



Course Syllabus

SPED 5220.02	DISABILITY AND ETHICS	SU 08
WEBG	VICTORIA MCMULLEN mcmullen@webster.edu 314-968-7093	3 credit hour

COURSE DESCRIPTION:

This course will explore the topic of ethics and situations involving disability. Modern moral philosophical theories will be reviewed and applied to specific cases. Both margin of life issues and quality of life issues will be discussed.

1. LEARNING OUTCOMES:

Outcomes	SOE Goals, SOE Dispositions, and Professional Standards Addressed
Students will identify the basic tenets of each of the major moral philosophy theories	SOE 3.1
Students will describe how the CEC Code of Ethics relates to a situation concerning an individual with a disability with whom they have been involved	SOE Dispositions 1.4, 2.1, 2.2, 2.3, 2.4
Given background information on a specific case, students will effectively argue for a specific action based on one of the major moral philosophy theories	CC9S1. CC9S2. CC9S5. IC9S2, IC9S3
Students will present a case study, describe the arguments for varying actions from the perspectives of each of the major moral philosophical theories, and then argue for a specific course of action.	

2. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

Day 1 Review of Kantian, Utilitarian, social contract, and virtue ethics
VIDEO: Ethics, what is right?

CEC code of ethics

Case 1: Selective abortion

PD 3/14/06 Regressive abortion bill

Case 2: Separation of conjoined twins

PD 7/11/06 Separation of conjoined twins

PD 8/4/06 Separation of conjoined twins

READING: Vehmas, S. (2002). Is It Wrong to Deliberately Conceive or Give Birth to a Child with Mental Retardation? *Journal of Medicine and Philosophy*, 27(1), 47-63.

READING: Scott, R. (2005). Prenatal Testing, Reproductive Autonomy, and Disability Interests. *Cambridge Quarterly of Healthcare Ethics*, 14(1), 65-82.

READING: Wasserman, D. (2001). Killing Mary to Save Jodie: Conjoined Twins and Individual Rights. *Philosophy and Public Policy Quarterly*, 21(1), 9-14.

Day 2 Case 3: Anencephalic infants and organ donation

PD 5/24/95 Taking organs from terminally ill babies

Case 4: Treatment of extreme preemies

PD 2/5/06 More micro-preemies are living

READING: Harrison, M. E. (1986). Case studies - The anencephalic newborn as organ donor: A commentary. *Hastings Center Report*, 16, 21-22.

READING: Kluge, E. H.. (2001). Canada, the U.S., and the NICU: Cultural Differences and Ethical Consequences. *Journal of Clinical Ethics*, 12(3), 297-301.

QUIZ on major moral philosophical theories

Case 5: The Cost of Special Education

PD 4/27/05b House panel reduces school funds

Case 6: Special Rights for Special Needs

PD 3/4/02 Maximizing a student's potential

Case 7: Inclusion

PD 5/29/96 Inclusion

READING: Howe, K. R. & Miramontes, O. B. (1992). Public policy and the mission of special education in K. R. Howe & O. B. Miramontes. *The ethics of special education*, (pp 26-57). New York : Teachers College Press.

READING: Brown, L. et al. (1989). The Home School: Why Students with Severe Intellectual Disabilities Must Attend the Schools of Their Brothers, Sisters, Friends, and Neighbors. *Journal of the Association for Persons with Severe Handicaps (JASH)*, 14 (1), 1-7. (EJ392173)

READING: Rice, S. (2003). How Special Is Too Special for Inclusion in the Regular Classroom? *Philosophy of Education*. 459-461.

READING: Coombs, J. R. (1998). Special Students and Fairness for All. *Ethics and Behavior*, 8(3), 274-276.

Day 3

VIDEO: The Unusual Suspects

Case 8: The Cost of ADA

PD 9/3/00 ADA

PD 9/3/00 ADA compliance

PD 7/26/00 Accessibility

Case 9: Institutionalization vs. Personal Care Assistance and Community Supports

PD4/27/05a Medicaid cuts

PD 6/10/06 DD abuse

PD 8/1/06 Rudy Wallace's death

READING: Ladenson, R. F. (1996). What is a Disability? *International Journal of Applied Philosophy*, 11(1), 1-10.

READING: Whitehead, T. D. (1999). Autonomy and Competency - Self-Determination in the Lives of Adults with Developmental Disabilities. *Bioethics Forum*, 15(2), 19-30.

Day 4

Case 10: Aversive vs. Nonaversive Treatment of Aggressive or Self-Injurious Behavior

PD 6/21/01 Physical restraint used in Special School District

Case 11: Forced medicating of psychiatric patients

PD 9/9/01 Rodney Woitke and anti-psychotic medication

READING: Horner, R. H. et al. (1990). Toward a Technology of "Nonaversive" Behavioral Support. *Journal of the Association for Persons with Severe Handicaps (JASH)*, 15(3), 125-32. (EJ422912)

READING: Wong, J. G., Poon, Y., & Hui, E. C. (2005). "I Can Put the Medicine in His Soup, Doctor!" *Journal of Medical Ethics*, 31(5): 262-265.

QUIZ ON CEC CODE OF ETHICS

Case 12: Assisted Suicide

PD 8/15/98 Physician assisted suicide happens, illegal or not

Case 13: The Withholding of Nutrition and Hydration

PD 12/31/90 Man calls ill daughter prisoner of the state

Case 14: Mercy Killing

PD 4/20/90 Minister kills sick daughter

READING: Derr, P. G. (1986). Why food and fluids can never be denied. *Hastings Center Report*, 16, 28-30.

READING: Busalacchi, P. (1990). How can they? *Hastings Center Report*, 6-7.

READING: Hardwig, J. (2002). Dying at the right time: Reflections on (un)assisted suicide. In H. LaFollette (Ed.) *Ethics in Practice* (pp. 48-59). Oxford: Blackwell Publishers.

READING: Velleman, J. D. (2002). Against the right to die. In H. LaFollette (Ed.) *Ethics in Practice* (pp. 32-39). Oxford: Blackwell Publishers.

VIDEO: No heroic measures

7. **ACADEMIC HONESTY POLICY:**

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>). Course papers and projects must be submitted as a hard copy and as an electronic copy. Please use the course title when submitting an electronic copy. All course papers and projects may be submitted turnitin.com to determine originality. Students who plagiarize will earn "no credit" for the assignment. Students may additionally receive a grade reduction, no credit for the course, or dismissal according to university policy.

8. **ACCESSIBILITY/ACCOMODATIONS POLICY**

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

9. **OTHER**

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a class session, the final course grade will be reduce by one-half letter grade reduction (e.g., A to A-). **Students who miss two or more classes of an 8-week class are advised to withdraw; a NC may be issued for the course.**

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor. An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

Students are welcome to submit assignments early for feedback; upon request an assignment for which a student has received below a B may be resubmitted. In that case, the final grade for that assignment will be the average of the two grades. Assignments are expected to be handed in on time. Assignments that are not handed in by the deadlines listed will be penalized by one letter grade during the first week after the deadline. Assignments that are turned in later than one week past the due date will not be accepted. No assignments will be accepted (initial or resubmission) after the last day of class.

This syllabus is subject to change at the discretion of the instructor.

GUIDELINES FOR APA FORMAT

When writing a paper for any course within the School of Education (undergraduate and/or M.A.T) you will be expected to use APA format for referencing your sources of information. The complete guide for this format will be found in the following document and is available in the Webster library, bookstore, and the School of Education.

American Psychological Association. (2001) Publication manual of the American Psychological Association. (5th ed.). Washington, DC: Author

Provided below are some examples of the most basic aspects of APA format. You may need to refer to the actual manual, however, for additional information.

REFERENCE CITATIONS IN TEXT:

- 1. One Work by a Single Author:**
Smith (1983) compared reaction times
In a recent study of reaction times (Smith, 1983)
- 2. One Work by Two or More Authors:**
Williams, Jones, and Smith (1983) found (first citation)
Williams et al. (1983) found (second citation)
- 3. Two or More Works Within the Same Parentheses:**
Several studies (Drow & O'Neal, 1979; Mullaney, 1978; Talpers, 1981)
have found
- 4. Personal Communications**
J. O. Reiss (personal communication, April 18, 1983) indicated that

REFERENCE LIST:

