

CLASS SYLLABUS



COURSE TITLE: CSEA 150 – Teaching & Learning Supports
CLASS SECTION: BX01
TERM: W2022
COURSE CREDITS: 3
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən 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: Mary Harber
EMAIL: harberm@camosun.bc.ca
OFFICE:
HOURS: online TBA

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

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.

NOTE: Only open to students in the Education Assistant and Community Support.

PREREQUISITE(S): **All of:** C in CSEA 110; C in CSEA 120; C in CSEA 140
CO-REQUISITE(S): Click or tap here to enter text.
PRE/CO-REQUISITE(S): **All of:** C in CSEA 160; C in CSEA 175; C in PSYC 154

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	4	14	
Seminar			

Lab / Collaborative Learning
 Supervised Field Practice
 Workplace Integrated Learning
 Online

TOTAL HOURS 56

COURSE LEARNING OUTCOMES

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.

COURSE OBJECTIVES AND MAPPED PROFESSIONAL COMPETENCIES

(also known as “sub-outcomes” or “learning objectives”)

See above

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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.

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	PREPARATION
Week 1 – January 13 th	<ul style="list-style-type: none"> ● Course outline/assignments ● Roles of the EA 	Chapter 1 Harber/Rao
Week 2 – January 20 th	<ul style="list-style-type: none"> ● Role of the EA ● Collaboration ● Supporting all students ● Inclusion 	<p>D2L Reading</p> <ol style="list-style-type: none"> 1) Golden Rule of Support and BCTF Roles and Responsibilities document 2) Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton -Theoharis Chapter 1 & 4 3) Chapter 3 – Harber/Rao Textbook <p>Reflection 1 -January 24th</p>
Week 3 – January 27 th	<ul style="list-style-type: none"> ● IEP's ● Goal Setting Adapt/Modify/Differentiate ● UDL 	<ol style="list-style-type: none"> 1) Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton Theoharis- Chapter 3 and 7 <p>D2L Readings</p> <p>Chapter 15- Harber/Rao</p>
Week 4 – February 3 rd	<p>Skills in the field</p> <ul style="list-style-type: none"> ● Observing, ● Recording ● Note taking etc. 	<p>Do be do?' -Chapter 6</p> <p>Reflection 2- February 7th</p>
Week 5 – February 10 th	<ul style="list-style-type: none"> ● Positive Teaching Supports 	<p>Do be do?' Chapters 4, 5 & 8</p> <p>Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton Theoharis- Chapter 5</p> <p>D2L Readings</p>

Week 6 – February 17 th	<ul style="list-style-type: none"> ● Behaviour as communication ● Self- Regulation 	<p>Chapter 7- Do be do? Chapter 6- Harber/Rao</p> <p>Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton Theoharis- Chapter 8</p> <p>DUE: Reflection 3 – February 21st</p>
Week 7 – February 24 th	<ul style="list-style-type: none"> ● Reading Break NO CLASSES 	
Week 8 – March 3 rd	<ul style="list-style-type: none"> ● Gallery Walk 	<p>D2L Readings</p> <p>DUE: Reflection 4- March 7th</p>
Week 9 – March 10 th	<ul style="list-style-type: none"> ● Supporting Academics 	<p>Chapter 14- Harber/Rao D2L readings</p> <p>Teaching and Learning Exchange Plans- Due: March 13</p>
Week 10 – March 17 th	<ul style="list-style-type: none"> ● Communication strategies – Augmentative and use of technology 	<p>D2L Readings Set BC - http://www.setbc.org/ Caya- http://www.cayabc.org/</p> <p>Chapter 3- Teaching Students with Special Needs in Inclusive Classrooms</p>
Week 11 – March 24 th	Transition	Chapter 16- Harber/Rao
Week 12 – March 31 st	<ul style="list-style-type: none"> ● Teaching Exchange 	
Week 13 – April 7 th	<ul style="list-style-type: none"> ● Teaching Exchange 	Inclusion Support Plans Due: April 10

Week 14 – April 14 th	Open Topic – Summary of content	Final Reflection – Due April 16 th
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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 notice 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
Reflection – 5 x 5%	25%
Gallery Walk	15%
Teaching Exchange	30%
Inclusion Plan	30%
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

Participation expectations include:

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

Assignment Submission

Written assignments must be typed, Times New Roman 12 pnt font, 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.

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 important for your learning. Students are required to contact the instructor in advance if they are unable to attend classes.

SCHOOL OR DEPARTMENTAL INFORMATION

Health & Human Services Student Handbook: <http://camosun.ca/learn/school/health-human-services/student-info/index.html>

General Practicum Information: <http://camosun.ca/learn/school/health-human-services/student-info/practicum-info.html>

Allied Health & Technologies Department Handbooks:

- Certified Medical Laboratory Assistant: <http://camosun.ca/learn/school/health-human-services/student-info/program-info/cmla.html>
- Diagnostic Medical Sonography: <http://camosun.ca/learn/school/health-human-services/student-info/program-info/sono.html>
- Medical Radiography: <http://camosun.ca/learn/school/health-human-services/student-info/program-info/mrad.html>

Students enrolled in Allied Health & Technologies Programs must achieve a minimum of 65% or a “COM” in each of their courses in order to use their course as a pre-requisite and progress in their program.

Students enrolled in Allied Health & Technologies Programs must participate in learning activities that include intimate and direct personal contact with their classmates during supervised practice. Students are training to perform the duties of a healthcare professional. These duties usually require constant, close physical contact with patients and clients. Students may be required to simulate and perform these activities on one another during this course. Students may also be required to use special hygiene practices and protective gear to protect themselves from the transmission of communicable diseases (like COVID-19). Risks associated with learning and performing the physical duties of a healthcare profession cannot be entirely eliminated by any amount of caution or protection. Students who refuse, or are incapable of participating and performing these activities due to personal or medical limitations, may only continue to participate in their course work when supported by officially registered accommodations or temporary medical advisory.

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
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](http://camosun.ca/services/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.