Independent Study Online Course Syllabus

Course Number: SED 900
Course Title: Inclusion: What, Why and How

X Online □ Distance Learning

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Units: 3
Grade Level: K-12

Course Description
This online course will explore the history of special education and inclusion, the pros and cons of including students with special needs in the classroom, what role the general education teacher has, and strategies to help special education students be successful in the classroom. It is assumed that students taking this course have access to at least one special education student with an active IEP in which to make observations and applications from the course material. (Students will need to purchase required texts, as costs are not included in fees for course materials.)

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials (Not included in course fees)

Successful Inclusion: Practical Strategies for a Shared Responsibility by Kochhar, West & Taymans (Copyright 2000 ISBN# 0-13-921172-1)

Teaching Kids with Learning Difficulties in the Regular Classroom by Susan Winebrenner
Various online articles

*All texts can be purchased through amazon.com

Students will be required to work in the Moodle environment. Login and passwords will be issued by the instructor soon after course registration.

Technology Requirements:

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.
Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

Discussion Forums:

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Course Requirements:

Students will read the texts included with this course as well as on-line articles.

Students will complete several reflections and summaries related to the topics of discussion.

Students will submit a case study of a special educations student.

Students will research and submit their districts special education processes and procedures.

Students will submit two lessons that reflect some of the accommodating strategies learned within the course.

Students will complete a reflective writing describing their experiences through the course.

National Standards

This course covers the following National Board for Professional Teaching Standards

Proposition 1: Teachers are Committed to Students and Their Learning
Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitable, recognizing the individual differences that distinguish one student from another and taking account of these differences in
their practice.

**Proposition 3: Teacher Are Responsible for Managing and Monitoring Student Learning**
Accomplished teachers create, enrich, maintain and alter instructional setting to capture and sustain the interest of their students and to make the most effective use of time. They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools’ goals for students to be met.

**Proposition 4: Teacher Think Systematically about Their Practice and Learn from Experience**
Accomplished teachers draw on their knowledge of human development, subject matter and instruction and their understanding of their students to make principled judgments about sound practice.

**Proposition 5: Teachers are Members of Learning Communities**
Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development.

**Learning Objectives/Outcomes**

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of how special education has progressed over the years and where inclusion fits into their teaching practices

2. Describe the benefits of inclusion and analyze the barriers to successful inclusion

3. Analyze their own teaching methods and demonstrate how they have accommodated their instruction to meet the needs of special education students

4. Explain their school districts special education processes and procedures

5. Analyze a special education student’s needs and analyze the current plan for the student to access the curriculum successfully.

**Schedule of Topics**

1. Introduction

2. Legal Roots and Social Forces

3. Responsibility

To register for courses go to http://ce.fresno.edu/cpd and log in
4. Controversies

5. Benefits

6. Public Policies

7. Overcoming Barriers

8. Placement Options & Assessment

9. Teacher’s Role- Accommodations & Modifications- Lesson Plans

10. Support Service

11. Case Study

12. Reflection/Evaluation

**Evidence of Learning** (based on course rubrics)

- Course instructor observed evidence of course objectives through reflective writing assignments

- Course instructor observed evidence of course objectives through lesson plans designed with accommodations

- Course instructor observed evidence of course objectives through student’s participation in course forums

- Course instructor observed evidence of course objectives as demonstrated by student’s final project that produced a case study of a special education student and student's final reflection

**Grading Policies and Rubrics**

Students who take the course for credit/no credit must earn an 80% or above to earn credit. Students who enroll in the course for a letter grade must achieve a grade of “A” or “B”. Coursework that earns below a “B” or below an 80% will not receive credit.

An assignment rubric is available to download. You will want to print the rubric to refer to throughout the course. 132 points on the rubric scale are available.

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*Date of Revision 6/14/16*

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90%-100% = A (119-132 points)
Work shows an investment of time and energy. There are thoughtful reflections and examples to support ideas. The questions are answered thoroughly and additional thoughts or questions may be raised to indicate that the student is interacting with the text.

80-89% = B (105-118)
Work is not as thorough in thought and reflection. Thoughts are more general and do not give as much detail. Questions are answered but do not address the issues with precision.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Instructor/Student Contact

Contact with the instructor will be via email, web discussion forum, posted assignments through FPU moodle and phone. The instructor is here to facilitate learning and guide students through the objects. Students are encouraged to use email, forums and phone to communicate with the instructor.

References

Please find the following resources to further enhance your knowledge and abilities:


www.educationworld.com

http://www.interventioncentral.org/

http://www.nrsl.com/

www.wrightslaw.com

**Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL [http://www.fresno.edu](http://www.fresno.edu).

**CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

| CE 1. | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5. | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

| Student Learning Outcomes Oral Communication: | Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |
| Written Communication: | Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others. |
| Content Knowledge: | Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| Reflection: | Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement. |
| Critical Thinking: | Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations. |
| Moral Reasoning: | Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view. |
| Service: | Students will demonstrate service and reconciliation as a way of leadership. |
| Cultural and Global Perspective: | Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems. |
| Quantitative Reasoning: | Students will accurately compute calculations and symbolic operations and explain their use in a field of study. |
| Information Literacy: | Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |