



Faculty: Health & Human Services

Department: Education Assistant and Community Support

Course Title: Teaching and Learning Strategies

Course Code: EACS 130

Semester, Year, Section: Fall or Spring

Course Start Date: September or January

SAMPLE COURSE OUTLINE

With respectful acknowledgement that Vancouver Island University students, staff, faculty and administration live, work, and play on the traditional territories of Snuneymuxw First Nation, Tla'amin / Sliammon First Nation, and Cowichan Tribes.

COURSE INFORMATION

Course Description

A study of strategies that support teaching and learning for people living with challenging conditions. Topics include learning styles and preferences; strategies for individual learning in academic and life skills areas; and policies, procedures, and strategies for supporting challenging behaviour across the lifespan in all settings where supports are provided.

Course Summary

This program includes both theoretical studies and practical applications for working with people who have disabilities, across the life span. The core and specialty courses provide students with the skills and knowledge to work in schools and community. The program is offered with courses rotated.

Course Details

- **Hours/Week:** 3
- **Credits:** 3
- **Course Duration:** September to December or January to April
- **Time:**
- **Location:** Nanaimo or Powell River Campus
- **Online Location:** VIU Learn <https://learn.viu.ca/d2l/loginh/>
- **Prerequisites:** None

Program Learning Outcomes

Certified Educational Assistants make a difference in the lives of people with special needs so they can have every opportunity to participate fully in our society, and access education and services that allow them to live to their fullest potential. VIU's Education Assistant and Community Support program will get you ready for a rewarding career working with people of all ages who have mental, physical and emotional challenges.

To be eligible for an Education Assistant and Community Support certificate, students must:

- Complete all program requirements within 5 years.
- Achieve a passing grade in the practicum courses; and,
- Achieve a "C" grade in all other EACS courses

Program Learning Outcomes for Health & Human Services (HHS)

1. Engage in the profession and discipline of Health & Human Services (HHS) Programs by utilizing a foundation of caring, health, and healing, and by integrating and applying the theory and practice of HHS within a variety of contexts and diverse populations.
2. Provide safe, competent, compassionate, accountable and ethical care in all contexts and practice environments.
3. Make safe and competent decisions based on knowledge, evidence, multiple ways of knowing, principles of relational practice/therapeutic communication, professional relationships and responsibilities, and person-centered care.
4. Lead current and future professional practice and through partnerships with others influence care at the economic, technological, political, social, environmental, and professional levels.
5. Implement changes that benefit the needs of individuals, families, groups, and populations, advocating for changes to address issues of social justice, health equity, and other disparities.
6. Be self-directed, inquiry focused, critically reflective, and collaborative practitioners dedicated to self-regulation and lifelong learning.
7. As well as discipline specific knowledge, graduates of HHS programs have cultivated skills, literacies and qualities that enable them to be flexible, adaptable, educated citizens, lifelong learners, and leaders in their communities, society and the world:

https://ciel.viu.ca/sites/default/files/overview_of_viu_graduate_attributes.

Course Learning Outcomes

- Implement goals and methods of fully inclusive educational settings across the lifespan
- Develop an introductory understanding of human development for children and adolescents
- Demonstrate a beginning knowledge of universal design for learning (UDL) and differentiated instruction (DI)
- Recognize the disability designations under the education act as applied in the school system
- Demonstrate understanding of the roles, duties, expectations, and ethical responsibilities of an educational assistant
- Demonstrate knowledge and skills necessary to be an effective and collaborative team member within the school setting
- Identify and apply strategies and techniques which accommodate individualized learning needs specific to K-12 settings as well as in community settings such as recreation, life skills, and employment
- Demonstrate knowledge and skills necessary for the effective participation in the development and implementation of individual education plans (IEPs)
- Demonstrate the ability to understand when and how curriculum needs to be adapted or modified
- Develop an understanding of school wide systems like Positive Behaviour Support and Response to Intervention
- Develop understanding and problem-solving strategies for ethically challenging professional dilemmas that arise for Education Assistants promoting full inclusion and universal design for learning
- Demonstrate the ability to utilize charting and record keeping devices specific to teaching and learning

