

| COURSE OUTLINE | | |
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| TERM: Spring 2023 | COURSE NO: SEA 105 | |
| INSTRUCTOR: | COURSE TITLE: Exploring Diverse Learners in Schools | |
| OFFICE: LOCAL: E-MAIL: @capilanou.ca | SECTION NO(S): | CREDITS: 3.0 |
| OFFICE HOURS: | | |
| COURSE WEBSITE: | | |

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), xʷmə̌ł̓ θkʷəyəm (Musqueam), shíshálh (Sechelt), Sk̓wxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester

COURSE PREREQUISITES/CO-REQUISITES

None

CALENDAR DESCRIPTION

In this course, students will explore current issues emphasized in inclusive education through definition, etiology, prevalence and implications for learning in the various areas of exceptionality. This exploration will be guided by the First Peoples principles of learning and Equity, Diversity and Inclusion values and principles. A practical skills introduction is included; taught by an Occupational Therapist, Physical Therapist, or Registered Nurse.

COURSE NOTE

None

REQUIRED TEXTS AND/OR RESOURCES

None

COURSE STUDENT LEARNING OUTCOMES

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

1. Honour Indigenous ways of knowing through feeling and creating connection and belonging.
2. Examine the categories of exceptionality that EAs will support in the K – 12-school system.
3. Integrate course content with the First People Principles of Learning related to inclusion and diversity.

4. Integrate the principles of trauma informed practice and social-emotional learning as they relate to various areas of exceptionality.
5. Explain the ways the School-based Team members can support EAs in working with students with diverse needs.
6. Develop an understanding of programming needs for diverse learners and the role of the EA in gathering data and implementing strategies that inform the Individual Education Plans (IEP).
7. Discuss the role of the EA in the context of practical skills related to physical transfer, lifting, eating, personal and intimate care and medical management.
8. Demonstrate introductory hands-on techniques in the following practical skills areas: physical transfer, lifting, eating, personal and intimate care and medical management.

COURSE CONTENT

| Date | Topics for Synchronous Sessions | Assignments, Application Activities and/or Exit Slips |
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| Session 1 | <ul style="list-style-type: none"> • Introduction to Diverse Learners and Supporting Diversity • Assignment of participants to groups | Exit Slip activity |
| Session 2 | <ul style="list-style-type: none"> • Principles of Indigenous Learning – A Deeper Exploration | <i>Application Activity One (10%)</i> |
| Session 3 | <ul style="list-style-type: none"> • Challenging Behaviors and Mental Health Concerns • Overview of the Pecha Kucha Assignment | Exit Slip activity <i>Pecha Kucha Group Assignment (15%)</i> |
| Session 4 | <ul style="list-style-type: none"> • Intellectual Disabilities | Exit Slip activity |
| Session 5 | <ul style="list-style-type: none"> • Learning Disabilities • Pecha Kucha Group Presentations | Exit Slip activity |
| Session 6 | <ul style="list-style-type: none"> • Attention Disorders • English Language Learners (ELL) • Introduce Individual Assignment | <i>Individual Assignment (20%)</i> |

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| Session 7 | <ul style="list-style-type: none"> Alcohol-Related Neurodevelopmental Disorder (ARND) | Exit Slip activity |
| Session 8 | <ul style="list-style-type: none"> Visual Impairments Hearing Impairments | Exit Slip activity |
| Session 9 | <ul style="list-style-type: none"> Physical Disabilities Chronic Health Impairments | Exit Slip activity |
| Session 10 & 11 | <ul style="list-style-type: none"> Practical Skills | <i>Practical Skills Assessment – 20%</i> |
| Session 12 | <ul style="list-style-type: none"> Giftedness | Exit Slip activity |
| Session 13 | <ul style="list-style-type: none"> Communication Disorders Introduction to Concept Maps | Exit Slip activity |
| Session 14 | <ul style="list-style-type: none"> Bullying (including Cyberbullying) Overview of the Concept Map Assignment | Group work on Concept Map Assignment |
| Session 15 | <ul style="list-style-type: none"> Summary and Wrap-Up Activities | Exit Slip Activity <i>Presentation of Concept Map Assignment</i> |

EVALUATION PROFILE

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| Application Activity One | 10% |
| Pecha Kucha Group Assignment | 15% |
| Individual Assignment | 20% |
| Practical Skills | 20% |
| Concept Map Assignment | 25% |
| Participation | <u>10%</u> |
| TOTAL | 100% |

Participation: This mark is based on both the frequency and quality of the student's comments, questions, observations, and involvement, with the emphasis on quality. The quality is determined by among other things, the relevance, insight and clarity of remarks. Reading the required readings in advance will support a student's ability to participate. Not attending, being late to class or being late returning from breaks, will impact the overall participation grade.

GRADING PROFILE

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| A+ = 90-100 | B+ = 77-79 | C+ = 67-69 | D = 50-59 |
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| 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

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

*** Accommodations can be made to honour community needs and traditional practices.

Attendance

Regular attendance is essential. Students are expected to attend all classes and associated activities

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 “C”.

Electronic Devices

Students may use electronic devices during class for note taking only.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using their official Capilano University email; please check 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: <https://www.capilanou.ca/student-life/>

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 and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/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 (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

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

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

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| Punctuality | Punctuality is essential in both classroom courses and practicum given the professional nature of the program. |
| Professionalism | All students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to their professional areas' Code of Ethics at all times. |