

APPLIED ARTS  
EPSY 400  
3 Credit Course  
Winter, 2020



## **COURSE OUTLINE**

EPSY 400  
Working with Difference and Diversity

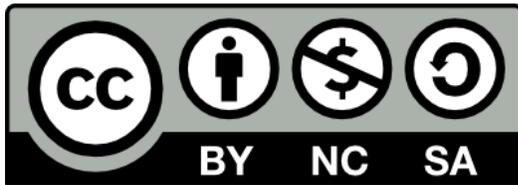
**39 HOURS**  
**3 CREDITS**

PREPARED BY: C. Robinson, Instructor/Faculty Advisor DATE: December 6, 2019  
APPROVED BY: A. Richardson DATE: December 6, 2019

APPROVED BY ACADEMIC COUNCIL: \_\_\_\_\_

RENEWED BY ACADEMIC COUNCIL: \_\_\_\_\_

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## WORKING WITH DIFFERENCE AND DIVERSITY

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<b>INSTRUCTOR:</b>	C. Robinson	<b>OFFICE HOURS:</b>	By Appointment
<b>OFFICE LOCATION:</b>	A2007	<b>CLASSROOM:</b>	t.b.a.
<b>E-MAIL:</b>	crobinson@yukoncollege.yk.ca	<b>TIME:</b>	<b>1-4:00 p.m.</b>
<b>TELEPHONE:</b>	668.8749	<b>DATES:</b>	Thursdays, January 9 to April 16, 2020

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### 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.

## **LEARNING OUTCOMES/GOALS**

Upon the completion of the course, students will have:

1. Developed an understanding of the construct of disability through the writings of people with disabilities and use these self-accounts to develop a cultural understanding of disability.
2. Developed an understanding of the principle of inclusive education and the role of the classroom teacher.
3. Developed an awareness that students with disabilities must be approached from an individualized perspective.
4. Developed knowledge of informal assessment and instructional strategies currently recognized as best practices for inclusive education for students with specific needs including a range of identified disabilities and exceptionalities.
5. Examined and evaluated current personal and professional perspectives about disability based on exposure to new perspectives on disabilities
6. Developed practices for working collaboratively with teachers to meet the needs of students who have specific needs
7. Developed a list of professional and Yukon and Northern community resources related to a specific learning need.

## **DELIVERY METHODS**

- Lecture
- Group work
- Interviews/Field trip (must have the ability to get to the in-town locations)
- Guest speaker

## **COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION**

Attendance and participation will be considered at the instructor's discretion.

UofR Grading Criteria applies to all assignments.

No late assignments will be accepted.

Assignments and Presentations:

- |   |            |
|---|------------|
| • Student Voice Assignment and Presentation   | 20%        |
| • Interview   | 20%        |
| • Teacher Team Meeting Assignment and Presentation  | 30%        |
| • Inclusive Teacher Northern Resource Assignment<br>& presentations of Inclusive Teacher Resource<br>Assignment | <u>30%</u> |
|   | 100%       |

## **REQUIRED RESOURCES, TEXTBOOK AND READINGS**

1. Hutchinson, N. (2017). Inclusion of Exceptional Learners in Canadian Schools: A practical handbook for teachers (5<sup>th</sup> edition or latest). Toronto: Pearson Education.
2. Mobile Device (Tablet or Laptop) and access to Internet and WiFi.
3. Other readings as assigned.

### Case Studies Texts: (CS to be provided)

1. Coots, J.J., & Stout, K. (2006). Critical reflections about students with special needs: stories from the classroom. Boston: Pearson.
2. Danforth, S., & Boyle, J.R. (2006). Cases in behaviour management. Upper Saddle River, NJ: Merrill/Prentice Hall.
3. Goor, M. & Santos, K. (2001). To think like a teacher: cases for special education interns and novice teachers. Toronto: Allyn and Bacon.
4. Halmhuber, N., & Beauvais, K. (2001). Case studies about children and adolescents with special needs. Toronto: Allyn and Bacon.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the 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.

## **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 College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.