

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: EDUC 412		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Introduction to Inclusive and Special Education in Elementary and Middle Schools															
Course Short Title: Inclusive Elementary Education															
Faculty: Faculty of Education, Community, & Human Dev.		Department (or program if no department): Teacher Education													
Calendar Description: Course is based on co-constructing an understanding and experience of an inclusive classroom community building from models of universal designs for learning (UDL), response to intervention (RTI), and differentiated instruction. The course emphasizes frameworks and concrete practices that may open decolonizing possibilities and build from the strengths of diverse students.															
Prerequisites (or NONE):		Admission to the Bachelor of Education.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Credit/No Credit Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 32													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>40</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	40							Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: connection to practicum	
Lecture/seminar	20														
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Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: December 8, 2021													
Faculty Council approval		Date of meeting: November 4, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: January 27, 2023													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Articulate classroom teachers' responsibilities, within educational systems, to support and uplift diverse learners.
2. Work from foundational models of learning and development (e.g., Inuit Qaujimajatuqangit Education Framework) to identify and address students' needs.
3. Apply Indigenous holistic learning perspectives and models such as Universal Design for Learning, Response to Intervention, and Differentiated Instruction to create lessons and learning activities that build from the strength of student diversity, including diverse dis/abilities, identities, and experiences.
4. Support holistic student needs (for example through the lens of self-determination theory or Indigenous epistemologies).
5. Apply approaches (e.g., Indigenous Storywork, Self-Regulated Learning, Autonomy Supportive Approaches, Place-Based Learning, and Arts-Based Learning) to support literacy, behaviour, and complex needs to create inclusive learning opportunities with multiple points of entry into common curricular objectives.
6. Cultivate social emotional competencies and mental health among students.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
	%	%	%

Details:

Assignments may include lesson plan adaptations/modifications/alterations (40%), presentation (40%), and critique/inquiry (20%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Online resource	Norman Kunc & Emma Van der Klift	Conversations that Matter conversationsthatmatter.org	varies
2. Video	Manitoba First Nations Education Resource Centre	Honouring the Voices of Elders: Indigenous Perspectives of Disability in Education	2020
3. Article	Reeve, J.	Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit	2010
4. Online resource	CAST	UDL Guidelines	2021
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

Part 1: Foundation

- Classroom community (definition and goal of inclusive education)
- Teachers' responsibilities (role, referral, Ministry policy, systemic considerations)
- Theoretical models (e.g., Indigenous perspectives, Universal Design for Learning, Response to Intervention, Differentiated Instruction)
- Student learning needs (e.g., superdiversity of learners with LD, ADHD, ASD, FASD)
- Review of learning, development, and motivational theory (e.g., self-determination theory, Indigenous epistemologies, Inuit Qaujimajatuqangit Education Framework)

Part 2: Practice

- Pedagogical approaches that support inclusion (e.g., place-based learning, arts-based learning, self-regulated learning, Indigenous Storywork, autonomy supportive approaches)
- Instructional strategies: literacy
- Instructional strategies: questioning behavioural challenges
- Instructional strategies: developing social-emotional competencies
- Instructional strategies: inclusion plans for students with complex needs
- Instructional strategies in practice (opportunity for in-situ learning)