Student Workload/Schedule

| DUE DATE | Topic | Readings | Assignments Due |
|----------|---|---|---|
| | Course Introduction Who are you as a learner and team player? Special Education and Inclusion | Take the Myers Briggs assessment: www.16personalities.com https://inclusionbc.org/ | none |
| | RTI and PBIS | http://www.rtinetwork.org/learn https://www.pbis.org/ | Myers Briggs Reflection #1 |
| | Behaviour and Emotional Disorders – H and R | Sutherland, K.S., Lewis-Palmer, T., Stitche, J. & Morgan, P.L. (2008). Examining the influence of teacher behavior and classroom context on the behavioral and academic outcomes for students with emotional or behavioral disorders. <i>The Journal of Special Education</i> , 41(4), 223-233. (VIU library) | Quiz 1: Special Education Terms |
| | Autism Spectrum Disorders – G | https://www.autismoutreach.ca/ | Evidence based strategies Reflection #2 |
| | Developmental Stages of Learning | Call, N. & Featherstone, S. (2010). <i>The thinking child: Brain-based learning for the early years foundation stage</i> (2 nd ed). London: New York. Continuum. (VIU Library) | Autism Reflection #3 |
| | Intellectual Disabilities – C, K, and Q | Douglas, T. (February 2005). <i>Tricia's Gift</i> . Vancouver Sun. pp. C1-C4. (VIU Learn) | none |
| | Low Incidence Disabilities – A to G Prompting Strategies | https://www.inclusionoutreach.ca/ https://www.fasdoutreach.ca/ https://popdhh.ca/ http://popdb.sd38.bc.ca/ https://www.prcvi.org/ | Written Response of Tricia's Gift Due |
| | Learning to Read/write/mathematics | | Quiz 2: Designations |
| | Assessment, Communication, and Collaboration | | none |
| | IEP's and other documents/data keeping | | Collaboration Reflection #4 |
| | No class – study week | | none |
| | Ethics | https://journals.sfu.ca/pie/index.php/pie/article/download/161/101 | Strategy Tool Box due |
| | Adaptations and Modifications/UDL and DI | | Ethics Reflection #5 |
| | Final Exam | | Final Exam |

ASSESSMENT AND EVALUATION COMPONENTS

PLEASE SEE THE RUBRICS FOR DETAILS ON THE ASSIGNMENTS. NOT FOLLOWING THE RUBRIC CAN RESULT IN A SIGNIFICANTLY LOWER GRADE IF COMPONENTS ARE MISSING.

All assignments must be typed and handed in VIU Learn on the course website.

| | Description | Due Date | % of Final Grade |
|----|---|--|------------------|
| 1. | Written Response on <i>Tricia's Gift</i> Students will be given the above article to read in class and then respond to in a five-page, double spaced essay. | | 30 % |
| 2. | Strategy "Tool Box" using PowerPoint Students will create a PPT presentation on ten different strategies learned in class to help with student learning. Topics will be given in class. | | 10 % |
| 3. | Unit Quizzes (two) – 10% each Quiz 1 is on special education terminology. Quiz 2 is on Ministry Designations. | Quiz 1: Quiz 2: | 20 % |
| 4. | Final Exam The final exam will consist of multiple choice, true/false, and short answer questions. It will be based on the lecture notes and readings given in class. | | 10 % |
| 5. | Reflections – 6% each There will be a focused question or statement for students to reflect on. This allows students to think about the course materials on a deeper level. | Myers Briggs #1: Evidence-based strategies #2: Autism #3: Collaboration #4: Ethics #5: | 30 % |
| | | Total | 100 % |

VIU Grade Scale: University, Career/Technical, Adult Basic Education Programs

| Grade | Percentage (%) | Grade Value | Point Description |
|-------|----------------|-------------|---|
| A+ | 90-100 | 4.33 | Excellent |
| A | 85-89 | 4.00 | |
| A- | 80-84 | 3.67 | |
| B+ | 76-79 | 3.33 | Good |
| B | 72-75 | 3.00 | |
| B- | 68-71 | 2.67 | |
| C+ | 64-67 | 2.33 | Satisfactory |
| C | 60-63 | 2.00 | |
| C- | 55-59 | 1.67 | |
| D | 50-54 | 1.00 | Poor |
| F | 0-49 | 0.00 | Failing Work Unsatisfactory performance or failure to meet course requirements |
| CR | N/A | 0.00 | Course Passed Requirements completed, but not calculated in GPA |

Please note the following:

W A grade which can be issued only by Registration when a student officially withdraws from a course. This can only be done during the first five weeks of class (students' responsibility to check calendar for deadline). Instructors can not issue "W" grades.

