

CLASS SYLLABUS



COURSE TITLE: CSEA 110 – Community Living Foundations
CLASS SECTION: X01
TERM: F2022
COURSE CREDITS: 3
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
Learn more about Camosun's [Territorial Acknowledgement](#).

<https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Meaghan Feduck
EMAIL: FeduckM@camosun.ca
OFFICE: CHW 312-63
HOURS: Tuesdays, 1:30-2:20pm

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

In this course, students are introduced to models of disability and to key social justice issues. Values, principles and practices associated with community living and inclusive education philosophy are explored, as are community resources that promote equality and citizenship.

PREREQUISITE(S): N/A
CO-REQUISITE(S): N/A
PRE/CO-REQUISITE(S): N/A

COURSE DELIVERY

*This course uses interactive dialogue, small and large group discussion, guest speakers and experiential learning activities to augment the lecture-style format in the classroom. D2L is used as an enrichment tool and a file-sharing platform to facilitate course processes.

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture*	3	14	42
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
		TOTAL HOURS	42

COURSE LEARNING OUTCOMES

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

- a) describe models of disability and the implications of these models on practice in community and educational settings.
- b) use knowledge of values and philosophy of the community living movement to identify practices that promote full and equal citizenship for people with disabilities in community and educational settings.
- c) describe personal and professional practices that are respectful and supportive of individual, family and group diversity.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

On-line resources will be made available on D2L. In addition, students are required to register for Conversations that Matter at <https://conversationsmatter.org>. There is a fee to register.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	Readings and Assignments Due
Week 1: September 6	Course Intro – Building Community in Our Classroom	
Week 2: September 13	Social Justice <ul style="list-style-type: none">• Introduction to Social Justice• Poverty, Disability and Policy	<ul style="list-style-type: none">• Read Canada without Poverty• Read Review of Disability Policy in Canada• View and Respond Credo for Support (Conversations that Matter)
Week 3: September 20	Perspectives on Disability: Models of Support <ul style="list-style-type: none">• Historical Perspectives• Models of Disability	<ul style="list-style-type: none">• Read A Test of Wills: Jerry Lewis, Jerry's Kids, and the Telethon• Skim Christmas in Purgatory• View and Respond The Social Model of Disability (Conversations that Matter)
Week 4: September 27	Human Rights & Citizenship <ul style="list-style-type: none">• Discrimination• Legislation• Practices that relate to Rights	<ul style="list-style-type: none">• Look at The Canadian Human Rights Act• Look at The UN Convention on the Read Rights of Persons with Disabilities• Read Rights and Safeguards for Self-Advocates• Read Responding to Vulnerability: A Discussion Paper• View and Respond to Deciding to Make a Difference (Conversations that Matter)