- 1. Periodicals:**
Becker, L. J., & Seligman, C. (1981). Welcome to the energy crisis. Journal of Social Issues, *37*, 63-69.
- 2. Magazine Article**
Gardner, H. (1981, December). Do babies sing a universal song? Psychology Today, 70-76.
- 3. Entire Book:**
Strunk, W., Jr., & White, E. B. (1979). The elements of style. (3rd ed.). New York: Macmillan.
- 4. Edited Book:**
Letheridge, A., & Cannon, C. R. (Eds.). (1980). Bilingual education: Teaching English as a second language. New York: Praeger.
- 5. Article or Chapter in Edited Book:**
Hartley, J. T., Harker, J.O., & Walsh, D.A. (1980). Contemporary issues and new directions in adult development of learning and memory. In L.W. Poon (Ed.) Aging in the 1980's: Psychological Issues. (pp. 239-252). Washington, DC: American Psychological Association.
- 6. Personal Communication:**
Not included in reference list.
- 7. Website**
Misunderstood minds. (2002). Retrieved July 13, 2006, from <http://www.pbs.org/wgbh/misunderstoodminds/>
- 8. Academic Database**
Downing, J. E., & Peckham-hardin, K. D. (2001) Daily schedules: A helpful learning tool. Teaching Exceptional Children, *33* (3), 62-68. Retrieved July 13, 2006, from the ERIC database.

Scoring guide for class discussion

	Unsatisfactory	Nearing Proficiency	Proficient
Arguments for	The student does not comment on the taking a of particular action	The student contributes to the class discussion by making at least one remark advocating a specific action based on a self-selected or assigned moral philosophical stance	During class discussion, the student effectively argues for a specific action; this includes citing specific principles or arguments related to the specified stance
Arguments against	The student does not comment on the problems related to the taking of a particular action	The student contributes to the class discussion by making at least one remark that points out a problem with a particular action proposed by those representing a different moral philosophical stance	During class discussion, the student effectively argues against specific actions proposed by those representing different moral philosophical stances; this includes citing specific principles or arguments related to the those stances
Respect for diversity of opinions	During class discussion the student does not listen to other points of view or is disrespectful when questioning others or when responding to questioning by others.	-----	During class discussion, the student respectfully listens to other points of view and raises questions politely; similarly, the student responds to questioning of his/her position in a deferential manner

Scoring guide for the written case study

	Unsatisfactory	Nearing Proficiency	Proficient
Background	This section includes an overview of the situation, but fails to provide information in sufficient depth	This section describes some relevant history and background information, but the reader is left with questions about the context of the problem	This section describes relevant history and background information in sufficient detail for the reader to understand the context of the problem
Statement of the Problem	This section is unclear in its attempt to identify the problem	This section clearly states the problem, but does not identify conflicting interests or core principles	This section clearly and concisely states the problem and identifies conflicting interests and core principles to be considered
Analysis	This section clearly describes the principles that would be invoked by proponents of one or two different major moral philosophical theories in attempting to resolve the problem	This section clearly describes the principles that would be invoked by a proponents of three different major moral philosophical theories in attempting to resolve the problem	This section clearly describes the principles that would be invoked by a proponents of each of the four major moral philosophical theories in attempting to resolve the problem
Recommended course of action	This section does not provide an effective argument for a particular course of action based on one of the four major moral philosophical theories	This section effectively argues for a particular course of action based on one of the four major moral philosophical theories	This section effectively argues for a particular course of action based on one of the four major moral philosophical theories; included are arguments against actions that might be suggested by the other major moral philosophical theories

