



EDSP 389/589i

Healthy Environments and Inclusive Education in a Global Society (3 units)

Fall 2021

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Individual assistance is always available by appointment.: [Dr. Jez Appointment Calendar](#)

Class hours: Pre-session (synchronous online): 9/10, 10/8, 11/5, 11/19, 12/10 Travel: (leave 1/10)

1/12-1/23 Post-session: 2/4 <https://san Diego.zoom.us/j/7075469696>

Course Description

This course provides candidates with an opportunity to learn more about local and global perspectives on educating diverse learners. It will begin with a comparative overview of United States and South African education systems and cultural norms using readings, lectures, digital media, critical reflections, discussions, and experiential activities such as working with cultural liaisons. Students will be asked to complete a ChangeMaker project in collaboration with South African educators from universities and schools in Johannesburg and Cape Town.

This course provides candidates an overview of critical areas relative to international education of diverse learners through supporting schools, educators, and students both here and abroad. The students will examine disabilities, language, medical history, trauma, and socioeconomic assets and challenges through the lens of culturally responsive pedagogy. The students will engage in learning activities to deepen their understanding through a comparison of South African and American school systems, implementing a service learning project, and experience cultural and societal opportunities in South Africa.

**Please note that you are required to submit your health forms to the SOLES Global Office. While your health forms are confidential, it will be shared only with the course instructor in case of health emergencies overseas.*

Cost per student: \$4,300 (airfare not included; double occupancy prices, subject to change), suggested additional money during trip for meals, tourism, and/or gifts: \$400

School of Leadership and Education Sciences

Mission

The School of Leadership and Education Sciences (SOLES) at the University of San Diego believes in academic excellence, innovation, and a strong commitment to equity and inclusion. We educate, engage, model, mentor, and challenge the campus community to promote social justice and ignite meaningful change in our diverse society.

Vision

SOLES shapes the future by educating and empowering professionals to enact social justice, enhance human dignity, and improve the quality of life of diverse individuals, families, and communities.

Core Values

- Diversity, inclusion, and social justice
- Excellence in teaching
- Care for the whole person and common home
- Community engagement
- Excellence in scholarship

Course Objectives – Aligned with Candidate Unit & Program Outcomes

***The Special Education Program:** The *Unit Candidate Outcomes* (ACE) provide the frame upon which course objectives are aligned with the *Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards* (CEC). Course objectives also align with the *Interstate New Teacher & Assessment Consortium principles* (INTASC) and the *California Commission Teacher Credentialing: Education Specialist Standards* (CCTC).*

Upon completion of this course, education specialist will demonstrate knowledge and skills to:

CTC Multiple and Single Subject Teacher Performance Expectations (TPEs):

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Students Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning Content
Specific Pedagogy

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

Outcome I: Academic Excellence & Critical Inquiry and Reflection

- Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.
- Explain the legal, professional and ethical obligations related to Special Education. (TPE 1) (K) (2042/14b)
- Describe the roles and responsibilities of the General Education teacher, Special Education teacher, specialists, parent(s), administrators and others in collaborative Special Education processes including: identification, referral, assessment, IEP planning and meeting, and evaluation, behavior intervention planning, and transition planning. (TPE 1) (K) (2042/14b)
- Identify common characteristics and needs of students with a variety of disabilities identified in the Individuals with Disabilities Education Act. (TPE 1) (K) (2042/14b)
- Describe basic considerations and strategies used to assess learning and language abilities when referring to Special Education and Gifted and Talented Education programs. (TPE 5) (S) (2042/14c)
- Begin to determine basic developmentally appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the General Education classroom. (TPE 5) (S) (2042/1d)
- Demonstrate basic knowledge and skills required for planning and delivering differentiated instruction to special needs students, students on behavior plans, and/or those who are gifted and talented. (TPE 1) (S) (2042/14e)

Outcome II: Community & Service

- Educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.

- Active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.
- Engage in professional activities and participate in teach communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth.

Outcome III: Ethics, Values and Diversity

- Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.
- Understand how issues of human diversity impact families, cultures, and schools, and how complex human issues interact in the delivery of special education services.
- Understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.
- Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.
- Be guided by the profession's ethical and professional practice standards.
- Be aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice.
- Be sensitive to culture, cultural heritage, ethnicity, language, age, religion, socioeconomic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.
- Acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

Required Textbooks

[McLeskey, J., Barringer, M. D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., Ziegler, D., Council for Exceptional Children, & Collaboration for Effective Educator Development, Accountability and Reform. \(2017\). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children.](#)

Group Textbook:

Group A: [Hammond, Z. \(2015\). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin. ISBN-13: 978-1483308012 ISBN-10: 9781483308012](#)

Group B: Fritzgerald, A. (2020). *Antiracism and Universal Design for Learning*. CAST. ISBN: 9781930583702 ePUB (ISBN: 9781930583719 **(20% off code: ARUDL20)**)

Choose one book from below (or get permission for a book you have found):

- Bowker, G. C., & Star, S. L. (2000). *Sorting things out: Classification and its consequences*. MIT press.
- Malan, R. (1990). *My traitor's heart: A South African exile returns to face his country, his tribe, and his conscience*. Grove Press.
- Mandela, N., & Boatman, M. (2012). *Long walk to freedom: The autobiography of Nelson Mandela* (Recommended for Leadership and Single Subject credential students)
- Mathabane, M., & Mathabane, M. (1986). *Kaffir boy: The true story of a black youth's coming of age in apartheid South Africa* (Vol. 86). New York: Macmillan.
- Naidoo, B. (2001). *No turning back*. Penguin UK. (Recommended for Multiple Subject and Special Education credential students)
- Noah, T. (2016). *Born a crime: Stories from a South African childhood*. Hachette UK.
- Paton, A. (2003). *Cry, the beloved country*. Simon and Schuster. (Recommended for all students)
- A book from this list:

<https://theconversation.com/the-eight-must-read-african-novels-to-get-you-through-lockdown-1365>

[43](#)

Choose one film from below:

- Skin (2008)
- Invictus (2009)
- Long Night's Journey Into Day (2000)
- Miracle Rising (2013)
- In My Country (2004)
- The Letter Reader (2016)
- Mandela: A Long Walk to Freedom (2013)
- The Wound (2017)
- Catching Feelings (2018)
- My Octopus Teacher (2020)
- Kalushi (2017)

- AMANDLA! (2002)

Course Expectations- Our goal is to create an academically rich environment, to engage our students in contemporary and innovative research-based practices, and to develop teacher leaders who embrace a global perspective guided by our mission of addressing the needs of all learners in a culture of care. Course assignments are designed to allow you to reflect on your experience, think deeper about the impact they will have for you as an educator, connect with and learn from educators from outside your community, and become change agents through the collaborative process. In order to do this effectively, the following norms must be followed:

- Attendance and participation in all classes, discussions, and events (your grade will be deducted for being late or missing part or all of a course assignment or discussion)
- Intrapersonal and interpersonal dissonance may occur, when this happens, please seek out guidance from the instructor, be willing to work on confronting these issues in a respectful and mature manner, and follow through with check-ins throughout the course.
- Completion of all writing assignments including critical reflections, blogs, emails, group assignments, and assignments (late assignments will have a grade deduction)
- Following USD and course policies and guidelines for safety including staying with another classmate at all times while traveling, not over-consuming alcohol (or using any drugs), respecting cultural differences within the country, respecting the instructor's expectations and rules.
- Writing in 6th edition APA

Course Assignments

Presence and Engagement: Candidates are expected to actively participate in on-ground and online class sessions, positively contributing to discussions and activities, and honoring their classmates by truly listening, reflecting, considering, and responding respectfully to their contributions. Participation points are given to each activity for coming prepared (having readings and assignments complete), activity participating in the conversation (asking/answering questions, modeling critical inquiry, providing feedback). As reflective practitioners, we will facilitate each other's experiences through a supportive and encouraging learning community.

- Each absence from a class or activity will lose participation points
- More than one absence will result in a full grade decrease (from A to and A-)

Critical Reflection Blogs: Critical reflection means going beyond a summary to connect your experience to the past (experiences), present (text, discussions, and presentations), and future (how you will make an impact). You will examine how the readings, discussions, and experience relate to what you have known or

understood to be true in the past, what you are experiencing in the future, and how it will impact you as an educator/leader and member of our global world in the future. For each class meeting, candidates will write at least 200 word blog reflecting deeply on how the critical reflection questions connect to the text, presentations, and their experiences. Pictures, videos, and social media connections are encouraged as you tell your story of the experience with others. Because this is set up as a learning community, after the first blog post, candidates will also respond thoughtfully to 2 of their peer's responses from another group within a day after the blogs are due.

