

	<p>School of Health, Education and Human Services</p> <p>EPSY 400</p> <p>Working with Difference and Diversity</p> <p>Term:</p> <p>Number of Credits: 3</p>
Course Outline	

PREPARED BY: Stacey Crooks, Instructor

Based on syllabus prepared by Jenn DeLugt, University of Regina

DATE: December 30, 2021

WORKING WITH DIFFERENCE AND DIVERSITY

INSTRUCTOR: Dr. Stacey Crooks

OFFICE LOCATION: N/A

E-MAIL: scrooks@yukonu.ca

TELEPHONE: N/A

OFFICE HOURS: Zoom meetings by appointment

CLASSROOM: Online via Zoom

TIME: Thursdays, 1:00-3:10 pm

DATES: January 6 - April 7, 2022

COURSE DESCRIPTION

Understanding the construct of “disability” through the writings of people with disabilities and their use of self-accounts to develop a cultural understanding of disability. This course concentrates on methods of working with students whose performance differs from the established norm.

PREREQUISITES

Successful completion of Pre-Internship (EFLD 305) and EFLD 405 (Internship).

One of EFLD 400, 402, 405, 407, 409, 411 or status as a secondary minor in Special Education.

EQUIVALENCY OR TRANSFERABILITY

EPSY 322 is equivalent to EPSY 400 and students will not receive credit for both.

ACKNOWLEDGEMENT

Respectfully acknowledging that we are living and working within the joint traditional territories of the Ta’an Kwa’chan and the Kwanlin Dun First Nations.

COURSE REQUIREMENTS

Prerequisite(s): See University of Regina calendar

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Twelve broad learning outcomes have been developed to guide the delivery of our course. Upon completion, we will be able to:

1. Understand the social model of disability and diversity and its implications for educational contexts,
2. Critically examine approaches to educating students with disabilities, exceptionalities, and/or differences,
3. Understand the principles and practices associated with inclusive education,
4. Understand the teacher's role in meeting the needs of students with disabilities, exceptionalities, and/or differences in inclusive settings,
5. Examine the teacher's role in fostering a culture of acceptance and appreciation of differences,
6. Approach students with disabilities, exceptionalities, and/or differences from an individualized perspective,
7. Understand the planning process for inclusion and intervention plans,
8. Understand differentiated instruction and universal design and what this means relative to the Adaptive Dimension in the inclusive classroom,
9. Understand the learning characteristics associated with range of identified disabilities and the implication for instruction,
10. Develop effective instructional strategies in meeting the individual needs of a wide range of learners,
11. Access, and apply, literature on students with disabilities and differences, and,
12. Build knowledge of the American Psychological Association (APA) style with respect to writing and research.

DELIVERY METHODS

- Zoom 75%
- Online 25%

CLASS FORMAT

We will meet weekly via Zoom for a maximum of 2 hours and 10 minutes. Approximately half the Zoom sessions will be spent in small group discussion.

In addition to our weekly Zoom sessions, I will post readings and videos, recorded lectures, notes, slides and discussion questions. Successful participation in this class requires students to critically engage with course materials. ***As well as being expected to prepare for sessions through reading and reflecting on the materials posted, you should also actively***

participate during Zoom sessions. Thoughtful, thought provoking and respectful contributions to course conversations will assist you in becoming intellectually and personally involved in the material covered in the course and will support the creation of an intellectually challenging class environment.

REQUIRED RESOURCES, TEXTBOOK AND READINGS

No required textbook. Readings as assigned will be posted or linked on our course page.

Recommended Resources

We will discuss these texts in our Zoom first session.

Hutchinson, N. (2017). *Inclusion of Exceptional Learners in Canadian Schools: A practical handbook for teachers* (5th edition or latest). Pearson Education.

Moore, S. (2017). *One without the other: Stories of unity through diversity and inclusion* (Vol. 1). Portage & Main Press.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION

Attendance and participation are required. Late assignments will not be accepted without prior permission from the instructor. All assignments must be completed and submitted to receive a passing grade for the class, even if they are no longer eligible for marks.

U of R Grading Criteria will be posted on our course page and apply to all assignments. Detailed criteria for each assignment will be shared and discussed in our Zoom sessions.

Assignments are due by 11:59 pm on the due date, unless otherwise stated.

All assignments will be submitted online to our course page. Written assignments must be formatted as pdfs or a link to an online source. Audio and video assignments should be uploaded to Youtube and the link can be submitted.