Scoring guide for the oral presentation of the case study

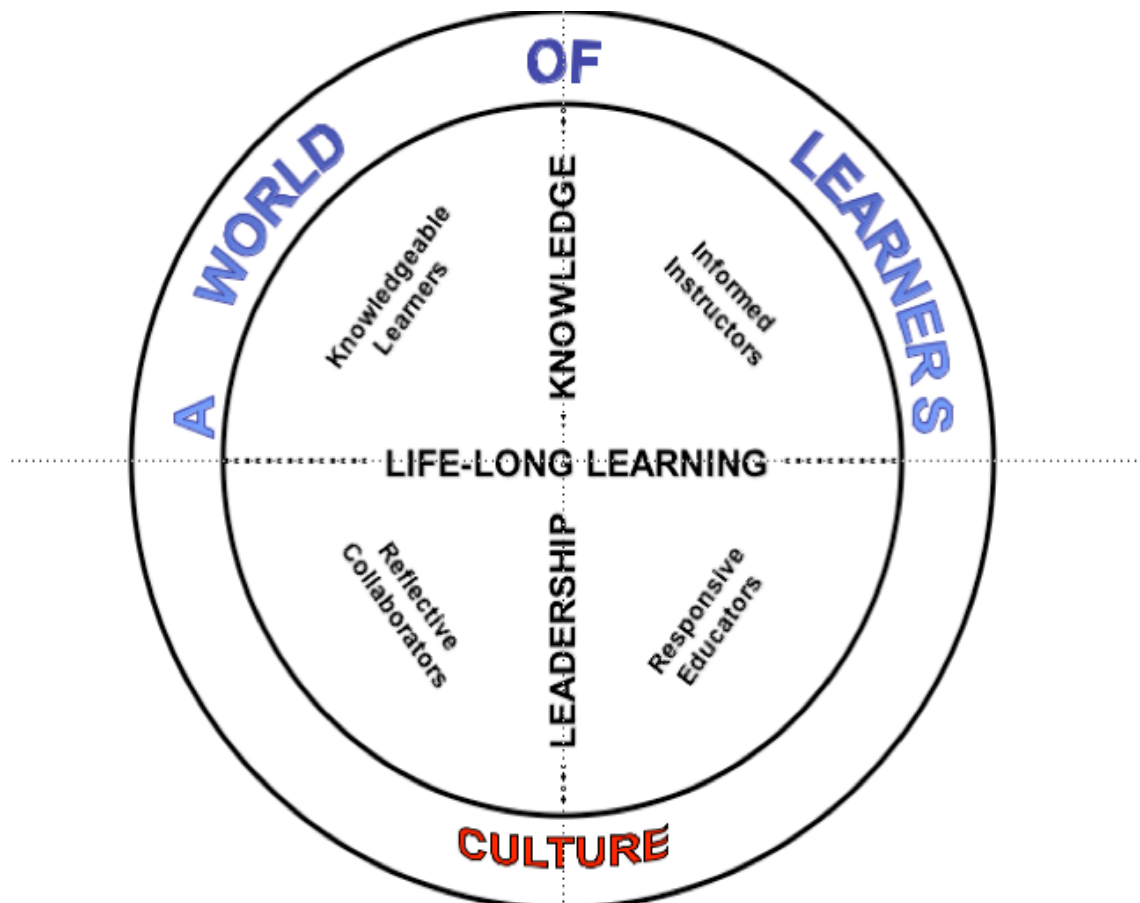
	Unsatisfactory	Nearing Proficiency	Proficient
Content	The presenter gave an overview of the situation, but failed to provide information in sufficient depth; was unclear in his/her attempt to identify the problem; described the principles that would be invoked by proponents of one or two different major moral philosophical theories in attempting to resolve the problem; did not provide an effective argument for a particular course of action based on one of the four major moral philosophical theories	The presenter described some relevant history and background information, but left the audience with questions about the context of the problem; clearly stated the problem, but did not identify conflicting interests or core principles; described the principles that would be invoked by a proponents of three different major moral philosophical theories in attempting to resolve the problem; effectively argued for a particular course of action based on one of the four major moral philosophical theories	This presenter described relevant history and background information in sufficient detail for the reader to understand the context of the problem; clearly and concisely stated the problem and identified conflicting interests and core principles to be considered; clearly described the principles that would be invoked by a proponents of each of the four major moral philosophical theories in attempting to resolve the problem; effectively argued for a particular course of action based on one of the four major moral philosophical theories; included arguments against actions that might be suggested by the other major moral philosophical theories
Presentation skills	The presenter made limited eye contact with the audience, demonstrated limited mastery of the material presented, and did not attempt to engage the audience in the presentation	The presenter made eye contact with the audience, demonstrated overall mastery of the material presented, and attempted to engage the audience in the presentation	The presenter made eye contact with the audience, demonstrated in-depth mastery of the material presented, made use of visuals to facilitate understanding and engaged the audience in the presentation
Response to questions	The presenter responded to audience questions in a general manner	The presenter responded to audience questions answering the question as directly as possible	The presenter solicited questions from the audience and then responds to the questions in a sensitive manner with the presenter attending to the questioner, confirming the validity of the question, and answering the question as directly as possible

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence