



COURSE OUTLINE

EA 109

SUPPORTING CHILDREN THROUGH INCLUSIVE EDUCATION

45 HOURS
3 CREDIT COURSE

INSTRUCTOR: _____

_____ Date

APPROVED BY: _____
Dr. Andrew Richardson, Dean

_____ Date

APPROVED BY ACADEMIC COUNCIL: _____

RENEWED BY ACADEMIC COUNCIL: _____

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You are strongly advised to keep your course outline for possible future use in the event that you apply for transfer credit of this course to another educational institution.

Course outline prepared by: Lori Eastmure, Ann Gedrose, Ray Marnoch, Margot Neely, Donna Jones EACP Planning Committee. June, 2009

Yukon College
P.O. Box 2799
Whitehorse, Y.T. Y1A 5K4

Supporting Children through Inclusive Education

INSTRUCTOR:

OFFICE HOURS:

OFFICE LOCATION: TBA

CLASSROOM: *on-line*

E-MAIL:

TIME: *on-line*

TELEPHONE: (867) 668-8845 (message)

DATES: September 8 - December 8, 2015

COURSE DESCRIPTION:

This course establishes the theoretical foundations of inclusive education and is about the need for education to be responsive to all learners. It is for students interested in children and young people who encounter difficulties in education, whether related to disability, disaffection, learning difficulty, as well as other aspects of diversity. Students will examine historical and current societal values on disability and the limitations that previous perspectives impose. They will reflect on their own attitudes toward diversity. Students will consider what constitutes good inclusive practice as they begin to relate theory to practice.

PREREQUISITES:

Admission to the Education Assistants Certificate program

COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will be able to:

- Define inclusive education.
- Explain the theoretical basis of inclusive education.
- Examine societal and personal values toward people with disabilities and differences.
- Identify theoretical approaches for implementing inclusivity.
- Identify resources for supporting inclusivity.

DELIVERY METHODS/FORMAT

This 45-hour course will be delivered in the classroom setting or through Yukon College's Moodle platform and/or via web-conferencing by the instructor. The presentation of information will be primarily delivered by the instructor and occasionally by guest speaker.

Each lesson may include a variety of teaching/learning experiences. These strategies may include lecture, large and small discussion groups or on-line forums, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and student's individual assignments.

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor. Therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. The students own personal experience and thoughts will provide much of the material for discussion. Therefore it is expected that students are prepared for classes by having completed the requiring readings, assignments and other assigned work. The emphasis will be placed on learning by doing, and on personal reflection on individual experiences.

Professional behaviour is expected and if a class should be missed, the student will communicate with their instructor ahead of time and at least upon their return to class.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

Assignment	% of Final Grade
Attendance and participation	5 %
Reflection/On-line Discussion	25 %
Parent Interview	5 %
Connecting Kids activities (2)	10 %
Movie	5 %
Portfolio: to include resources for supporting inclusivity	20 %
Research Paper/Presentation: Inclusivity	20 %
Final Exam	10 %
	Total: 100%

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc).

Please see additional comments about assignments in the assignment package.

REQUIRED TEXTBOOKS AND MATERIALS

The Paraprofessional's Essential Guide to Inclusive Education Peggy A. Hammeken (2009)
Portfolio Development for Paraeducators Suzanne Koprowski & Careol A. Long (2005)

RECOMMENDED READING

*Connecting Kids Exploring Diversity Together*_Linda D. Hill. (2001)

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g. APA, CSE, MLA, etc.) Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca