

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 454		Number of Credits: 1 Course credit policy (105)													
Course Full Title: Supporting Diverse Learners Course Short Title: Supporting Diverse Learners															
Faculty: Faculty of Education, Community, & Human Dev.		Department (or program if no department): Teacher Education													
Calendar Description: Provides students with practical strategies for supporting learners with diverse and superdiverse profiles/identities, including Indigenous identities, dis/abilities, cultures, gender identities, and/or socio-economic status. Emphasis will be on service models in B.C. schools; working with School Based Teams, EAs, and external professionals; implementing IEPs; and instructional strategies to provide specialized supports.															
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>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>5</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>15</td> </tr> </table>		Lecture/seminar	10	Tutorials/workshops	5							Total hours	15	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: Connected to practicum	
Lecture/seminar	10														
Tutorials/workshops	5														
Total hours	15														
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. Design learning communities and activities that offer multiple points of entry for students with diverse abilities, identities, beliefs, talents, and challenges.
2. Collaborate with educators across diverse areas of expertise to co-design learning activities and co-teach in inclusive classrooms.
3. Demonstrate how to ethically engage with families, school-based team members, and community-based supports in multi-disciplinary teams.
4. Describe how to identify students for additional services and engage with special education support systems.
5. Co-construct strengths-based IEPs and identify how to begin working with and implementing an IEP.
6. Use strategies to resolve or mitigate potential conflict in pro-active ways.

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

Assignments:	60%	Project:	40%		%
	%		%		%

Details:

Assignments: UDL lesson plan (20%), role play reflections (40%)

Inquiry project: intensive supports (40%)

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. Textbook	Mirko Chardin & Katie Novak	Equity by Design: Delivering on the Power and Promise of UDL	2021
2. Online resource	Ministry of Education	Children and youth with special needs: A framework for action: Making it work	2008
3. Online resource	Shelley Moore	5MM: Inclusion Video Strategies	2019
4. Article	ASCD	Discipline Your Emotions	2021
5.			

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

- Identifying (super)diverse learning needs
- Creating inclusive communities of learning
- Creating ethical relationships with families
- Designing inclusive learning activities
- Specialized instructional strategies
- B.C. Special Education service models
- Co-constructing and implementing strengths-based IEPs
- Working with a School Based Team and a Multi-disciplinary Team
- Collaborating with EAs and Learning Support Teachers
- Conflict resolution styles and strategies