Andrews, J & Lupart, J. (2000). *The inclusive classroom: Educating exceptional children*. Canada: Nelson Thomson Learning
* Friend, M & Bursuck, W. D. (1996). *Including students with special needs: A practical guide for classroom teachers.* Boston: Allyn & Bacon
* Loreman,T., Deppeler, J &Harvey D. (2006). Inclusive education: A practical
* Seana Moran, Jie-Qi Chen, Howard Gardner. (2009). Multiple Intelligences Around the World. Jossey Brass

**Calendar of Course contents to be covered during Spring Semester 2021**

**Course Code: SNE-406**

**Course Title: Inclusive Education: Theory and Practice**

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| **Week** | **Course Contents** | **Reference Chapter(s)** |
| 1 | What is inclusion? [Inclusive Education and Understanding Children with Special Needs](https://www.csnlg.com/the-concept-of-inclusive-education-and-understanding-children-with-special-needs/) | **Introduction to inclusive education** |
| 2 | Right based education and Features of IE. [Concept Inclusive Education and Understanding](https://www.csnlg.com/the-concept-of-inclusive-education-and-understanding-children-with-special-needs/) | Right based education and Features of IE |
| 3 | The “INCLUDE” Strategy | Inclusion and The “INCLUDE” Strategy |
| 4 | The benefits of inclusion | **Inclusion & Provision of special services** |
| 5 | Issues and barriers to inclusive education  **(Oral questions answers quiz)** | **Inclusion & Provision of special services** |
| 6 | Monitoring of special services | **Inclusion & Provision of special services** |
| 7 | Theory of Multiple Intelligences | Multiple Intelligences Around the World |
| 8 | Mid Term Examination (One slot) | Class Notes |
| 9 | A collaborative approach model | Special education today: Inclusion and collaboration |

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| 10 | Table of Specifications. Test Administration & Scoring. Interpreting Test Results | Scoring and interpreting Test Results  . |
| 11 | Teacher training | **Teachers’ concerns about inclusive education** |
| 12 | The curriculum concerns and available resources | Appropriate curriculum for all |
| 13 | Evaluation Models | Evaluation Models |
| 14 | The School structure. Setting up the inclusive classroom  **(Activity)** | **Inclusive/Learning friendly schools** |
| 15 | ***Final Submission of the Term Project and course review*** | Class Notes |