1. Learning about South Africa and the Course
 - a. Why did you choose this course? What do you hope to get out of it?
 - b. Which South African text did you choose (you should have at least half read by now)? What did you learn about SA? How is this related to the USA?
 - c. Which South African movie did you choose? What did you learn about SA? How is this related to the USA?
2. Social Location, Inclusive Practices, Changemaking Experience
 - a. Provide a brief summary of your social location essay- why do you think it is important to establish yourself in this work as we begin a comparison of countries, cultures, and experiences?
 - b. What similarities and differences did you learn about inclusive education in SA and USA this week (in presentations and readings)
 - c. What did you learn about in your group textbook chapters? Why is understanding the learner so important? What information is important to learn?
 - d. What do you hope to get out of the Changemaking experience?
3. Examining "The Wicked Problem" in Both Countries
4. Barriers to Learning
5. Using the CRSTP to Build Trust and Relationships
6. Overcoming Obstacles (STTP, Language) to Empowering Strategic Learners, Current Events in SA
7. Travel to Jozi and Apartheid Museum
8. Esikisini School (Observation and Teaching)
9. Soweto Bike Tour
10. Harambee
11. Changemaker Symposium
12. Safari
13. Lebone II
14. Cape Peninsula University of Technology
15. Gugulethu (ID Mkhize)
16. Athlone (Ned Doman)
17. People in South Africa (we have met)- Gadija, Niki, Essie, Liemo, Nsovo, Marcia, CPUT Students and Faculty, Wits Faculty (Prof. Makalela) and Students (Mariyeni)

18. Cape Town Experience: possibly wine tasting, Robben Island, Kirstenbosch, Cape of Good Hope, Cape Point, Boulder Beach (penguins)...

Intersectionality Assignment (choose one): "The recent protests at South African universities catapulted two concepts – colonialism and intersectionality – into the spotlight. Women students drawing on the slogan “my feminism will be intersectional or it will be bullshit” (Dzodan, 2011) call themselves ‘radical, intersectional, African feminists’. During the protests this was a type of ‘in your face’ feminism, an embrace of a radical feminist stance that was rare with an older generation of black feminists in South Africa. This moment provided a distinct ontological break with past enunciations of feminism among African women, who have an uncomfortable relationship with feminism that is often viewed as a white, Western import. Intersectionality as used by the students refers to intersectional (interlocking) identities of oppression: race, gender, class, sexuality, sexual orientation, disability and others. But women students also understood it as more than identity – it drew on subjectivities and experience.” ([Gouws, 2017](#))

Social Location Essay: Social location refers to an individual’s place or location in his/her society. The importance of social location is that it determines our experience in the society and the world – what happens or does not happen to us; what we see and hear and how we see and hear it, or, conversely, what we do not see or hear. In this essay you will outline your social location beginning with your family of origin to the present time. Comment on how your social location might enhance or disrupt your professional and personal work, especially in terms of your ability to identify and intervene around conflict or violence. This essay should be at least 3 pages and double spaced, using APA (7th edition) format. Please be prepared to share a paragraph (of your choosing) of your essay at our second class meeting in South Africa. The social location essay should include the following:

- A description of your current family (parents, siblings, grands, etc). If you have your own spouse and family, your focus should be here.
- A historical perspective of your family's development. This includes your family's place of origin (city, state, country) and migration patterns, if applicable. This should also include your family's location within their place of origin and how that influenced their development (urban, rural, suburbs).
- A description of cultural contexts and traditions carried through the family lineage.
- A discussion regarding social standing including any relevant intersectional ties and how they influenced your family's mobility. This may include race/ethnicity, religion, class, gender, ability, sexuality, etc.
- A summary regarding how these influences shaped your experience and worldview.

Autohistoria Teoría: According to standpoint theory, who we are and how we identify (our positions of privilege and oppression) are critical in how we examine our world. In intersectionality, we learned that multiple oppressed identities (race, class, (dis)ability, religion, sexuality, etc) compound and interact in unique ways. While traditional academia tends to look down on writing that is not traditional, non-traditional modes of writing have been utilized as a mode of social activism. Autohistoria-Teoría (loosely translated as my own history that creates theory), I want you to explore your own standpoint and play with Autohistoria-Teoría. Within this context, you are free to express your story using traditional/non-traditional conventions to explore your relationship to intersectionality.

