Course Syllabus

Course title: Teaching & Learning Supports

Class section: EDUC **-** 150 **-** BX01

Term: 2025W

Course credits: 3

Total hours: 60

Delivery method: Blended

Territorial Acknowledgement

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Lək̓ʷəŋən (Songhees and Kosapsum) and W̱SÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

Instructor Details

Name: Asha Rao
Email: raoa@camosun.ca

Instructor Statement

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.

Instructor Office Hours

Office:	Hours:
Room # CHW 310	Hours: Mondays 12:30-1:30pm or by appointment

Course Description

Course Description:
This course introduces students to positive supports for teaching and learning in home, school, work and community settings. Students will design practical support strategies that assist children and adults in the development of social, academic, daily life, and augmentative/alternative communication methods.

Course Learning Outcomes / Objectives

Upon completion of this course a student will be able to:

- Use positive, strengths based teaching supports and strategies to meet the personal learning needs of children and adults.
- Use positive and respectful supports with individuals who experience behavioral challenges.
- Use appropriate augmentative/alternative communication systems and methods to support children and adults to communicate their choices, needs and preferences.
- Contribute to teaching and planning strategies typically used in school environment.

Course Materials - Required

Harber, M., Rao, A. (2023). The Role of an Education Assistant: Supporting Inclusion

Online book through Camosun Library: Causton- Theoharis, J. (2009) Paraprofessional Handbook for Effective Support in Inclusive Classrooms

Online Materials posted on D2L

Smith, T., Polloway, E., Patton, J., Dowdy, C., McIntyre, L. (2015). Teaching students with special needs in inclusive settings. Toronto: Pearson Canada.

Course Schedule, Topics, and Associated Preparation / Activity

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	Other Notes
Week 1 Jan.6	Introduction to the Course	
Week 2 Jan.13	Trauma Informed Practice	
Week 3 Jan 20	Inclusion and Role of the EA (Education Assistant) UDL (Universal Design for Learning)	
Week 4 Jan.27	Inclusion – Skills in the field Understanding IEP's, Core Competencies	
Week 5 Feb. 3	RTI (Response to Intervention) Strategies 1- Teaching Strategies	
Week 6 Feb. 10	Strategies 2- AAC (Alternative and Augmentative Communication) Communication Strategies	Case Study Part 1 Due: Feb. 9
Week 7 Feb. 17	READING BREAK	
Week 8 Feb. 24	Gallery Walk	Gallery Walk Due in class Feb. 24
Week 9 March 3	Strategies 3- Behaviour as Communication	Professional Engagement Part 1 Due: March 3 Teaching Plan Part A Due: March 9

Week or Date Range	Activity or Topic	Other Notes
Week 10	Strategies 4- Supporting Academics Strategies 5- Other Strategies	
Week 11	Strategies 6- Sharing from the Field- EA Visit	
Week 12	Teaching Plan Sharing Group 1	
Week 13	Teaching Plan Sharing Group 2	Case Study Part 2 Due: April 6
Week 14	Teaching Plan Sharing Group 3 Course closure	Professional Engagement Part 2 Due: April 7

Evaluation of Learning: Weighted

DESCRIPTION	WEIGHTING
Professional Engagement Part 1 and Part 2	25%
Gallery Walk (with Partner)	20%
Teaching Plan and Sharing	25%
Case Study Part 1 and Part 2	30%
TOTAL:	100%

NOTE: Students must achieve a minimum of 60% ("C") in all courses within the program to graduate.

Camosun's Grading Systems

https://camosun.ca/registration-records/student-records/camosun-grading-systems

Grade Reviews and Appeals

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 policy** for more information.
http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf

The Centre for Accessible Learning (CAL) is part of Camosun's Student Affairs unit. CAL coordinates academic accommodations and provides related programs and services to students with documented disabilities.

Students who require academic accommodations are expected to request and arrange accommodations through CAL in a timely fashion. While we understand that not all accommodation needs are known to students at the beginning of a course, accommodations cannot be provided unless the proper process is followed through CAL and an accommodation letter has been released to the instructor. Students are responsible for providing CAL with the proper documentation prior to the beginning of a course.

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
https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams

Please consult the CAL webpage for more information:
https://camosun.ca/services/academic-supports/accessible-learning

Artificial Intelligence: A Guide for Students

Generative Artificial Intelligence (GenAI) is an evolving technology that brings potential benefits but also substantial risks. While GenAI tools have the ability to transform how we work and learn, it is essential for the college community to adapt to these changes in a thoughtful and secure way.

When using GenAI tools, students should ensure proper citation and attribution guidelines are followed. This includes acknowledging AI assistance in reports ,presentations, or any external communications. Clear citation helps build trust, ensures ethical use, and reduces the risk of misinformation or copyright issues.

For citation support visit the college's citation style guide.
https://camosun.libguides.com/cite

Artificial Intelligence: A Guide for Students
Visit the following website to learn about AI use in academic settings.
https://camosun.libguides.com/artificialintelligence/home

Course Guidelines & Expectations

This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, co- operative learning, and guest speakers. Please arrive at class on time and be prepared to participate in discussions and activities. Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for EACS Graduates.

Class Attendance/Engagement is Required and Includes:

- Regular attendance each week
- Active and respectful participation in classes and in group work and check ins on topics (i.e., staying connected and engaged in class, rather than on a cell phone, social media, or other distractions, etc.). This includes any virtually delivered classes- which require cameras turned on for learning.
- Adequate preparation for classes (completing the readings, watching media, doing research etc.)
- Cooperation, mutual support, and professionalism in small and large group activities
- Effective and professional interpersonal communication skills with classmates, community members and instructor.
- Respectful, professional, and inclusive behavior toward classmates and instructor.
- Seeking self-awareness, including the impact of your words and actions on others.

CLASS PREPARATION:

- Please check D2L for all information regarding readings, media etc. which are required for you to prepare for this class

ASSIGNMENT SUBMISSION

- Assignments are due before 11:59pm on the assigned day, unless otherwise specified.
- Written assignments must be submitted in Word document , via D2L. Please note the following:
  1. File titles should include the assignment title.
  2. Written assignments must be double spaced and follow APA guidelines. Pay particular attention to:
     - Title page format,
     - page numbering,
     - Running head,
     - line spacing,
     - font and font size,
     - in-text citations (proper formatting, giving credit where credit is due),

- references page (proper formatting) and
- Spelling, sentence structure, grammar, and presentation of the material will be taken into consideration when assignments are graded.
- Unless otherwise directed by individual course outlines, assignments must include: APA 7th edition guidelines, a title page, an introduction, a conclusion and a reference list. Please use the Camosun Writing Centre and/or Camosun Library for resources in writing, formatting and referencing.
- All assignments are to be submitted on designated due dates. In some circumstances, students may arrange with the instructor for an extension of an assignment, at least 48 hours before the due date, by email. Marks will be deducted from assignments (5% per day) if prior arrangements have not been made with the instructor.
- All assignments and learning activities must be completed within 24 hours of the last day of instruction. This includes assignments, pre-class assignments and activities, participation in skill development/labs, and presentation attendance/responses, written check ins, missed class assignments.

MAKE UP ASSIGNMENTS

- Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for the EACS Certificate Students are expected to attend all scheduled class activities.
- Attendance is required in order to receive the learning in this class. If you miss a class, it will affect your learning and your grade. If you need to miss a class, you are invited to complete a make-up assignment for each class you miss: You need to have a minimum 10-minute discussion (in person or on the phone) with at least two other students in your class to learn their perspective of the important aspects of the class missed.
- Ensure you identify which students you have spoken to. Complete and submit a 400-600 word paper which describes the key elements of the class, along with your own reflections on the subject. **Please submit this paper on D2L before the next class.**

*Note: It is the student's responsibility to track the dates missed and to follow up with colleagues about content missed, while they still remember.

School or Departmental Information

Students are required to read and are accountable for the College policies (outlined below) and practicum guidelines as described in the School of Health and Human Services (HHS) and program handbooks.

EACS Program Handbook

Clinical and Practice Placements in HHS

https://camosun.ca/programs-courses/school-health-and-human-services/hhs-programs/practicums

School of Health and Human Services (HHS)

https://camosun.ca/programs-courses/school-health-and-human-services/information-health-and-human-services-students-1#top

HHS Program Handbooks

https://camosun.ca/programs-courses/school-health-and-human-services/information-health-and-human-services-students-1#program

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.

College Policies

Academic Integrity

Students are expected to follow the college's Academic Integrity policy, and be honest and ethical in all aspects of their studies. To help you understand these responsibilities review the online Academic Integrity guide.

The college's Academic Integrity policy and supporting documents detail the process for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

If you have a documented disability and need accommodations contact the Centre for Accessible Learning (CAL). CAL will arrange the appropriate academic accommodations so you can participate in all academic activities. Visit the CAL website for more information

Academic Progress

The Academic Progress policy details how the college monitors students' academic progress and what steps are taken if a student is at risk of not meeting the college's academic progress

standards.

Acceptable Technology Use

The [Acceptable Technology Use](#) policy outlines how students are expected to use college technology resources, this includes using your own devices on the college's network. The use of the college resources in a way that violates a person's right to study in an environment free of discrimination, harassment or sexual violation is prohibited.

Course Withdrawals Policy

For details about course withdrawal see the [Course Withdrawals policy](#). Be aware of the [deadlines for fees, course drop dates, and tuition refunds](#).

Grading Policy

To learn more about grading see the [Grading Policy](#).

Grade Review and Appeals

The process to request a review of grades is outlined in the [Grade Review and Appeals policy](#).

Medical / Compassionate Withdrawals

If you have experienced a serious health or personal issue, you may be eligible for a [medical/compassionate withdrawal](#). The [Medical / Compassionate Withdrawal Request form](#) outlines what is required.

Sexual Violence

If you have experienced sexual violence on or off campus, you can get support from the Office of Student Support. The Office of Student Support is a safe and private place to talk about what supports are available and your options for next steps. Visit the [sexual violence support and education site](#) to learn more or email [oss@camosun.ca](#) or phone: 250-370-3046 or 250-370-3841.

Student Misconduct (Non-Academic)

Camosun expects students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Review the [Student Misconduct Policy](#) to understand the college's expectations of conduct.

Looking for other policies? See [Camosun College Policies and Directives](#)

Services and Supports

Services are free and available to all students.

Academic Supports	Enrollment Supports
[Centre for Accessible Learning](#) [English, Math and Science Help Centres](#) [Library](#) [Writing Centre & Learning Skills](#)	[Academic Advising](#) [Financial Aid and Awards](#) [Registration](#) [Tuition and Fees](#)
Health and Wellness [Counseling](#) [Fitness and Recreation](#) [Office of Student Support](#)	**Applied learning** [Co-operative Education and Career Services](#) [Makerspace](#)

The [Centre for Indigenous Education Centre and Community Connections](#) provides cultural and academic supports for Indigenous students.

[Camosun International](#) provides supports to international students.

[The Ombudsperson](#) provides an impartial, independent service to ensure students are treated fairly. The service is a safe place for students to voice and clarify concerns and complaints.

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

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 the course content or schedule. When changes are necessary the instructor will give clear and timely notice.