

## Calendar Description

Each year a topic is negotiated with the education sector in partnership with provincial advocacy organizations.

## Content/Objectives

- Ethics and resource allocation.
- Ethic of caring and quality education
- Accountability and leadership.
- Shared ethics and conflicts of interest
- Legislative implications and social policy directives.
- Leadership within inclusive schools and school systems
- Rights and ethics
- Regular education, special education and inclusive education
- Corporatization and educational partnerships.
- Power and its distribution.
- Role of parents and advocates
- Teacher federations.
- School systems, cultures and communities

## Outcomes/Competencies

- Evaluates and discusses current issues.
- Analyzes policy documents and archival materials.
- Participates in examining decisions made in contested cases.
- Participates in creating shared visions of future options in public education.

## Assignments

Reflective journals in light of personal practice.	<b>40%</b>
Case study of issues and policies.	<b>40%</b>
In class presentations.	<b>20%</b>

## Resources

Multimedia packages including readings and case study videos.

CORE 535.02 / 691.33 Book of Readings, Summer 2009

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*

## Instructor and Course Information

COURSE:	CORE 691.33	INSTRUCTOR:	E. Anne Hughson, Bruce Uditsky
TERM:	Summer 2010	TELEPHONE:	(403) 220-6273
SECTION:	L52	FAX:	(403) 220-6494
DATES/TIMES:	July 5 – 9 <sup>th</sup> , 2010 8:30 a.m. – 4:30 p.m.	EMAIL:	hughson@ucalgary.ca, buditsky@aacl.org
LOCATION:	EDC 386, University of Calgary	OFFICE:	TRW 3 <sup>rd</sup> floor

## 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.

## Course Content

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

## Competencies

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

## Materials

Journal articles, videos, case studies and other relevant materials will be made available during the course.

## Assignments

Students will be evaluated on:

1. Participation in-class including a daily reflective journal and participation in group discussions on readings (four entries and readings for the week). **40%**  
**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.
2. A 2500 word written analysis and critique of a case study referencing current literature to substantiate analysis. **Due: July 16, 2010** **40%**  
**Marking Criteria:**
  - 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.
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)** **20%**

### Marking Criteria:

Group presentation (each criterion worth 4% - total 20%):

- 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.

## Additional Possible 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 Your, 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*, Baltimaore, Paul H. Brookes Publishing Co.

In-Class Handouts.

## Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

**NOTE: The last day to change/register and pay balance of fees for the Summer session is July 5, 2010. The last day to withdraw is August 17, 2010.**

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.

## 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

