

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HSER 194		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Education Assistants and Inclusive Schools															
Course Short Title: EAs and Inclusive Schools															
Faculty: Faculty of Professional Studies		Department: School of Social Work and Human Services													
Calendar Description: Students will consider schools as engaging and inclusive gathering places for all learners. They will explore the education assistant's collaborative role in supporting social and emotional well-being for individual students and the school community.															
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):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 32													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	30	Tutorials/workshops	15							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	30														
Tutorials/workshops	15														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: December 3, 2021													
Faculty Council approval		Date of meeting: January 14, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: February 25, 2022													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Facilitate caring and flexible support for students who have diverse strengths and needs through a trauma-informed lens.
2. Examine the education assistant's role in building trust using positive behaviour support (PBS).
3. Describe supports that address issues of decolonization, social justice, equity, diversity, and inclusion.
4. Describe supports that foster students' social and emotional competencies.
5. Describe the education assistant's role in identifying and responding to student safety concerns.
6. Articulate one's professional identity as a reflective practitioner.
7. Articulate the value of standards of practice for education assistants.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Final exam:	25%	Assignments:	50%	%
Quizzes/tests:	25%		%	%

Details:

One paper (25%) and one case study (25%)

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

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Harber, M., & Rao, A.	The role of an education assistant	Current

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

1. Social and emotional well-being for all students
2. Trauma-informed classroom support for students who have mental health issues
3. Using positive behaviour support (PBS) to build trust and support safety for all students in the classroom
4. The education assistant as learner, communicator, critical thinker, problem-solver, collaborator, and flexible practitioner
5. Ethics and standards of practice for education assistants
6. Guiding principles of learning as articulated by the BC First Nations Education Steering Committee (FNESC)
7. De-stigmatizing educational accommodations, adaptations, and modifications (i.e., developing a safe culture of learning for all students)
8. Relationship-building between all members of the school community
9. Bullying: Preventing and responding
10. Loneliness as disability: Making and keeping friends
11. Social justice programs, e.g., SOGI (Ministry of Education and local school districts)
12. Suspected child abuse or neglect-reporting protocols (Province of BC and local school districts)