UW Unofficial Withdrawal – failure to meet the course requirements due to lack of attendance.

LEARNING MATERIALS

Required

- Access to a computer –Bring your laptop and/or iPad (tablet) and connect to VIU Wi-Fi
- All readings will be posted on the EACS 130 VIU Learn site or handed out in class.

POLICIES AND PROCEDURES

Academic Integrity is a central element in learning and forms the foundation of intellectual pursuits in an academic community. All members of the University Community share responsibility for adhering to the academic and ethical principles of the University. This involves honesty in the representation of one's knowledge and learning, and open and accurate acknowledgement in one's academic work of any indebtedness to the work of others. A breach of these standards will be treated seriously and not be tolerated. Students are expected to learn and embrace academic integrity as an essential part of their education.

Academic integrity includes:

- independently producing work submitted under one's own name;
- properly and appropriately referencing all work;
- identifying all collaborators in work;
- completing examinations without giving or receiving assistance, excepting those students requiring assistance due to a documented disability;
- respecting the integrity of examination materials and/or the examination process; and
- respecting the integrity of computer security systems, software copyrights and file privacy of others.

Academic Misconduct involves any violations of academic integrity which includes dishonesty in assignments, examinations and any other academic performances or endeavors. Academic misconduct includes:

- **Cheating:** Cheating is an act of deception by which students misrepresent that they or others have mastered information for an academic exercise
- **Fabrication:** Fabrication is the intentional use of false information or the falsification of research or other findings with the intent to deceive.
- **Plagiarism:** Plagiarism is the intentional unacknowledged use of someone else's words, ideas or data. When a student submits work for credit that includes other's words, ideas or data the source must be acknowledged and referenced appropriately, using the convention of the discipline of study.
- **Facilitation of Misconduct:** Facilitation of misconduct is helping or attempting to help someone else commit academic misconduct as identified above.
- **Non-attendance:** Non-attendance, where attendance is deemed to be mandatory, is not acceptable. Absences due to personal illness, family illness, death of an immediate family member, religious ceremonies, or sports events in which the student represents Vancouver Island University are allowed and must be approved by the appropriate instructor or coordinator. **Non-attendance must be for valid reasons and not falsified. Some departments have specific attendance requirements, and details of this may be obtained from the instructor, department chair, or program coordinator.**

The full **Academic Integrity Policy and Procedure** can be found at: <https://employees.viu.ca/faculty-help/student-academic-code-conduct>

Standards of Behaviour: Vancouver Island University students are expected to behave in a responsible manner, respectful of the learning environment inside the classroom and throughout the campus. **As students in the Faculty of Health and Human Services, standards of behaviours include professional and ethical suitability.** This policy applies to all Vancouver Island University campus and off-campus locations where Vancouver Island University sponsored activity is occurring.

Students enrolled at Vancouver Island University are expected to meet standards of conduct, which include but are not limited to the following:

- Accepting responsibility for their behaviour on Vancouver Island University property and/or at institutionally sponsored events;
- Complying with University policy and federal, provincial and local laws and/or regulations;
- Respecting the rights of all students and employees to have a positive and safe learning and working environment; and,
- Respecting the property of others.

The policy includes, but is not limited to, the following acts:

- Endangering the safety of any individual
- Violence or threats of violence
- Personal harassment
- Disruption of the learning and work environment
- Theft or Vandalism
- Alcohol and other drug related offences
- Providing false information
- Refusing reasonable requests of authorized employees
- The posting of obscene, libelous and copyright material
- Misuse of the University name

This policy is intended to work in concert with a number of Vancouver Island University policies governing student behaviour. For a full list of these additional policies the **Full Standards of Behaviour** can be found at: <https://services.viu.ca/student-support-and-intervention/student-code-conduct-non-academic>.

Faculty of Health and Humans Services: Social Media Issues

SOCIAL MEDIA USE

Digital Technology as a Learning Tool: Faculty and students within the Faculty of in Health and Human Services (HHS) at VIU have access to a wide variety of digital tools (personal computers; tablets; phones) that can be used as part of the learning and environment. HHS welcomes the use of such devices within the classroom, but they must be used as learning tools. Students found using Social Media Apps such as Facebook, Twitter, and Instagram during class time will be asked to switch off their devices and not allowed to use them for the duration of the lesson. Students who are found to regularly breach this directive will not be allowed to use their digital tools during classroom time. From time to time Faculty may request that you switch off your devices until the end of the session, or until a media break is provided.

