

**CORE 691.04**  
**Inclusive Education: Adapting Curriculum in Schools K-12**

**Course Instructor:**

**Colin Saby**  
CRDS Office  
Telephone: 403 220-2270  
Email: [csaby@ualberta.ca](mailto:csaby@ualberta.ca)

*CS*  
*Summer '11*

**Course Dates:**

July 11 – 15, 2011  
Mon. – Fri. 8:30 am – 4:30 pm

**Location:**

Education Tower  
U of C Main Campus

**NOTE CLASSROOM CHANGE to EDT 1220**

**Course Description**

Inclusive education is a reality for teachers throughout school communities in Alberta today. Teachers need information about practical strategies to assist them to meaningfully and successfully include children with special learning needs. Teachers must ensure all of their students feel capable, connected, and contribute as members in the regular learning environment. On completion of the course students will be able to:

- Clearly define inclusive education;
- Apply successful teaching strategies for students with special needs in the general classroom;
- Utilize a range of resources to adapt instruction in the context of the regular curriculum;
- Collaborate and communicate effectively within student learning teams;
- Build caring school communities and promote parental involvement

**Prerequisite**

N/A

### **Required Resources**

- Selected readings to be distributed in class
- Guest speakers

### **Suggested Textbook**

- Gregory, G.H. & Chapman, C. (2007). Differentiated Instructional Strategies: One size does not fit all. Thousand Oaks, CA: Corwin Press
- Hollas, B. (2005). Differentiating Instruction in a Whole-Group Setting: taking the easy first steps into differentiation. Crystal Springs Books

### **Purchasing a Textbook from the University of Calgary Bookstore:**

- Shop On-line [www.calgarybookstore.ca/](http://www.calgarybookstore.ca/) Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4

### **Course Goals**

The course goals are to:

- Create inclusive teaching/learning environments
- Differentiate instructional practices
- Modifying curriculum (Language Arts, Math, Social Studies, Science, Physical Education, Health, Art)
- Develop cooperative learning experiences
- Work collaboratively with parents and paraprofessionals
- Understand transition processes and supports needed for success

### **Learner Objectives**

Following completion of this course, students will be able to:

- Effectively modify regular curriculum content to provide meaningful learning activities for all students
- Identify strategies and resources that address the learning needs of all students
- Utilize a wide range of effective and inclusive teaching practices
- Identify and utilize student strengths to promote student learning and achievement
- Design and effectively implement a variety of cooperative learning experiences
- Build effective student learning teams with parents, school personnel, and other professionals
- Facilitate effective transition processes

### **Academic Integrity**

The Department of Community Health Sciences expects **intellectual honesty** from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Faculty Regulations in the Faculty of Graduate Studies Calendar, or at [www.ucalgary.ca/pubs/calendar/current/how/How\\_LB.htm](http://www.ucalgary.ca/pubs/calendar/current/how/How_LB.htm).

### **Cut Points For Grades**

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Percentage/letter-grade conversions are standard for courses in the Department of Community Health Sciences.

Grade	Course %	Grade Point Value*	Graduate Description*
A+	97-100	4.0	Outstanding
A	90-96.5	4.0	Excellent
A-	85-89.5	3.7	Very good performance
B+	77-84.5	3.3	Good performance
B	72-76.5	3.0	Satisfactory performance
B-	68-71.5	2.7	Minimum pass for students in the Faculty of Grad Studies
C+	63-67.5	2.3	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	60-62.5	2.0	

### **Late Assignments:**

- Assignments are due on the specified date by 9 AM. Students who hand in assignments late will be penalized 5% per day for handing in late. Assignments that are handed in 14 calendar days or more after the due date will be refused and the students assigned a score of zero for the assignment.
- Students may hand in assignments late without penalty under the following circumstances:
  - The student has discussed the timelines with course instructor in advance of the due date and the course instructor has granted an extension
  - There is a valid health or family emergency such as is discussed under the University regulations for deferral of final examinations. Students may be required to provide the Course Coordinator with such documentation related to illness and/or emergency as is discussed and required in the University regulations pertaining to deferral of final examinations. This information can be found in the University Calendar.

## Evaluation Plan

Course contributions include on-line discussion, 3 individual papers and a class presentation.

Due Dates	% of Final Mark	Evaluation Method
TBA	30%	<p><b>Reflections:</b></p> <p>Three typed reflections will be required. An assessment rubric and due dates for the reflections will be provided in class.</p>
#2 JULY 15 <sup>th</sup>	35%	<p><b>Team Teaching Project:</b></p> <p>Groups will teach a 30 minute lesson utilizing effective inclusive teaching methods and practices. The size of the groups will depend on the size of the total class. An assessment rubric for the team teaching project will be provided in class.</p>
TBA	35%	<p><b>Research Paper:</b></p> <p>Choose a question of interest in regards to inclusive education. Start gathering the research that addresses your question. Read, review and begin to synthesize a broad spectrum of research that informs your inquiry. Your final paper (approximately 20 pages) should provide a critical review of the literature regarding your question, discuss pedagogical implications that emerge from your new understanding, and reflect on how it may change your work at your present teaching/leadership position.</p>

**NOTE: The last day to change/register and pay balance of fees for the Summer session is July 8, 2011. The last day to withdraw is July 24, 2011.**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

### Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Other/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

**IMPORTANT:** Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.