ChangeMaking Project: Changemakers address critical issues by framing, convening, and igniting change using a collaborative process. Because South Africa and the United States have a wealth of diversity in language, learning and educational differences, socio-economic status, and regional areas factors that affect education of all learners, preservice teachers from both countries benefit from ongoing communication in inclusive practices. Educators from both countries learned through comparison of policies and practices around supporting all learners (frame). Through their dialogue and online communication along with support and guidance from experts in the field, they are able to design platforms for raising public awareness and education support for diverse learners (convene). During the study abroad course, the preservice teachers from the United States will collaborate with the South African educators in implementing their community project (ignite). Participants from both countries will make commitments to continue their Changemaking initiatives within their communities. Possible things to bring to South Africa to leave:

- Library book(s)
- Textbooks
- Materials/Resources
- “Gifts”
- Gentle used professional clothing
- Tablet/laptop

Assessment Plan/Grading/Rubrics

Grade distribution	
Assignment	Points
Presence and Engagement in Class Activities	100
Critical Reflection Blogs	100

Intersectionality	100
ChangeMaking Project	100
Total	400

Grade determination			
Grade	Percentage equivalence	Grade	Percentage equivalence
Acceptable grade*		Unacceptable Grade*	
A	96-100	C+	78-82.9
A-	93-95.9	C	75-77.9
B+	88-92.9	C-	73-74.9
B	85-87.9	F	Below 73
B-	83-84.9		

**Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree*

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

USD Student Supports

As a student you may experience a range of issues that can cause barriers to learning, such as a falling behind do to stress, feeling overwhelmed, anxiety, depression, alcohol or drug concerns, difficulty concentrating, and/or lack of motivation. These types of stressful events or mental health concerns can lead to diminished academic performance or reduce a student’s ability to participate in daily activities.

- For *wellness concerns for you or a friend*, please contact the USD Student Wellness using the website You Are USD at <http://sites.sandiego.edu/youareusd/> or call (619)- 260-4655.

- For *academic concerns*, please contact the Writing Center <https://www.sandiego.edu/cas/writing/writing-center/> or call (619) 260-4581, the GradLife gradstudentlife@sandiego.edu or call (619) 260-2227, or attend a SOLES academic writing retreat (TBD).

Grade of Incomplete

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

SOLES Online Course Evaluation

SOLES Course Evaluations are collected via an online system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their *MySanDiego* accounts via the Torero Hub drop down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Instructions for accessing course evaluations can be found at:

<https://lib.sandiego.edu/soles/documents/Student%20Instructions%20for%20Accessing%20Course%20Evaluations%208.3.15.pdf>

Statement on Plagiarism

The complete plagiarism policy is available for your review at:

http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts,

we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Course Schedule (subject to change)

In Class Activities	After Class Activities
<p>9/10</p> <p>Unearthing Great Healing Consciousness</p> <p>Intersectionality Activity</p> <p>Inclusive Education in SA and USA</p>	<p>Reading:</p> <ul style="list-style-type: none"> ● High Leverage Practices p. 7-11 ● South Africa Teacher Training on Inclusive Practices (Jez & Luneta, 2018) ● Novel of your choice (with permission) <p>Watching:</p> <ul style="list-style-type: none"> ● South African Movie of your choice <p>Reflecting:</p> <ul style="list-style-type: none"> ● Post your Greater Healing Consciousness Activity Sheet and reflection to BB ● Choose one: <ul style="list-style-type: none"> ○ Social Location Essay ○ Autohistoria-Teoría <p>Engaging:</p> <ul style="list-style-type: none"> ● Using what you have learned from this module, prepare to share your experience with our South African educators
<p>10/18</p> <ul style="list-style-type: none"> ● South African Literature and Media ● Changemakers Transformation ● Cultural Competence/Proficiency ● Savior Mentality <ul style="list-style-type: none"> ● White Savior Complex ● Choose 2 Values: Brene Brown Dare to Lead ● Examining Implicit Bias to Address Savior Mentality 	<p>Reading:</p> <ol style="list-style-type: none"> 1. High Leverage Practices p. 7-11 2. Community Engagement (Meda, Jez, & Mosita, 2020) 3. Choose Text: Read Ch 1/ 2 <ul style="list-style-type: none"> ● Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin. ISBN-13: 978-1483308012 ISBN-10: 9781483308012 ● Fitzgerald, A. (2020). Antiracism and Universal Design for Learning. CAST. ISBN: 9781930583702) ePUB (ISBN: 9781930583719 (20% off code: ARUDL20)) <p>Reflecting:</p> <ul style="list-style-type: none"> ● Choose 2 Values: Brene Brown Dare to Lead ● Examining Implicit Bias to Address Savior Mentality <p>Engaging:</p> <ul style="list-style-type: none"> ● Introduction email to South Africans ● Group Presentations on Chapters 1 & 2 of Text ● Culturally responsive children's/YA book (donation)
<p>11/5</p> <p>Group Text Presentations</p> <p>Lindsay Global Center</p> <p>Safety Agreement</p>	<ol style="list-style-type: none"> 1. <i>Inclusive Education in African Contexts</i> (Phasa, Mahlo, & Sefa Dei, 2017) Inclusive Education p. 85-100 2. Group Text Ch 3 & 4 3. Dudley-Marling & Burns (2014)

