

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HSER 192		Number of Credits: 3 <u>Course credit policy (105)</u>																	
Course Full Title: Supporting Students in Schools Course Short Title (if title exceeds 30 characters):																			
Faculty: Faculty of Professional Studies		Department: School of Social Work and Human Services																	
Calendar Description: <p>Students will develop the skills and knowledge necessary to work effectively in schools, as directed by classroom and Learning Support teachers. They will explore the Education Assistant's role in achieving meaningful participation for diverse students in inclusive schools.</p>																			
Prerequisites (or NONE):		Admission to the School and Community Support Worker certificate or Social Service Worker diploma.																	
Corequisites (if applicable, or NONE):																			
Pre/corequisites (if applicable, or NONE):		None																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 45 Typical structure of instructional hours: <table border="1"> <tr><td>Lecture hours</td><td>25</td></tr> <tr><td>Seminars/tutorials/workshops</td><td>20</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td>Total</td><td>45</td></tr> </table>		Lecture hours	25	Seminars/tutorials/workshops	20	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
Lecture hours	25																		
Seminars/tutorials/workshops	20																		
Laboratory hours																			
Field experience hours																			
Experiential (practicum, internship, etc.)																			
Online learning activities																			
Other contact hours:																			
Total	45																		
		Maximum enrolment (for information only): 30 Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually																	
Department / Program Head or Director: Margaret Coombes		Date approved: November 17, 2017																	
Faculty Council approval		Date approved: December 8, 2017																	
Campus-Wide Consultation (CWC)		Date of posting: February 18, 2018																	
Dean/Associate VP: Tracy Ryder Glass		Date approved: December 8, 2017																	
Undergraduate Education Committee (UEC) approval		Date of meeting: February 23, 2018																	

Learning Outcomes

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

1. Explain the various roles of an Education Assistant as a collaborative member of the school-based team.
2. Demonstrate the effective use of instructional strategies to support student learning (1-1, and small group).
3. Discuss the value of advocating for meaningful inclusion of intellectually, physically, culturally, and sexually diverse students.
4. Create adaptations and modifications for a variety of student strengths and needs.
5. Construct visual aids to enhance student engagement and learning.
6. Discuss current trends in the education of Indigenous students, as well as issues related to Indigenous colonial history.
7. Explore practices and processes that are likely to increase the confidence of students to engage in learning activities.
8. Employ observation and recording skills to create accurate descriptions of student behaviour and academic performance.
9. Articulate multiple intelligences theory as it applies to students in the classroom.
10. Explain the practise of Positive Behaviour Support (PBS) in the classroom.
11. Plan, construct, and evaluate a task analysis.
12. Identify the components of an individual education plan.
13. Formulate their own professional development goals and objectives.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

The course will be conducted in a lecture/discussion format supplemented by guest speakers and audio/visual material.

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Causton-Theoharis, J.	The paraprofessional's handbook for effective support in inclusive classrooms	<input checked="" type="checkbox"/>	Brookes Publishing	
2.	Course Pack	<input checked="" type="checkbox"/>	UFV	

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**Typical Evaluation Methods and Weighting**

Final exam:	25%	Assignments:	20%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Case Studies:	30%	Other:	%	Other:	%	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

1. The roles of the Education Assistant in schools.
2. Instructional strategies.
3. Meaningful inclusion of diverse students.
4. Adapting and modifying learning activities and materials.
5. Visual aids for supporting learning.
6. Creating learning environments for Indigenous students that recognize cultural identity and self-determination.
7. Developing the confidence of reluctant and struggling learners.
8. Observing and recording student behaviour.
9. Multiple Intelligence Theory (Howard Gardner).
10. Positive Behaviour Support (PBS), and interpreting challenging behaviour as communication.
11. Task Analysis.
12. Individual Education Plans.
13. Professional development for the Education Assistant.