SOCIAL MEDIA & AGGRESSIVE BEHAVIOUR

Any social media content posted by a student or group of students that is reasonably considered to be:

- Bullying;
- Harassing;
- Inciting hatred or violence and/or
- Abusive to, or demeaning of others, including H&HS/VIU students, faculty members, or the institution is reported for action under the Academic Code of Conduct Policy #96.01.00
<https://employees.viu.ca/faculty-help/student-academic-code-conduct>

LEARNER SUPPORTS

- Advising Centre (<https://services.viu.ca/advising>)
- Counselling Services (<https://services.viu.ca/counselling>)
- Disability Access Services: Students with a disability who require academic accommodation are encouraged to contact Disability Access Services in Building 200 as soon as possible. (<https://services.viu.ca/disability-access-services>)
- Elders at VIU (<https://aboriginal.viu.ca/elders-viu>)
- Library (<https://library.viu.ca/>)
- Writing Centre (<https://services.viu.ca/writing-centre>)

RIGHTS AND RESPONSIBILITIES OF STUDENTS

HANDLING OF STUDENT WORK

- **Students are responsible for retaining a copy of all submitted work.**
- All assignments to be submitted to the instructors during class time or during instructor office hours.
- Every effort will be made to return assignments to students within two weeks.
- Students can make an appointment with their instructor to review and discuss their exams, assignments or course grade.
- Final grades will be posted on the Internet.

ATTENDANCE

Attendance in classes is mandatory. Students are required to contact the instructor **in advance** if they are unable to attend classes. **Students absent for 3 or more classes are at risk of failing the course.** As well as attending classes regularly, students are expected to be on time, remain for the duration of class, and demonstrate evidence of participation. Evidence of participation includes: completing assigned readings; thinking critically about those readings and previous class discussion as evidenced in classroom discussions and/or written work; and demonstrating a willingness to participate equally in individual, small and large group activities and presentations. The student is responsible to review the VIU and HHS policies on attendance.

<https://www2.viu.ca/policies/documents/JUNE2013DRAFTProcedure96.05.001.pdf>

EACS LATE POLICY

All assignments and presentations must be submitted in order to obtain a grade for this course. It is part of professional practice to submit assignments on time. Any requests for extensions must be in writing three (3) working days prior to the due date. Any assignments received after any due date without at least 3 working days prior negotiation will have marks deducted at a rate of 2% per day.

Any assignment over two weeks late will be accepted for completion but will not be marked. No negotiations will be made the day the assignment is due. Instructor has the right to deny extensions. All assignments are to be submitted by the due date and all tests are to be written on the date specified. In online environments some quizzes will have a date range. Quizzes must be completed by the end date/time. If extenuating circumstances arise such as illness or emergency and assignment submission by the due date will not be possible, or completion of tests not possible on the scheduled date, please discuss this with the instructor prior to the date the assignment is due or test scheduled. A new submission date and/or a make-up test may be scheduled at the discretion of the instructor.

Penalties for Late Submission of Assignments

1. Up to and including three calendar days past deadline, deduct 1/2 letter grade (e.g., B to B-).
2. Four to seven calendar days past deadline, deduct one full letter grade (e.g. B to C+).

Any assignment more than seven calendar days late may not be accepted. If accepted, the late penalty will be determined the instructor.

Written Response Rubric

| Criteria | Comments | Points |
|---|-----------------|-------------------|
| Key points of article summarized | | /5 |
| How article connects with learning in this course or other EACS courses | | /10 |
| Further wonderings or questions that you have | | /5 |
| 5 pages double spaced using APA | | /5 |
| Proper Grammar/Spelling | | /5 |
| | | Total: /30 |

Strategy Tool Box PowerPoint

| Criteria | Comments | Points |
|---|-----------------|-------------------|
| 10 appropriate strategies for topic chosen | | /1 |
| APA style citing Reference Slide Correct Spelling/Grammar | | /2 |
| Visuals for each strategy | | /3 |
| Description of each strategy and how you can use it in the classroom or community setting | | /4 |
| | | Total: /10 |

Reflections

| Criteria | Comments | Points |
|--|-----------------|------------------|
| Written coherently with a minimum of 250 words | | /1 |
| Used readings/lessons in reflection | | /2 |
| Was able to synthesize material and connect to prior experience/learning and stay on topic | | /3 |
| | | Total: /6 |