Assignment Overview

Assignment	Value	Due date
Student Voice Book Club Assignment (Individual) Written, audio or video	25	Due date window: February 10-17 See assignment description for more details
Reading Summaries and Discussion Questions (Individual and/or Group) Written	10	Throughout the semester as assigned
Jigsaw Summary (Individual) Written or audio	5	March 3
Inclusive Teacher Resource Fact Sheet and Presentation (Group) Written, presentation	35 (Peer - 15%) (Group 10%) (Instructor - 10%)	Presentation dates to be determined March 17 or 24
Case Study (Pair or group of three) Written	25	Completed in class on March 31 and/or April 7.

ASSIGNMENT DESCRIPTIONS

1. Student Voice Book Club Assignment 25%

Due Date Window: February 10-17.

Students must be ready to discuss the book in class on February 10 but can hand the assignment in until February 17 at 11:59 pm.

Length: 4-6 pages/6-8minutes

Format: Individual - Written, Audio or Video

Purpose:

The purpose of this assignment is to get a glimpse of what it means to be labelled with a particular disability (your choice); to see school life through the perspective of someone who has

been diagnosed/labelled with the specific disability; and to consider the role of school and culture in constructing disability.

Details:

Read a personal account (autobiographical – not fictional) of an individual with an identified disability. A reading list with some suggestions will be posted, or you may access other books, interviews, or online resources written by people who have been labeled with a disability. Movies based on autobiographies and other fictional movies are not an option for this assignment, but documentaries may be.

I have posted a list of books [here](#) and will continue to add to it until January 20. If you choose something to read that is not on the list posted, please notify me by sending an email message of your choice by January 27 .

In your reflection (typically 4-6 double-spaced pages or 6-8 minutes for audio/video assignments), discuss how the personal account has impacted, changed (or not changed) your perception of disability and what it might mean to be an educator of a student with the particular designation/label. How will this reading influence your teaching? Make sure to include the following, and please adhere to the maximum number of pages (2) for the account description:

- A brief description of the personal account (2 pages/2 minutes maximum)
- Any personal connection/experience you have with the disability
- How you have been impacted by the account and what you have learned
 - How it has changed your perspective or way of thinking, and
 - How it will change your way of teaching

Assessment criteria will be available before our third Zoom session on January 20

2. Reading Summaries and Discussion Questions 10%

Due Dates: Throughout the semester as assigned on the first day of class. Summaries must be posted on the course padlet Tuesdays by 11:59 p.m.

Length: The length of the summaries will vary depending on the chapter lengths, but will range between two and three pages in total.

Format: Individual and/or Group - Written

Purpose:

- to reflect upon and comment on assigned readings; to be able to summarize the key pieces
- to apply readings to your understanding and experiences, and vice versa

- to deepen and widen your knowledge and understanding of difference, diversity, and disability
- to function as a learning community by sharing ideas, experiences, and resources

All students are expected to read the summaries before they come to class, and we will spend 15 to 20 minutes of each Zoom session discussing the readings and posted summaries in small groups.

Students may choose to do this assignment individually or in a group with other students who have been assigned to the same chapter.

Further details including assessment criteria will be available during our first class.

2. Jigsaw Summary 5%

Due Dates: March 3, 12:59 pm (before class)

Length: One-two pages

Format: Individual

Purpose:

- to reflect upon and comment on the jigsaw reading; to be able to summarize the key pieces
- to deepen and widen your knowledge and understanding of difference, diversity, and disability
- to function as a learning community by sharing ideas, experiences, and resources

Jigsaw summaries will be submitted before our Zoom session on March 3 and will form the basis of our discussion for that class.

3. Inclusive Teacher Resource Fact Sheet 30% (15% Peer/15% Instructor)

Due Date: Presentation dates to be determined. Fact sheet due on day of presentation

Format: Group - Written & Presentation

Purpose:

- to effectively describe one area of difference/disability/exceptionality;

- to think through what it means to be labelled with _____ (difference/disability/exceptionality);
- to reflect on and discuss the implications for instruction within an inclusive classroom;
- to become familiar with teacher material resources as well as local agencies and supports.
- to engage your colleague in meaningful discussion
- to create a useful resources that can be shared with colleagues

Details:

You will work in a cooperative learning group with two to four colleagues (**a maximum of five per group**) to investigate learning needs and inclusive strategies for students with exceptional learning needs related to *one* of the following:

- Autism Spectrum Disorder (ASD)
- Attention Deficit/Hyperactivity Disorder (ADHD)
- Fetal Alcohol Spectrum Disorder (FASD)
- Intellectual Disabilities
- Communication Exceptionalities
- Physical Exceptionalities
- Chronic Health Conditions
- Mental Health
- Gifted/Developmentally Advanced
- Learning Disabilities
- Trauma and Learning
- Other

Ideally each group will focus on a different topic. If more than 5 students are interested in the same topic they may choose to split into two groups with each group focusing on a sub-topic of the larger topic.