WEEK or DATE RANGE	ACTIVITY or TOPIC	Readings and Assignments Due
Week 5: October 4	Education: From Church Basements to Inclusive Classrooms <ul style="list-style-type: none"> • What is Inclusive Education? • History of Inclusive Education • The Least Dangerous Assumption • Inclusive Post-Secondary 	<ul style="list-style-type: none"> • Skim A Summary of the Evidence on Inclusive Education • Read Inclusion: Myths and Misconceptions • Skim Inclusive Education Research and Practice • View and Respond Inclusive Education: From Political Correctness Towards Social Justice (Conversations that Matter)
Week 6: October 11	‘Historical’ Perspective on Disability: Eugenics <ul style="list-style-type: none"> • Sterilization • Genetic Screening • Assisted Dying 	<ul style="list-style-type: none"> • Watch Interview with Leilani Muir • Read Disappearing Down • Disability Rights Leader Poster (15%) – Due October 11th in class
Week 7: October 18	Daily Life: From Sheltered Workshops to Integrated Employment <ul style="list-style-type: none"> • Non-residential support models • Customized, supported and competitive employment 	<ul style="list-style-type: none"> • Read: TBA • View and Respond to Customized Employment (Conversations that Matter)
Week 8: October 25	Housing: From Institutions to Independent Living <ul style="list-style-type: none"> • Deinstitutionalization • Residential service models • Inclusive Housing initiatives 	<ul style="list-style-type: none"> • Read Home is Where our Story Begins.. • Watch New Chelsea Society video
Week 9: November 1	Media and Representation <ul style="list-style-type: none"> • Beliefs, Practices and Social Institutions • Stereotypes in Media • Social Media and Disability 	<ul style="list-style-type: none"> • Read Disability Movies Aren’t What They Used to BE • View and Respond to I’m Not Your Inspiration (Conversations that Matter)
Week 10: November 8	Community Resources Presentations	Community Resources Interview, Papers and Presentations – 15% for report and 10% for the presentation = 25%
Week 11: November 15	Practices that Support Equity and Diversity <ul style="list-style-type: none"> • Practice change • Promising & Best practice • Evidence-based • User-led design 	<ul style="list-style-type: none"> • Read Stories about Access and Cognitive Dissonance • Read How to Give Constructive Criticism: 6 Helpful Tips • View and Respond to a Conversations that Matter video of your choice
Week 12: November 22	Effective Advocacy in the Human Services <ul style="list-style-type: none"> • Types of Advocacy • Family Movement • Advocacy Tools 	<ul style="list-style-type: none"> • Reading TBA • View and Respond to Asking the Questions (Conversations that Matter)

WEEK or DATE RANGE	ACTIVITY or TOPIC	Readings and Assignments Due
Week 13: November 29	Self-Advocacy <ul style="list-style-type: none"> History of Self-Advocacy Movement Key Organizations and Issues Self-Advocacy Skills 	<ul style="list-style-type: none"> Scan It's My History, Too! Activity Workbook from Alberta Scan Self-Advocacy Start-up Toolkit Scan Self-Advocacy Support Workers Training and Resource Toolkit
Week 14: December 6	Wrap-up and Review	Media and Disability Paper due – 25% All Reflections due (15%)

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Assignment #1 Disability Rights Leader Poster – Due October 11	15%
Assignment #2 CSEA 110 Community Resources Interview, Report and Presentation – Due November 8	25%
Assignment #3 Media and Disability Paper – Due December 6	25%
Assignment #4** Engagement and Reflections – Ongoing with all completed by December 6 Class engagement (20%) 3 Personal Reflections (15%)	35%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

**Evaluation of participation includes:

- Pre-class preparation, including reading assigned materials
- Consistent attendance
- Constructive and appropriate comments in class
- Active and respectful listening
- Respectful and considerate behaviour towards others
- Co-operation in team and group work in and out of class
- Awareness of own behaviours/attitudes
- 3 short reflection pieces

It is important to attend class, arrive on time and participate in the discussions and activities. Please let your instructor know via email as soon as possible to inform them of your absence. Your ability to thoughtfully participate in the class will be greatly facilitated by doing the pre-readings prior to class.

All projects, papers and other learning activities are expected to be on-time. If an assignment is late, 5% per day that it is late will be deducted from your mark for that assignment. In exceptional circumstances, students can request an extension, but this must be arranged and approved by the instructor in writing (email is best) at least one full day before the assignment is due.

All assignments are submitted through D2L and must be typed double spaced with a cover page that includes:

- Course name
- Assignment title
- Your name and date
- Spelling, grammar, APA formatting and presentation of material will be taken into consideration
- Paper to be saved as a Word File with your name and not simply the course number.

C is the minimum grade for successful completion of CSEA 110. All assignments must be completed in order for students to complete the course requirements. The grade for participation cannot be used to bring your grade up to a C; the C must be the average of all grade assignments and presentations.

SCHOOL OR DEPARTMENTAL INFORMATION

[INSERT TEXT HERE]

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres

Support Service	Website
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