Critical Reflections Blog Pos	
11/19 Diverse Learners Critical Reflections Blog Post Chapter Presentations Changemaker Email with Groups (Convening)	1. <i>Inclusive Education in African Contexts</i> (Phasa, Mahlo, & Sefa Dei, 2017) Language in South Africa p. 115-128 2. Group Text Ch 5 & 6
12/10 Critical Reflections Blog Post Pre-Trip Check In CRSTP Process Prof. TJ Tallie	1. <i>Inclusive Education in African Contexts</i> (Phasa, Mahlo, & Sefa Dei, 2017) Rethinking Inclusive Education p. 101-124 2. Group Text Ch 7 & 8 Group Text 9/10

Date	Location	Itinerary	Topics
1/12 Wed	JNB- Melville	<ul style="list-style-type: none"> · Check into guesthouse · Safety Meeting · Harambee · Group Text 9 & 10 	8-11:15 Arrive 1:30-3 Harambee 4-6 Rest/Shop 6 Class Session #7 7 Dinner (Melville)
1/13 Thur	JNB- Pretoria	<ul style="list-style-type: none"> · Observe School Visit Pretoria · Apartheid Museum 	7-8 Breakfast 9-12 Pretoria observe teachers 12-1:30 lunch and debrief 2:30 Apartheid Museum 6 Writing Session 7 Dinner (Parkhurst)
1/14 Fri	Soweto	<ul style="list-style-type: none"> · Activity/Teach School Pretoria · Soweto Bike Tour 2pm · Braai 	7-8 Breakfast 9-12 Pretoria student activities 1 Writing Session 2 Soweto Bike Tour 6 Braai at Niki's
1/15 Sat	Johannesburg	Changemaker Symposium at Wits Maboneng	8:30-9:30 Breakfast 10 Optional shopping 11-4 Changemaker Event (Writing Session) 5 Dinner (Maboneng)
1/16 Sun	Pilanesberg	Lodge- Afternoon Drive	8-9 Breakfast and checkout 10 Arts and Crafts Market

			<p>2 Kedar Lodge 4 drive to Pilanesberg Bakubung Gate 5-8 Safari Game Drive 9 Dinner (Kedar)</p>
1/17 Mon	Cape Town	Lebone II School Flight to CT	<p>4:45 Breakfast on the drive to Pilanesberg 5:15 Safari Game Drive 12 Lebone II Visit 5 Flights to Cape Town (Writing Session)</p>
1/18 Tues	Cape Town Stellenbosch	Cape Peninsula University of Technology (CPUT) 9:00-12:00 Winelands 1-8	CPUT Changemaker Planning Wine Tour- 7 Sisters and Stellenbosch
1/19 Wed	Cape Town	Government School in Gugulethu ID Mhkize	Changemaker Event: <i>SLAS Training</i> (teachers) and <i>CRSTP</i> (students)
1/20 Thur	Cape Town	Government School in Gugulethu Ned Doman	Changemaker Event: interactive workshop on effective collaboration in supporting inclusive education to promote moving from autonomy to collaboration
1/21 Fri	Cape Town	Changemaking Event Museum Bo Kaap	<ul style="list-style-type: none"> · Changemaking Community Day activities with students, administrators, NGO, and families · Celebration
1/22 Sat	Tourist Day in Cape Town Area	Choose: Robben Island, Table Mountain, Camps Bay, Stellenbosch	Students will choose the tourist activity they prefer. Please be flexible in your selection. Farewell dinner.
1/23 Sun	CPT-SAN	Fly home to SAN	Breakfast Check-in

Post-Trip Debriefing Session

2/4* subject to change	Online	Post Trip Reflection Meeting	Students will critically reflect about their experience and plan out how they will share their experience with their community. Reflection on community presentation How to continue to be active global citizens and support education of all learners.
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Included Program Meals

1/12 (Wed)- coffee/snack

1/13 (Thur) - late lunch and dinner

1/14 (Fri)- breakfast and lunch

1/15 (Sat)- breakfast and lunch

1/16 (Sun)- breakfast, lunch, dinner

1/17-1/23 (Mon-Fri)- breakfast

References

Armstrong, A.C., Armstrong, D. & Spandagou, I. (2010) *Inclusive Education: International Policy and Practice*. London: Sage. Booth, T., Ainscow, M. (2002). *Index for inclusion: Developing learning and participation in schools*. Centre for Studies in Inclusive Education. Available at:

<http://csie.org.uk/resources/translations/IndexEnglish.pdf> Newsletter for Inclusion (Zeitschrift für Inklusion)

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**For Per Diem calculations
2020 South Africa Program**

Date		Included Meal expenses (Was it included in the program?)		
		Breakfast	Lunch	Dinner
1/6 (Sun)	San Diego Departure	NA	NA	NA
1/7 (Mon)	airline	No	No	No
1/8 (Tues)	Johannesburg Day 1	Yes	Yes	No
1/9 (W)	Day 2	No	Yes	Yes
1/10 (Th)	Day 3	Yes	Yes	Yes
1/11 (F)	Day 4	No	Yes	Yes
1/12 (Sat)	Day 5	Yes	No	No
1/13 (Sun)	Pilanesberg/Sun City Day 6	Yes	Yes	Yes

1/14 (Mon)	Lanseria/Cape Town Day 7	Yes	No	No
1/15 (Tues)	Day 8	Yes	Yes	Yes
1/16 (Wed)	Day 9	Yes	Yes	No
1/18 (Thurs)	Day 10	Yes	Yes	Yes
1/19 (Fri)	Day 11	Yes	No	No
1/20 (Sat)	Day 12	Yes	No	Yes
1/21 (Fri)	Day 13	Yes	No	No
1/22 (Fri)	Day 14	Yes	No	No
1/23 (Fri)	Day 15	Yes	No	No



Department of Learning & Teaching Global Studies Trip Policy on Student Code of Conduct

As a study abroad/global studies student, I understand that I am representing both the University of San Diego and the School of Leadership and Education Studies during my time abroad. I certify that I have read the USD Student Code of Conduct (<https://www.sandiego.edu/conduct/the-code/rules-of-conduct.php>) and agree to all of the terms listed.

Additional guidelines include and are not limited to the following:

- All students are expected to reside at the hotel or residence that is booked through USD.
- Individuals not registered for the USD sponsored program are not permitted to enter the student residence for any reason.
- Students should never administer any controlled substance, including alcohol, that would impair functioning and decision-making or cause potential danger or harm to anyone else.
- Students should avoid consuming any controlled substance, including alcohol, that would impair functioning and decision-making and render them unable to participate satisfactorily in the program or cause potential danger or harm to themselves.
- Students shall not engage in conduct that is disorderly, lewd, indecent or obscene, or any act of sexual misconduct or relationship violence.

The purpose of these guidelines is to outline clear expectations so that students are supported in their personal and professional development. These guidelines are also intended to ensure the safety of students while traveling abroad. Failure to uphold these expectations will result in disciplinary action by the program and/or the University.

I understand that I am expected to adhere to the local laws of the country in which I will be studying abroad and that USD has no authority to intervene on my behalf, should I face penalties for breaking local laws and/or policies.

By electronically signing this document, I confirm that I understand the policies of the USD Code of Conduct and that I will represent myself and USD in a positive, appropriate, and professional manner during my time abroad with the program.

I, _____, agree to the terms and conditions of the Global Study Policy on the Student Code of Conduct of the Department of Learning & Teaching.

Signature

Date