

CORE 691.33
**Current Issues in Collaboration, Ethics Management
& Related Topics**

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Course Dates: Mon. – Fri. 8:30 am
July 4 - 8, 2011– 4:30 pm

Location: **EDC 255 – July 4 only**
Class will be held in **EDT 1220**
the remainder of week, July 5-8

Course Description

Inclusive education is struggling to become an accepted classroom practice. One of the challenges is to move beyond the classroom and situate inclusive education in the broader context of educational reform, school restructuring, societal values, and an ethic of caring. This course will draw on individual beliefs, knowledge and practices, while exploring strategies needed to develop effective and inclusive school approaches within an ethic of caring.

Prerequisite

N/A

Required Readings –

References are posted on Blackboard through the U of C portal.



EAH
Summer '11

Additional Readings for Assignments

- Crichton, A. & Jongblood, L. (1998). Disability and Social Policy in Canada. North York, Ont. Captus Press Inc.*
- Gilligan, C. (1982). In a Different Voice. Cambridge, Mass.: Harvard University Press.*
- Jorgensen, Cheryl M. with invited contributions (1998). Restructuring High Schools for All Students: Taking inclusion to the next level. Baltimore: Paul H. Brookes Publishing Co.*
- Lipsky, Dorothy K. & Gartner, A. (1997). Inclusion and School Reform: Transforming America's classrooms. Baltimore: Paul H. Brookes Publishing Co.*
- Loreman, Tim, Deppeler, Joanne and David Harvey (2005). *Inclusive Education: a practical guide to supporting diversity in the classroom.* NY, NY:Routledge Falmer.
- Merrier, Deborah (2002). *In Schools We Trust: Creating communities of learning in an era of testing and standardization.* Boston:Beacon Press
- Noddings, Nel. (1992). The Challenge to Care in Schools: An alternative approach to education. New York: Teachers College Press.*
- O'Hanlon, C. (2003). Educational Inclusion as Action Research. Buckingham: Open University Press.*
- Sapon-Shevin, Maria (1994). Playing Favorites: Gifted education and the disruption of community. Albany, N.Y.: State University of New York.*
- Sergiovanni, Thomas, J. (1994). Building community in schools. San Francisco, CA: Jossey-Bass Inc.*
- Skritic, Thomas, M. (1995). Disability democracy: Reconstructing [special] education for postmodernity. New York, N.Y.: Teachers College Press*
- Stainback, Susan, & Stainback, William (1996). Inclusion: A guide for educators. Baltimore, IL: Paul H. Brookes Publishing Co.*
- Thomas, G. & Loxley, A. (2001). *Deconstructing Special Education and Constructing Inclusion.* Buckingham. Open University Press.
- Villa, Richard A., & Thousand, Jacqueline S. (Eds.) (2000). Restructuring for Caring and Effective Education: Piecing the puzzle together. Baltimore: Paul H. Brookes Publishing Co., Inc.*
- Vincent, C. (2000). *Including Parents? Education, Citizenship and Parental Agency.* Buckingham: Open University Press.
- O'Hanlon, C. (2003). Educational Inclusion as Action Research. Buckingham: Open University Press.*
- Grigal, Meg & Hart, Debra (2010), Think College, Post Secondary Education Options For Students With Intellectual Disabilities, Baltimore, Paul H. Brookes Publishing Co.*

In-Class Handouts.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line 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

Students will draw upon their values, knowledge and experiences in developing strategies, concepts and frameworks for considering the ethical issues of caring and practice in inclusive education.

Students will explore the challenge in moving beyond the inclusive classroom to the creation of inclusive school communities. Students will apply the concepts of critical theory and social construction to understanding the historical foundations of regular education, special education and inclusive education. Students will analyze the strategic processes by which inclusive school communities emerge and come to recognize and value diversity while fostering a sense of mutual commitment and responsibility.

As inclusive education occurs in a larger context of social reform and restructuring (e.g., economic rationalisms, globalization, corporatization, techno-managerial bureaucracies, classroom conditions, politics, standards and outcome measurement); students will develop a framework for addressing such important questions as who decides, who benefits, whose needs will be met, what resources are needed, their role in leadership, how to work with parents, the role of teacher federations, how to respond to resistance, funding models and how to equitably distribute limited resources.

The content of the course will be explored through small and large group participation. Video will be used to illustrate the case studies and written materials will be available as part of the role-playing and other group processes

Learner Objectives

1. Examine their beliefs, knowledge and practice within an ethical framework.
2. Become knowledgeable about the ethical issues affecting the practice of inclusive education (e.g., who decides, resource allocations, placement, rights, who benefits, science and evidence based decision making, morality, etc.)
3. Demonstrate effective strategies for applying an 'ethic of caring' to schooling for all children (e.g., collaboration, leadership, values clarification, facilitating relationships, participatory decision-making, etc.)
4. Analyze several "classic" Canadian case studies of inclusive education as a means of understanding values, ethical practices, their application and key decision-making processes.
5. Participate in and demonstrate possible planning processes that contribute to more inclusive school communities
- 6.

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.

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
July 5, 6, 7	40%	<p>1. Participation in-class including a daily reflective journal and participation in group discussions on readings (four entries and readings for the week).</p> <p>Marking criteria: (each worth 10% - total 40%) Submit all four journal entries, one each day. Personal reflections relevant to readings and class discussion provide examples of personal insights</p>
July 15 th	40%	<p>2. A 2500 word written analysis and critique of a case study referencing current literature to substantiate analysis.</p> <p>Marking Criteria:</p> <ul style="list-style-type: none"> • Paper clearly written, clarifies ethical points; • Coherent description of principles, standards and practice issues in the case study; • Relevant and current references related to ethical and exemplary practices. Review of this literature includes an analysis of findings (APA format required); • Organized analysis of risks, benefits and alternative course action; conflicts of interests, vested interest and impact on courses of action clearly identified; • Logical framework of argument/position presented with appropriate cited research literature.
July 8th	20%	<p>3. An in-class group presentation in which students will outline a plan/strategy to create an inclusive school community while demonstrating how to use interactive processes to achieve this plan. (Presented on last day of class)</p> <p>Marking Criteria:</p> <p>Group presentation (each criterion worth 4% - total 20%):</p> <ul style="list-style-type: none"> • Uses appropriate adult teaching methods to convey material; • Identifies/discusses underlying challenges; • Links values and beliefs to strategies for change; • Organizes presentation and presents clearly within required timeframe; • Invites class discussion/feedback and responds appropriately to questions/debates.

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/Others/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.