

COURSE OUTLINE		
TERM: Fall 2018	COURSE NO: EDUC 354	
INSTRUCTOR:	COURSE TITLE: Planning for Inclusive Practice	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

Three hours offered either by lecture or online, plus additional fourth hour activities each week over 15 weeks. Fourth hour activities will be delivered in a variety of ways. Instructions for fourth hour activities will be distributed during the first class.

COURSE PREREQUISITES

30 credits of 100 level or higher coursework and ENGL 100 as a pre or corequisite.

CALENDAR DESCRIPTION

This course will examine strategies for collaborating with parents, adapting programs, implementing individual intervention goals and helping children to communicate with one another.

COURSE NOTES

EDUC 354 is an approved Self and Society course for Cap Core requirements.

It is strongly recommended that ECCE students complete EDUC 350 prior to or while taking EDUC 354. For students outside of ECCE it is strongly recommend that students complete PSYC 204 or EDUC 350.

REQUIRED TEXTS AND/OR RESOURCES

Michalko, R. (2002). *The Difference That Disability Makes*. Temple University Press. Philadelphia, USA
 Claire, E. (2017). *Brilliant Imperfection. Grappling with Cure*. Duke University. USA

COURSE STUDENT LEARNING OUTCOMES

Through reflection and discourse the student will be able to organize an early childhood context to offer opportunity for the caring, learning and co-construction of the knowledge of all children, some of whom may require different/extra support to participate. This course will examine strategies for

collaborating with families, adapting programs, implementing individual intervention goals, working with various assessment tools and strategies, and helping children to communicate with one another.

On successful completion of this course, students will be able to do the following:

1. Research and describe current discourse on quality and meaning making in early childhood practice;
2. Summarize how organization of time, space, roles and rules promote the principles of inclusion and democracy;
3. Employ the knowledge base of socially constructed practice that includes early childhood special education in order to develop negotiated curriculum for all children;
4. Assess language, gender and ability bias to ensure strategies for participation;
5. Demonstrate and apply the principles of a family centred approach to care and education;
6. Articulate our professional role and have the skills to participate as a member of a trans-disciplinary team;
7. Critically examine various assessment tools and strategies;
8. Describe the importance of documentation as a tool for: assessment; discovering the multiple understandings of how children participate in constructing knowledge and make meaning of their experiences; reflecting classroom values of inclusion.
9. Examine the role of environment and the need to make adaptations to ensure that the various learning styles of children are not only met, but, enhanced;
10. Identify recommended teaching and care methods required to support the developmental learning abilities of children with varied special needs; and
11. Observe and reflect upon various methodologies that support children and families.

Students who complete this **Self and Society** course will be able to do the following:

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies;
2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society;
3. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change;
4. Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

COURSE CONTENT

DATE	CONTENT
WEEK 1	Introductions, questionnaire, discussing/designing assignments and reading the course outline
WEEK 2	Contemporary issues in disability theory and childhood studies
WEEK 3	The place of disability in our hearts
WEEK 4	Elements of inclusion
WEEK 5	Inclusion/ Exclusion
WEEK 6	Presentations – Assignment 1 due
WEEK 7	Models of disability - Introduction
WEEK 8	The Social Model of disability
WEEK 9	The aspect of suffering
WEEK 10	Medical and deficit models
WEEK 11	Assignment 2 due, Presentations
WEEK 12	Inclusion in BC
WEEK 13	Ethics, difference, and listening. Assessment tools and strategies.
WEEKS 14-15 FINAL EXAM PERIOD	Final Presentations: “Let our children be”

EVALUATION PROFILE

Assignment 1 - Cultural perspective on disability - research project	30%
Assignment 2 – Multimodal representation of connecting theory to practice	25%
Assignment 3 - “Let our children be” – video messages	30%
Assignment 4 – Reading forum and in-class activity	15%
Total:	100%

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

All assignments are due at the times specified on the assignment document. Late assignments will receive a 5% deduction in grade for each day they are overdue.

Missed Exams/Quizzes/Labs etc.

Students will be allowed to make up in-class assignments, presentations, projects, exams, and quizzes under the following conditions:

If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.

Attendance

Attendance is essential for the successful completion of this course/practicum, and to meet the Licensing requirements of the BC Early Childhood Educator Registry.

In the event of an absence from class, the student will inform his/her course instructor. A student who misses 10% of classes or practicum may not receive credit for this course/practicum. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

*Please note that this pertains to all students who are taking this course/practicum, regardless of whether individual students are not seeking licensure.

English Usage

All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".

All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework.

Electronic Devices

Students may only use electronic devices when prompted by instructor. Exceptions apply.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <http://www.capilanou.ca/services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including [B.401 Sexual Violence and Misconduct Policy](#) and [B.401.1 Sexual Violence and Misconduct Procedure](#).

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.