



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Foundations of Inclusion

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course is designed to provide educators with an overview of the foundations of inclusion and evidence-based best practices for inclusion. Participants will explore such practices following the principles of Inclusion, Universal Design for Learning, Positive Behavior Interventions and Supports, Social and Emotional Learning, and Co-Teaching, while learning implementation strategies for student success. Participants will learn a structured approach to assess students' needs, provide appropriate modifications and accommodations as needed, and design and provide suitable interventions.

COURSE PREREQUISITES: None

LEARNING GOALS:

- Participants will be able to critique evidence-based best practices regarding inclusion.
- Participants will be able to design and implement evidence-based best practices within inclusion classroom settings.
- Participants will be able to develop and implement principles of Universal Design for Learning within the inclusion setting.
- Participants will be able to design and model principles of Positive Behavior Interventions and Supports within the inclusion setting.
- Participants will be able to create and apply principles of Social and Emotional Learning within the inclusion setting.
- Participants will be able to design and execute principles of Co-Teaching within the inclusion setting.

- Participants will be able to execute strategies for implementing accommodations and/or interventions within the inclusion setting.
- Participants will evaluate and critique major approaches to interventions and accommodations.
- Participants will be able to construct a structured approach to support students’ needs.
- Participants will develop appropriate modifications and accommodations as needed and locate and obtain suitable support services if needed.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Garnett, K. (2010). *Thinking About Inclusion and Learning Disabilities: A Teachers’ Guide*, pp 7-12. Division of Learning Disabilities of the Council for Exceptional Children.

Munk, D.D. & Bursuck, W. (2003, October). *Grading Students with Disabilities*. *Educational Leadership*, 61(2), pgs. 38-43.

Rao, K., and M. Meo. "Using Universal Design for Learning to Design Standards-Based Lessons." Sage, Oct. 2016.

Rappaport, N. & Minahan, J. (2012, October). *Cracking the Behavior Code*. *Educational Leadership*, 70(2), pgs. 18-25.

EVALUATION METHODS:

1. One Page Response Journals: On assigned weeks, participants will be given a required article to read. Participants should then write a one page response to the assigned article. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. Online Discussions: Participants are asked to discuss assignments on assigned weeks via the classroom discussion board. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. Final Assignment: For the final assignment, participants are asked to choose one aspect of inclusion covered within the course’s topics: Universal Design for Learning, Positive Behavior Interventions and Supports, Co-Teaching or Social and Emotional Learning. Participants should examine the chosen aspect through either further research, classroom observation, or first-person interview of inclusion professionals. Participants are required to submit their findings in the form of a 3 to 5 page, double spaced typed paper aligning to the following criteria:

Criteria	Score
Paper is focused on ONE chosen course topic only: <i>Universal Design for Learning, Positive Behavior Interventions and Supports, Co-Teaching or Social and Emotional Learning</i>	___ / 25 points
Course topics are integrated into the paper.	___ / 25 points
Paper follows submission guidelines: 3 to 5 pages, double-spaced, 12-point Times New Roman.	___ / 25 points

Paper includes an opinion/reflection on the research of the chosen topic.	___ / 25 points
Total: ___ /100	

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final assignment

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Center for Teaching and Learning. The Center for Teaching and Learning is located in the Diane M. Halle Library room 201 and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Center for Teaching and Learning, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - Overview of Inclusion

Required Reading For Assignment

Garnett, K. (2010). Thinking About Inclusion and Learning Disabilities: A Teachers' Guide, pp 7-12. Division of Learning Disabilities of the Council for Exceptional Children.

Assignment

One page written response.

Week Two

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - o Universal Design for Learning

Required Reading For Assignment

Rao, K., and M. Meo. "Using Universal Design for Learning to Design Standards-Based Lessons." Sage, Oct. 2016.

Assignment

One page written response.

Week Three

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - o Positive Behavior Interventions and Supports

Required Reading For Assignment

Rappaport, N. & Minahan, J. (2012, October). *Cracking the Behavior Code*. Educational Leadership, 70(2), pgs. 18-25.

Assignment

One page written response.

Week Four

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - o Social and Emotional Learning

Assignment

Online discussion

Week Five

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - o Co-Teaching in the Inclusive Classroom

Required Reading For Assignment

Munk, D.D. & Bursuck, W. (2003, October). *Grading Students with Disabilities*. Educational Leadership, 61(2), pgs. 38-43.

Assignment

One page written response.

Week Six

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - o Strategies for Inclusion

Assignment

Online discussion

Other Assignment

Final assignment

TOPICAL OUTLINE:

Instructional Activity	Description of Activity	Time Spent
<p>Week One</p> <ul style="list-style-type: none"> ● Review Syllabus ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Overview of Inclusion <p>Required Reading For Assignment Garnett, K. (2010). Thinking About Inclusion and Learning Disabilities: A Teachers' Guide, pp 7-12. Division of Learning Disabilities of the Council for Exceptional Children.</p> <p>Assignment One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Two</p> <ul style="list-style-type: none"> ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Universal Design for Learning <p>Required Reading For Assignment Rao, K., and M. Meo. "Using Universal Design for Learning to Design Standards-Based Lessons." Sage, Oct. 2016.</p> <p>Assignment One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Three</p> <ul style="list-style-type: none"> ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Positive Behavior Interventions and Supports <p>Required Reading For Assignment Rappaport, N. & Minahan, J. (2012, October). <i>Cracking the Behavior</i></p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

<p><i>Code.</i> Educational Leadership, 70(2), pgs. 18-25.</p> <p>Assignment One page written response.</p>		
<p>Week Four</p> <ul style="list-style-type: none"> • Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> o Social and Emotional Learning <p>Assignment Online discussion</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	22.5
<p>Week Five</p> <ul style="list-style-type: none"> • Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> o Co-Teaching in the Inclusive Classroom <p>Required Reading For Assignment Munk, D.D. & Bursuck, W. (2003, October). <i>Grading Students with Disabilities</i>. Educational Leadership, 61(2), pgs. 38-43.</p> <p>Assignment One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	22.5
<p>Week Six</p> <ul style="list-style-type: none"> • Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> o Strategies for Inclusion <p>Assignment Online discussion</p> <p>Other Assignment Final assignment</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	22.5
		<p>Total</p> <p>135 hours</p>

* Syllabus is subject to change.