

## Syllabus

[Course description](#)

[Course goals](#)

[Course materials](#)

[Course overview](#)

[Topics](#)

[Learning activities](#)

[Evaluation and grading](#)

[Assignments](#)

[Plagiarism, cheating, and examination impersonation](#)

[Distance and Online Education \(DE\) Student Resources](#)

[Acknowledgements](#)

[top](#)

### Course description

The University of Manitoba Undergraduate Calendar describes this course as follows:

An examination of the organisational and implementation of school-wide supports for access, learning, socialisation, behaviour, family liaison, clinical engagement, and community services. organisational strategies to enhance consultation, cooperation, collaboration and professional development are included. Not to be held with EDUA 5671 or the former 043.540. Prerequisite or concurrent: EDUA 5600 or EDUA 5601 (129.560)(C) and 5630 (129.563) or EDUA 5631 (C) or equivalent.

This course will explore a variety of service delivery models and classroom practices that support inclusive education. Students will examine the organization and the implementation of classroom and school wide supports for building learning community, inclusive instructional practice, and systematic growth and change. Organizational strategies to enhance consultation, cooperation and collaboration are included. The concept of universal design will be explored in relation to creating environments and classroom practices to support the education of all students.

[top](#)

### Course goals

Upon completion of this course you should be able to:

- construct a definition/vision of Inclusive education that recognizes the importance of every child having the opportunity to be a part of the social and academic life of the classroom;
- evaluate Universal Design for Learning as a conceptual framework for implementing inclusive education;
- analyze the relationships between social and emotional learning, academic learning, and well-being;
- design and implement programs for developing student self-concept, respect for others, and classroom climate;
- universally design year and unit plans that integrate curricula, focus on essential understandings, promote inquiry and high level thinking, and differentiate content, process, and products for diverse learners;
- construct rubrics that assess a continuum of conceptual development and can be used to differentiate assessment for diverse learners; and
- determine in what ways the flow from policy, to administrative practice, to instructional practice, has to/currently reflects the value of inclusion.

[top](#)

### Course materials

### Required

## Bookstore

The following required materials are available for purchase from the [University of Manitoba Bookstore](#). Please order your materials immediately, if you have not already done so. See your [Distance and Online Education Student Handbook](#) for instructions on how to order your materials.

### Textbooks:

Katz, J. (2012). *Teaching to Diversity: The Three Block Model of Universal Design for Learning*. Portage & Main Press.

[top](#)

## Course overview

### Overview

In an inclusive education system, teachers work together to support the needs of diverse learners. Classroom teachers create a learning community in which all students are valued members, design curricula and learning experiences that are inclusive of diverse learning abilities and styles, and work collaboratively with students, families, resource teachers and educational assistants to meet the needs of all learners.

[top](#)

### Topics

The course will be divided into 8 units of study of varying length. Each unit will be completed within 1-3 weeks:

Unit 1: Orientation

Unit 2: Inclusion - What Do We Mean By "Inclusive?"

Unit 3: Universal Design for Learning

Unit 4: Building Learning Communities

Unit 5: Planning for Inclusion

Unit 6: Inclusive Instructional Practice I

Unit 7: Inclusive Instructional Practice II

Unit 8: The Change Process

[top](#)

### Learning activities

In this course you will have three major sources of information: the texts, fellow students, and the children/youth with whom you work! They are meant to be used together in the following fashion:

#### **Knowledge building through individual activity**

When beginning a unit, refer to the course website and read the introduction and the synopsis material prepared by your instructor for the unit. This material is intended to guide you through the unit, identify essential understandings, and as an introduction to the text readings, which should be your next step. This synopsis will direct you through the text, indicating any points of potential difficulty.

#### **Knowledge building through collaborative activity**

After reading all of the background material for the unit you will be asked to participate in a discussion forum to share your thoughts with members of the class, and in some cases, to work collaboratively on assignments. Dialogue is important here, as it creates a professional learning community in which you can share ideas and questions, learn from each other's expertise, and critically analyze topics, readings, and practices in our field - so check back into the discussion forums regularly throughout the unit. Your instructor won't be directing the discussion, but he or she will check in occasionally to answer any questions or contribute some information that may be helpful. Discussions can continue as long as there are

course issues to be discussed. You will also work with a partner to develop a case study of a diverse inclusive classroom and a revision to the UDL rubric with a small group.

### Knowledge building through application and continuous assessment

There are two major activities in which you will have opportunity to demonstrate application of your learning in real contexts. The first is through the development of the aforementioned case study which offers you the opportunity to develop a plan for your case study classroom and the second is the development of a personal analysis of the group developed UDL rubric.

### Important note about privacy

You will be called upon to submit practical assignments that include information about students or samples of their work and you must respect the privacy rights of the people involved. To do this, block out all identifying information (such as the names, addresses, and phone numbers of students, educators, parents, schools, school divisions, etc.) or use pseudonyms. In addition, do not leave student work samples or other identifying materials in public places (e.g., forgotten at the copier or fax machine, in an open file on a desk or counter, etc.). In submitting assignments from a remote location (i.e., by mail, fax, e-mail, or through an intermediary), it is your responsibility to exercise due diligence to ensure the security of the submitted materials. In general, treat student work samples, test results, observational records, and other personal information with a high degree of professional discretion and an absolute respect for privacy. For more information please refer to the Calendar, especially the sections on "academic integrity" and "personation".

### Evaluation and grading

#### Distribution of marks

For each piece of work you will receive a percentage mark. That mark, as a portion of your coursework will receive the weighting noted below.

Evaluation	Percentage
Assignment 1: Participation in Discussion Forums	10%
Assignment 2: Representation of Inclusion	15%
Assignment 3: Case Study	40%
Assignment 4: Instrument to Assess Inclusion	35% (total)
• Part A: Group Revision (20%)	
• Part B: Individual Analysis (15%)	
<b>Total</b>	<b>100%</b>

### Grading scale

**All assignments must be completed to receive a grade in this course.** Assignments with spelling or grammar errors will be returned for correction prior to being graded. Late assignments will be penalized unless an extension has been granted prior to the due date. There is no final exam. Evaluative feedback may not be given prior to the voluntary withdrawal date. In this course (though not necessarily in any other course in the Faculty of Education) letter grades will be assigned as follows:

Letter grade	Percentage grade	GPA	Comment
A+	95 – 100	4.5	Exceptional
A	90 – 94	4.0	Excellent
B+	85 – 89	3.5	Very good
B	80 – 84	3.0	Good
C+	75 – 79	2.5	Satisfactory

C	70 – 74	2.0	Adequate
D	60 – 69	1.0	Marginal
F	0 – 59	0	Failure

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

[top](#)

### Assignments

The assignments for this course are located in the Assignments widget in the course website. Each assignment will be of varying format, depending on the subject matter concerned. The specific instructions for each assignment, as well as how it will be assessed will be presented together. What follows is a simple overview of general assignment expectations:

#### **Assignment 1: Participation in Discussions**

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. Marks for this assignment are pass/fail - that is, you must participate at least once in each discussion forum to receive full marks. Failure to participate in each forum will result in a loss of all ten marks.

#### **Assignment 2: Reflection on Inclusion**

This assignment must be done individually. The product should be a personal representation of what inclusion means to you. Creativity is encouraged. Representation may take a variety of forms including music, drawings, poetry, etc. Each student will post their finished product for the class along with a brief explanation.

#### **Assignment 3: Case Study**

You will work as a pair or small group to develop a program for a case study of a diverse, inclusive classroom. Using the Three Block Model of Universal Design for Learning, you will develop a year, unit and lesson plans for your case, including assessment rubrics.

#### **Assignment 4: Instrument to Assess Inclusion**

This assignment will be completed in two parts:

- A. Working in a group, you will review the UDL Rubric provided. Based on readings, your background knowledge, and your group discussion you will be asked to argue the pros and cons of the instrument as well as develop justified suggestions for revisions. (20%)
- B. This aspect of the assignment must be completed individually. Each student is to take the inclusion instrument as revised and complete it from their own perspective. A written analysis of the results should be included addressing areas of strength, weaknesses, and goals for further development. (15%)

**Note:** Detailed instructions about the assignments are found in the assignment widget in your course website.

### Assignment due dates

Consult your course schedule for the assignment due dates.

[top](#)

### 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>.

[top](#)

## Distance and Online Education (DE) Student Resources

In your course website there are links for the following:

- [Contacting Distance and Online Education Staff](#)
- [Distance and Online Student Handbook](#)
- [Distance and Online Education Website](#)

[top](#)

## Acknowledgements

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[top](#)

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