

## EDUA 5600

### INTRODUCTION TO INCLUSIVE SPECIAL EDUCATION: Valued Roles for Valued Lives

## Syllabus

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### INTRODUCTION

Welcome to EDUA 5600: Valued Roles for Valued Lives. For many of you, this will not be the first time that you will learn about educating and supporting students who are labelled as having 'special needs', primarily a disability. The emphasis in this course will be on providing you with a relevant theoretical framework that has practical implications for these students, their families and educators.

### COURSE DESCRIPTION

This is a survey course for educators interested in an inclusive education for all students, including those labelled as having special needs. Legislative, pedagogical, attitudinal and systemic barriers to inclusion in school and society will be covered, with an emphasis on Social Role Valorization (SRV) Theory.

### COURSE GOALS

This course is meant for educators, but will also be relevant for others who are working in human services. A primary objective of this course will be to broaden your perspectives on the experiences of living with a disability by studying Wolfensberger's concept of social devaluation, and SRV Theory. You will then critically examine the lives of people with disabilities throughout the lifespan, from birth through adulthood.

As you complete this course, you should be able to:

1. Understand the concept of social devaluation and its impact on the lives of people with disabilities, and how this concept may be applied to the experiences of others who have been marginalized in society.
2. Understand SRV Theory and use it to critically analyze the life experiences of individuals with disabilities and others who have been marginalized.
3. Understand the major societal systems that have an impact on individuals with disabilities, including family, schooling and supports for independent lives in adulthood.
4. Plan and implement a change using SRV Theory as a guideline.

### COURSE MATERIALS

#### REQUIRED REDAING

The following materials are required. They may be purchased from the [University of Manitoba Bookstore](#).

#### First Term Texts:

Wolfensberger, Wolf. (2013). *A brief introduction to Social Role Valorization: A higher-order concept for addressing the plight of societally devalued people, and for structuring human services (4th expanded edition)*. Plantagenet, Ontario: Valor Press.

Race, David G. (1999). *Social Role Valorization and the English experience*. London, England: Whiting & Birch.

#### Second Term Texts:

Walker, Pamela, M & Rogan, Patricia. *Make the day matter! Promoting typical lifestyles for adults with significant disabilities*. Baltimore, MD USA: Paul H. Brookes

Additional readings will be provided.

## DISTANCE AND ONLINE EDUCATION (DE) STUDENT RESOURCES

In your course website there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

## COURSE OVERVIEW

This is a survey course for educators interested in an inclusive education for all students, including those who are labelled as having special needs. Barriers to social participation will be discussed, and approaches to address these barriers will be covered, with an emphasis on SRV Theory as a guiding framework.

### TOPICS

The topics in this course will be divided into four modules, with a total of 21 units of varying lengths. A unit represents what most students can successfully complete in 1-2 weeks.

#### TERM ONE

##### Module 1 Theoretical Perspectives

- Unit 0: Orientation
- Unit 1: The Dynamics of Social Devaluation
- Unit 2: Social Role Valorization Theory

##### Module 2 The Ten Themes of Social Role Valorization (SRV) Theory

- Unit 3: The Role of (Un)Consciousness
- Unit 4: Social Imagery
- Unit 5: The Power of Mind Sets and Expectations
- Unit 6: Enhancing Personal Competency
- Unit 7: Interpersonal Identification
- Unit 8: Social Integration and Valued Social Participation
- Unit 9: The Conservatism Corollary
- Unit 10: Social Role Valorization Theory: Implementation and Conclusion

#### TERM TWO

##### Module 3 Childhood and Youth

- Unit 11: Early experiences & Supports for Families
- Unit 12: Family Life
- Unit 13: Pre-school
- Unit 14: K-12 years

##### Module 4 Adult Life

- Unit 15: Post Secondary Opportunities
- Unit 16: Jobs, work, career
- Unit 17: Valued roles in community life
- Unit 18: Rights, advocacy and self-determination
- Unit 19: Later adulthood
- Unit 20: Review, conclusions, reflection

## COURSE REQUIREMENTS

Discussion Forums	15 points
Personal Response to Social Devaluation	15 points

Social Imagery Analysis	20 points
SRV Theory Implementation Plan	10 points
Annotated Bibliography	15 points
SRV Theory Implementation Report	25 points

Full descriptions of these assignments along with the associated rubrics can be found in the Assignment section. What follows is a simple overview of general assignment expectations:

## ASSIGNMENTS

### Assignment 1: Discussion Forums

Discussion forums are meant to create a professional learning community. It is expected that each student will contribute to the learning of the community, and reflect on the contributions of others in these forums.

### Assignment 2: Personal Response to Social Devaluation

In this assignment you will prepare a written reaction to the concept of social devaluation.

### Assignment 3: Social Imagery Analysis

In this assignment you will review and react to a portrayal of two individuals with disabilities.

### Assignment 4: SRV implementation plan

In this assignment you will describe how you might carry out a change using SRV Theory as a guideline.

### Assignment 5: Annotated Bibliography

In this assignment, you will document some of the research based articles and chapters that you have read in order to prepare for your SRV Implementation Project.

### Assignment 6: SRV Theory Implementation Report

During the second term, you will carry out the proposed change that you described in your SRV Implementation Plan (Assignment 4) and prepare a report on the process.

## ASSIGNMENT DUE DATES

Consult your course schedule for the assignment due dates.

## COURSE POLICIES

Below are some general comments on how this course will be run. Students who require accommodations for full participation in the class should contact the course instructor as soon as possible.

**Plagiarism, cheating, and examination impersonation.** You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba Undergraduate Calendar. Note: These policies are also located in your Distance and Online Education Student Handbook or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

**People-first language.** During discussions and on all written assignments, please be conscious of the language you use to refer to individuals who are considered to have impairments, disabilities, or other 'special needs.' These individuals are people first, and should not be identified primarily through their label. As an example, you would refer to 'students with disabilities' as opposed to 'the disabled' and so on.

**Assignment guidelines.** All work submitted should correspond to the assignment instructions and should be clear, logical, and organized in its presentation. Grammar, spelling, and style are part of the evaluation criteria. You must use APA 6th Edition as the style guide for all of your written work, and your assignments must be typed. A handout on APA guidelines is provided in the course material.

**Completing assignments.** All assignments must be completed in order to receive a grade this course. You are strongly encouraged to set up a regular study schedule for yourself, just as if you were attending a on-campus section of this course. It is your responsibility to ensure that your work is correctly submitted and available for grading. Work that the instructor cannot find, access, or open will be considered missing.

**Letter grades.** Final grades for this course will not be given until the end of the second term. Following the policy of the Faculty of Education, letter grades will be assigned as follows:

## GRADING SCALE

Letter grade	Percentage range	Description
<b>A+</b>	<b>95 – 100</b>	<b>Exceptional</b>
<b>A</b>	<b>90 – 94.5</b>	<b>Excellent</b>
<b>B+</b>	<b>85 – 89</b>	<b>Very good</b>
<b>B</b>	<b>80– 84</b>	<b>Good</b>
<b>C+</b>	<b>75 – 79</b>	<b>Satisfactory</b>
<b>C</b>	<b>70 – 74</b>	<b>Adequate</b>
<b>D</b>	<b>60 – 69</b>	<b>Marginal</b>
<b>F</b>	<b>less than 59</b>	<b>Failure</b>

**Note:** All final grades are subject to departmental review.

## ACKNOWLEDGEMENTS

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