ORIGINAL COURSE IMPLEMENTATION DATE: September 2013
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** January 2029
Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 413	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Introduction to Inclusive and Special Education in Secondary
Course Short Title: Inclusive Secondary Education

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Based on co-constructing an understanding and experience of an inclusive classroom community that teacher candidates can apply to high school contexts. 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 *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	40
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
 (If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
 (See policy 207 for more information.)

Grading System: **Credit/No Credit**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Connection to practicum

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
 (If yes, fill in transfer credit form.)

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 high school 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 adolescents' developmental and learning needs.
3. Apply Indigenous holistic learning perspectives and models such as Universal Design for Learning, Response to Intervention, and Differentiated Instruction to create secondary level 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 adolescent literacy, behaviour, and complex needs to create inclusive learning opportunities with multiple points of entry into common curricular objectives.
6. Address the specific social-emotional and mental health needs of adolescent students.

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

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

Details:

Assignments are varied (40%) and include a group presentation (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.	Textbook	Feldman, R.S.	Adolescence. Pearson	2008
2.	Online resource	Norman Kunc & Emma Van der Kilft	Conversations that Matter coversationsthatmatter.org	varies
3.	Video	Manitoba First Nations Education Resource Centre	Honouring the Voices of Elders: Indigenous Perspectives of Disability in Education	2020
4.	Article	Herbert Kohl	I Won't Learn from You: The Role of Assent in Learning	1991
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 in high school contexts)
- 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., coming to terms with superdiverse identities, abilities, contexts, and experiences)
- Review of learning, development, and motivational theory in relation to superdiverse adolescents (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: supporting adolescent literacy
- Instructional strategies: supporting complex cognitive processing
- Instructional strategies: developing social and emotional resiliency
- Instructional strategies: inclusion plans for students with complex needs
- Instructional strategies in practice (opportunity for in-situ learning)