



CAMOSUN COLLEGE

School of Health and Human Services (HHS)
Department: Community, Family & Child Studies



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

CSEA 150 Teaching & Learning Supports Winter 2021

COURSE OUTLINE

The course description is available on the web:

<http://camosun.ca/learn/calendar/current/web/csea.html#csea150>

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafe BC and the B.C. Government to ensure the health and wellbeing of students and employees Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: <http://camosun.ca/covid19/faq/covid-faqs-students.html>
However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

- (a) **Instructor** Jessica Jardine
- (b) **Office hours** Tuesday 2:30-3:30pm
- (c) **Location** Collaborate
- (d) **Phone** [Click or tap here to enter text.](#) **Alternate:** [Click or tap here to enter text.](#)
- (e) **E-mail** jardinej@camosun.bc.ca
- (f) **Website** <http://camosun.ca/learn/programs/education-assistant-community-support/>

2. Course Description & Intended Learning Outcomes

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.

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

- a) use positive, strengths based teaching supports and strategies to meet the personal learning needs of children and adults.
- b) use positive and respectful supports with individuals who experience behavioral challenges.
- c) use appropriate augmentative/alternative communication systems and methods to support children and adults to communicate their choices, needs and preferences.
- d) contribute to teaching and planning strategies typically used in school environments.

3. Required Materials

Harber, M., Rao, A. (2019). The Role of an Education Assistant: Supporting Inclusion

Hingsburger, D. (1998) Do be do? Richmond Hill: Diverse City Press

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.- **Text previously purchased for CSEA 140**

4. Course Content and Schedule

Module	TOPIC	PREPARATION
1 Jan.16	Introduction to Course Role of the EA	Chapter 1 and 3- Harber/Rao Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton - Theoharis Chapter Chapter 1 & 4 D2L Readings Reading-Golden Rule of Support and BCTF Roles and Responsibilities document
2 Jan.17	UDL IEP's Collaboration New Curriculum	Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton Theoharis- Chapter 3 and 7 D2L Readings Chapter 15- Harber/Rao
3 Jan. 23 Interurban Campus	SKILLS	
4 Jan. 24	Data collection Positive Teaching Supports Feedback	Do? be? do?' Chapter 6 Do? be? do?' Chapter 4 & 5 & 8 Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton Theoharis- Chapter 5 D2L Readings
5 Feb.6 Interurban Campus	SKILLS	Chapter 14- Harber/Rao D2L readings
6 Feb.7	Communication AAC	Set BC - http://www.setbc.org/ Caya- http://www.cayabc.org/ Chapter 3- Teaching Students with Special Needs in Inclusive Classrooms Chapter 11- Harber/Rao

		D2L Readings
7 Feb.28	Trauma informed practice Behaviour as Communication Self-Regulation	Chapter 7- Do be do? Chapter 5/6/7 Harber/Rao Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton Theoharis- Chapter 8 D2L Readings
8 March 6	SKILLS	
9 March 7	Transition to Adulthood Life Skills	Chapter 16- Harber/Rao
10 March 27	Strategies to support people with Autism Sensory Needs	D2L Readings
11 March 28	Technology	D2L Readings
12 April 10 Interurban Campus	SKILLS	
13 April 11 Interurban Campus	SKILLS- Consolidating Learning	

This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, student presentations and guest speakers. Please note that further assigned readings and preparation may be added.

5. Basis of Student Assessment (Weighting)

1. Skillsx5 -30%
2. Teaching Exchange 20%
3. Inclusion Plan- 26%
4. Gallery Walk- 17%
5. Reflections x6-12%

Participation expectations include:

- Active and respectful participation in classes
- Regular attendance
- Adequate preparation for classes (completing assigned readings, activities and assignments)
- Contributions to small group and large group discussions and activities
- Respectful behavior toward classmates and instructor
- Awareness of own behavior and its effect on others
- Self- Evaluation/Self Reflection

Assignment Submission

Written assignments must be typed, double spaced and submitted with a cover page that includes the course name, assignment title, and your name and the date of submission. Spelling, grammar and presentation of the material will be taken into consideration.

All assignments are to be submitted by 11:59 pm to D2L on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **Marks will be deducted at 5% a day for assignments/project if prior arrangements have not been made with the instructor. All assignments in course must be completed. All assignments and SKILLS must be completed in order to pass this course.**

Attendance

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. Attendance and participation in classes is mandatory for your learning. Students are required to contact the instructor in advance if they are unable to attend classes.

Test and Examination Procedures

There are policies regarding written test and examination procedures including late arrivals and missed tests. Please see the Health and Human Services Student Handbook item 5.4 for Test and Examination Procedures at <http://camosun.ca/learn/school/health-human-services/student-info/index.html>

Written Assignments

Assignments are due before 2400 hours (midnight) on the assigned day unless otherwise specified. Assignments about patients, residents or clients must be completed using the individual's initials only. Unless otherwise directed by individual course outlines, assignments must be: word processed, double spaced, font meeting APA 7th edition guidelines, with a title page and a reference list. Students requiring an extension for the due date of an assignment must negotiate with the instructor, at least 48 hours before the due date. Assignments submitted late without an approved extension will result in a 5% deduction in mark for each day late.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Review the School of Health and Human Services [Student Handbook](#) and the specific section for the EACS program.

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

Student Conduct Policy

There is a [Student Conduct Policy](#). It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College website.

A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F		0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description

I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.