

CLASS SYLLABUS



COURSE TITLE: CSEA 150 – Teaching & Learning Supports
CLASS SECTION: R17
TERM: W2023
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.ca
OFFICE:
HOURS:

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): as per program requirements
CO-REQUISITE(S): as per program requirements
PRE/CO-REQUISITE(S): as per program requirements

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:

- 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 environments.

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.

PLEASE ENSURE THAT YOU CHECK D2L for any additional readings and resources assigned each week.

DATE	TOPIC	PREPARATION
Week 1	<ul style="list-style-type: none"> ● Course outline/assignments ● Getting to know you ● What is inclusion? 	<p>Chapter 1&3 - Harber/Rao</p> <p>D2L Reading-Golden Rule of Support and BCTF Roles and Responsibilities document</p> <p>Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton -Theoharis Chapter 1 & 4</p>
Week 2	<ul style="list-style-type: none"> ● Inclusion continued ● Role of the EA ● Collaboration ● Supporting all students ● IEP's ● UDL 	<p>Chapter 15 – Harber/Rao</p> <p>Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton Theoharis-Chapter 3 and 7</p> <p>Weekly Learning due Jan. 17th</p>
Week 3	<ul style="list-style-type: none"> ● Data Collection ● Goal Setting Adapt/Modify/Differentiate ● Positive Teaching Supports 	<p>Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton Theoharis-Chapter 5</p> <p>Do? be? do?' Chapter 4 & 5 & 8</p> <p>Weekly Learning due 24rd</p>
Week 4	<p>Skills in the field</p> <ul style="list-style-type: none"> ● Observing, ● Recording ● Note taking ● Practice supportive techniques -chaining, prompts etc. 	<p>Do? be? do?' Chapter 6</p> <p>Chapter 15- Harber/Rao</p> <p>Teaching Plan Part A due Jan 26th</p> <p>Weekly Learning due Jan. 31^{rst}</p>
Week 5	<ul style="list-style-type: none"> ● Teaching Demonstrations (Part B) 	<p>Teaching Demonstration (Part B of Lesson Plan) due February 7th</p>

		Weekly Learning due Feb 7th,
Week 6	<ul style="list-style-type: none"> ● Strategies 2 - Supporting Behaviours ● Behaviour as communication ● Self- Regulation /Social Emotional Learning ● Qualities of an Outstanding EA and Response-able Supports 	<p>Chapter 7- Do be do? Chapter 3, and 11 - Harber/Rao</p> <p>Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton Theoharis- Chapter 8</p> <p>Weekly Learning due Feb 14th</p>
Week 7	<ul style="list-style-type: none"> ● Reading Break NO CLASSES 	
Week 8	<ul style="list-style-type: none"> ● This module will discuss trauma informed practice, behaviour as communication and self-regulation ● We will also talk about self-care 	<ul style="list-style-type: none"> ● Chapters 5/6/7 Harber/Rao ● Chapter 7 Do be do? ● Chapter 8 Paraprofessional Handbook <p>Weekly Learning due Feb. 28th</p>
Week 9	<ul style="list-style-type: none"> ● Gallery Walk 	<p>Gallery Walk due March 7th</p> <p>Weekly Learning due March 7th</p>
Week 10	<ul style="list-style-type: none"> ● Strategies 4- Supporting Communication– Augmentative and use of technology ● This module will focus on the transition for youth to adulthood and the role the EA plays in supporting youth. 	<p>Set BC - http://www.setbc.org/ Caya- http://www.cayabc.org/</p> <p>Chapter 3- Teaching Students with Special Needs in Inclusive Classrooms</p> <p>Paraprofessional Handbook for Effective Support in Inclusive Classrooms-Julie Causton Theoharis- Chapter 6</p> <p>Harper/Rao – Chapter 16</p> <p>Weekly Learning due March 14th</p>
Week 11		

	<ul style="list-style-type: none"> • Guest Speaker(s) • Explore APIE model for the Inclusion Plan and the case studies 	<p>Have at least 3 questions prepared for our guest speaker(s)</p> <p>Weekly Learning due March 21st</p>
Week 12	<ul style="list-style-type: none"> • Mental Health • Technology 	Weekly Learning due March 28th
Week 13	<ul style="list-style-type: none"> • Sharing a Tech Tool • Technology continued 	<p>Bring one tech tool to class to share with the group</p> <p>Inclusion Support Plan due April 4th</p>
Week 14	<ul style="list-style-type: none"> • Case Study 	Bring a laptop or pen and paper

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

- | | |
|---|-----|
| 1. Visual Representation of Weekly Learning | 20% |
| 2. Gallery Walk | 20% |
| 3. Teaching and Learning Plan | 30% |
| 4. Inclusion Plan | 30% |

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

Assignment Submission

Written assignments must be typed, double spaced, Times New Roman 12 pt font APA formatting and referencing. APA 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. WORD DOCUMENTS only unless otherwise specified

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 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 skills 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.

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

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>

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](#) (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.