SED-908: Inclusion to Belonging

Independent Study Online Course Syllabus

Instructor: Julie M. Lane, Ed.D. **Phone:** (559) 453-5682 **Email:** julie@r-ise.org	**Number of Graduate Semester Units:** 3 Units **Target Audience:** Educators and Administrators in all educational settings. **Course Access:** ce-connect.fresno.edu

Course Description

This course provides students with the opportunity to reflect upon their own values of including children with disabilities in their schools and in their classrooms. The course provides discussion on the differences between inclusion and belonging. Students will discuss the challenges in providing inclusive education while developing a strategic plan to move their schools and classrooms to a culture of belonging. The course can easily be adapted to address cultural and ethnic topics around inclusion and belonging.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Books:
- Cobb, F., & Krownapple, J. (2019). *Belonging Through a Culture of Dignity. The Keys to Successful Equity Implementation*. Mimi & Todd Press. ISBN 978-1-950089-02-4. Amazon.com: Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation eBook : Cobb, Floyd, Krownapple, John, CampbellJones, Brenda: Kindle Store
- Vanier, J. (2008). *Becoming Human*. Paulist Press. ISBN: 978-0809145874 Becoming Human - Jean Vanier : PaulistPress
- Vanier, J. (1992). *From Brokenness to Community.* Paulist Press. ISBN: 9780809133413 From Brokenness to Community (Harold M. Wit Lectures): Vanier, Jean: 9780809133413: Amazon.com: Books

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): https://amazon.com

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
https://moodle.org // https://moodle.org/demo // https://docs.moodle.org

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

There are no official state or national standards for special education. However, the Council on Exceptional Children (CEC) is regarded as the national representative for expectations in special education. The CEC's Ethical Principles and Professional Practice Standards for Special Education, Special Education Professional Ethical Standards, along with best practices, will be utilized for special education expectations

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with Exceptionalities.
5. Using evidence, instructional data, research, and professional knowledge to inform practice.
6. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
7. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
8. Practicing within the professional ethics, standards, and policies of CEC; upholding laws regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
9. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
10. Participating in the growth and dissemination of professional knowledge and skills.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 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-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. Develop an overall understanding of the differences between inclusion and belonging.	1,3,7,8	2,4,5
2. Develop an overall understanding of what makes an ability v a disability.	1,3,7,8	2,4,5
3. Explain and reflect upon cultures of dignity and belonging.	1,3,7,8	2,3,5
4. Develop an initial plan to move a school from a place of inclusion to a place of belonging and dignity.	1,3,7,8,910	1,4,5,6

* Please refer to the section on **National Standards Addressed in This Course (CEC)**
** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	● Welcome Video ● Course Syllabus	
Module 1 – Equity	● Watch Introduction Video ● Introduce Yourself ● 1.1 Reflect on Equity Initiatives ● Watch/Read Brown v Board of Education ● Read Race, Ethnicity, and Disability: The Financial Impact of System Inequality and Intersectionality ● Read The Value of Inclusive Education ● Read Chapter 1 in Krownapple & Cobb ● 1.2 The Keys to Equity	10 Points 10 Points

Module 2 – Advocacy - Vision	● Watch Module Introduction ● 2.1 Reflect on Your Advocacy ● Read People First Language ● Read/Review Office of Disability Rights ● Read From Inclusion to Belonging: A Practical Theology of Community, Disability and Humanness ● Read Chapter 1 in Becoming Human/Vanier ● Read Chapter 2 in Krownapple & Cobb ● 2.2 Reflect on Your Vision	10 Points 10 Points

Module 3 –
Access to Belonging
	● Watch Module Introduction
	● 3.1 Reflect on Belonging
	● Read What Does It Take to Build a Culture of
	  Belonging?
	● Read Chapter 2 in Becoming Human/Vanier
	● Read Chapter 3 in Krownapple & Cobb
	● Read "… but if you're afraid of things, how are you
	  meant to belong?" What belonging means to people
	  with intellectual disabilities?"
	● 3.2 Key Phrases and Thoughts
		10 Points
		
		10 Points

Module 4-
Strategies to Culture
	● Watch Module Introduction
	● 4.1 What are you trying to fix?
	● Complete Dual Language Learners with Disabilities
	● 4.2 Iris Assessment
	● Read Chapter 3 in Becoming Human/Vanier
	● Read Chapter 4 in Krownapple & Cobb
	● Read Belonging and Connection of School Students
	  with Disabilities
	● Read Stigma, Acceptance and Belonging for People
	  with IDD Across Cultures
	● 4.3 Using Culture to Create Strategy
		10 Points
		
		50 Points
		
		10 Points

Module 5 – Respect to Dignity	● Watch Module Introduction ● 5.1 What does dignity mean to you? ● Read Chapter 4 in Becoming Human/Vanier ● Read Chapter 5 in Krownapple & Cobb ● Complete What do you see? Perceptions of Disability ● Read Dignity, Function, & Choice ● Read Promoting Inclusion, Social Connections, and Learning Through Peer Support Arrangements ● 5.2 Dignity Framework ● Read Three Articles ● 5.3 Three Articles	10 Points 25 Points 20 Points

Module 6-
Distortions to Dignity
	● Watch Module Introduction
	● 6.1 What is Stopping Us from Honoring Dignity?
	● Read Cultivating Diversity, Equity, and Inclusion in
	  Education Environments
	● Read From Brokenness to Community by Vanier
	● Read Chapter 6 in Krownapple & Cobb
	● Read Culturally Responsive Teaching and
	  Perceptions in Special Education of Minority Students:
	  A Review of the Literature
		10 Points

	● 6.2 A Framework of Recognizing Violations	10 Points
	● Read UNICEF: A Simplified Version	
	● 6.3 UNICEF: Two Topics	10 Points
Module 7- Dispositions to Dignity	● Watch Module Introduction ● 7.1 Envisioning Where You Need to Grow ● Read Chapter 5 in Becoming Human/Vanier ● Read Chapter 7 in Krownapple & Cobb ● Watch From Isolation to Elevation: Tips to Disability Inclusion and Belonging ● Read Successful Inclusion of Adolescent Students with Mild Intellectual Disabilities ● Watch From Barriers to Belonging: The Church and People with Disabilities ● Read Positive Disability Identify Predicts Sense of Belonging in Emerging Adults with Disabilities ● 7.2 Reflecting Upon Your Own School or Organization	10 Points 10 Points
Module 8 - Putting it Together	● Watch Module Introduction ● Read Chapter 8 in Krownapple & Cobb ● 8.1 Identify the Function and the Dysfunction ● 8.2 Next Steps	 10 Points 100 points
TOTAL POINTS		**345 Points**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements
- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

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.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/students/academic-support/services-students-disabilities.

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 per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - https://handbook.fresno.edu/graduate/academic-policies

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can 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. If 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. Moodle is easy to learn and has a friendly user interface. To learn more about Moodle, go to https://docs.moodle.org/33/en/Student_FAQ. There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - https://col.fresno.edu/student.

Moodle Site Login and Passwords: Students will need to have internet access to log onto https://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 communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email them at prof.dev@fresno.edu.

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

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/students/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	**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.
FPU-SLO 2	**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.
FPU-SLO 3	**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	**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.
FPU-SLO 5	**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.
FPU-SLO 6	**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian worldview.
FPU-SLO 7	**Service**: Students will *demonstrate* service and reconciliation as a way of leadership.
FPU-SLO 8	**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
FPU-SLO 9	**Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
FPU-SLO 10	**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.