There are two components to the Inclusive Teacher Resource assignment: (a) the Inclusive Teacher Resource group presentation and (b) the fact sheet.

Further details and assessment criteria will be posted.

4. Case Study (20%)

Due Date: Groups will work on this assignment during our Zoom session on March 31. The completed assignment must be submitted by April 7 at 11:59 pm.

Format: Small group. Written.

Groups will share about what they learned in this assignment during our last Zoom session on April 7.

Length: TBD - varies

Purpose:

- to apply to our learning from our discussions this semester to a concrete example
- to engage in discussion about the practice of inclusion through an equity lens
- to better understand the process of planning for inclusion and support (intervention)
- to give you the opportunity to solidify and succinctly demonstrate your learning in the course

Further details and assessment criteria to be provided.

Course Overview and Schedule

Partial and Tentative

Assignments due in purple

Date & Topic	Read/Watch/Do	In-class activities and assignments
Week 1: January 6 <i>Introductions and Welcome</i>		
Week 2: January 13 <i>Thinking critically about disability</i>	Read: Baglieri, S., Valle, J. W., Connor, D. J., & Gallagher, D. J. (2011). Disability Studies in Education. <i>Remedial and Special Education, 32</i> (4), 267-278. View: Models of disability videos Do: Complete student info forms	Reading Summaries and Discussion Questions due for assigned students
Week 3: January 20 <i>Inclusive Education</i>	Read: Moore, S. (2016). <i>One Without the Other. pp 1-24</i> View and Do: TBA	Reading Summaries and Discussion Questions due for assigned students
Week 4: January 27 <i>Stories of Inclusion Part 1</i>	Read: Moore, S. (2016). <i>One Without the Other. pp 31-58</i> View: Videos about the Teacher's role Do: TBA	Reading Summaries and Discussion Questions due for assigned students
Week 5: February 3 <i>Stories of Inclusion Part 2</i>	Read: Moore, S. (2016). <i>One Without the Other. pp 59-85</i> View:	Reading Summaries and Discussion Questions due for assigned students

	UDL videos Do: TBA	
Week 6: February 10 <i>Indigenous Perspectives on Inclusion</i>	Read: Kress, M. M. (2017). Reclaiming Disability through Pimatisiwin: Indigenous Ethics, Spatial Justice, and Gentle Teaching. In <i>Ethics, Equity, and Inclusive Education: International Perspectives on Inclusive Education</i> (pp. 23-57). Emerald Publishing Limited. View: TBA Do: Review Fact Sheet assignment. Identify topics that you are interested in.	Book Club assignment sharing Inclusive Teacher Resource Fact Sheet and Presentation group sign up Student Voice Book Club Assignment due* Reading Summaries and Discussion Questions due for assigned students
Week 7: February 17 <i>Inclusive Ed in the Yukon</i>	Read: Yee, N. (2021) <i>Review of Inclusive and Special Education in the Yukon</i> View and Do: TBA	Presentation from Yukon Student Support Services (tent)
February 24 - Reading Week <i>No classes</i>		
Week 8: March 3 Assessment/Differentiating (tent)	Read: Jigsaw articles TBA View: TBA Do: Prep for jigsaw assignment in class work time	Jigsaw activity Group work time for fact sheet assignment Jigsaw assignment due March 3
Week 9: March 10		Work session for fact sheet

<i>Fact sheets Work session</i>		
Week 10: March 17 <i>Fact Sheet Presentations</i>		Inclusive Teacher Resource Fact Sheet Presentations
Week 11: March 24 <i>Fact Sheet Presentations</i>		Inclusive Teacher Resource Fact Sheet Presentations
Week 13: March 31 <i>Case Study</i>		Case study assignment work session
Week 14: April 7 <i>Wrapping Up - Moving Forward</i> <i>Case study work session (if needed)</i>		Case Study Assignment due

