



COURSE OUTLINE		
<b>TERM: Spring 2025</b>	<b>COURSE NO: EA 106</b>	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE: Supporting Students with Technology and AAC Systems</b>	
<b>OFFICE: LOCAL:</b> <b>E-MAIL: @capilanou.ca</b>	<b>SECTION NO(S):</b>	<b>CREDITS: 3.0</b>
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

### COURSE FORMAT

Three hours of class time, delivered in-person lecture/mixed mode/\*online plus an additional hour delivered through online or other activities for a 15-week semester. Please review course calendar for scheduling details.

\*Online sessions will not exceed 25% of allocated course time, as per departmental guidelines

### COURSE PREREQUISITES/CO-REQUISITES

EA 104 as a pre- or corequisite

### CALENDAR DESCRIPTION

In this course, students will become familiar with a wide range of low- and high-tech adaptations for students with communication impairments. Common computer and tablet hardware and software that are used in schools will be explored. Students will learn how the school system and related agencies assess the needs of students who present with a wide range of abilities and provide appropriate differentiation. Relationships between teachers, related professionals, and the education assistants in terms of educational planning and implementations of plans regarding technology will be discussed. Students will enhance their use and confidence with Boardmaker tools to support student needs.

### COURSE NOTE

EA 106 is equivalent to SEA 106. Duplicate credit will not be granted for this course and SEA 106. Familiarity with basic computer skills/word processing on both MAC and PC is recommended.

**REQUIRED TEXTS AND/OR RESOURCES**

None

**COURSE STUDENT LEARNING OUTCOMES****On successful completion of this course, students will be able to do the following:**

- a) Discuss the principles of inclusive classrooms.
- b) Differentiate between low and high technology.
- c) Discuss the principle of normalization and least intrusive adaptation.
- d) Describe the various support personnel in the field and their roles, particularly as they might relate to technology (physiotherapist, occupational therapist, TSVI, TDHH, e.g.).
- e) Differentiate between alternative and augmentative communication.
- f) Apply techniques in both low and high technology.
- g) Understand and use advanced accessibility features of the Microsoft Office Suite.
- h) Evaluate the effectiveness of apps to support diverse learning needs.
- i) Demonstrate use of high and low tech communication programs (TouchChat, LAMP) for students who are non-verbal.
- j) Incorporate the First Nations Principles of Learning in all aspects of the course.

**COURSE CONTENT**

<b>Session #</b>	<b>Topic</b>	<b>Assignment/Learning Activities</b>
<b>Session 1</b>	Introduction to EA 106 Education Assistants as Inclusion Facilitators Roles of professionals on the team will be discussed	
<b>Session 2</b>	Receptive and expressive language Applied Practice Activity in-class	<b>Assignment #1 Due</b>
<b>Session 3</b>	Alternative and augmentative communication	
<b>Session 4</b>	Core vocabulary for communication Introduction to Touch Chat Applied Practice Activity in-class	<b>Assignment #2 Due</b>
<b>Session 5</b>	Low- and high-tech aids to support inclusion Introduction to LAMP Boardmaker Activity	
<b>Session 6</b>	High-tech communication across contexts Accessibility/inclusion features of Microsoft Word Applied Practice Activity in-class	<b>Assignment #3 Due</b>
<b>Session 7</b>	iPad apps for inclusion, support, and learning Theme boards for inclusion (low tech boards) Prompt hierarchy	<b>Midterm Quiz</b>
<b>Session 8</b>	Communication activity using high-tech; ALM Discussion on challenges of non-verbal communication Applied Practice Activity in-class	<b>Assignment #4 Due</b>
<b>Session 9</b>	Literacy stages in non-verbal learners Functions of speech Exploration of iPad apps for inclusion	

<b>Session 10</b>	Touch Chat/LAMP core and fringe; descriptive talking Boardmaker Extensions Applied Practice Activity in-class	
<b>Session 11</b>	IEPS and the EA role in their development and delivery Home/school communication strategies & communication opportunities Applied Practice Activity in-class	
<b>Session 12</b>	Taking our inclusion practices into the real world Preparing our Top 10 supports Group review for final quiz	
<b>Session 13</b>	Touch Chat and LAMP activity Boardmaker review and printing of final material Powerpoint review for presentations	<b>Final Quiz</b>
<b>Session 14</b>	Review of material	<b>Presentations</b>
<b>Session 15</b>	Wrap up and questions	<b>Presentations</b>

### EVALUATION PROFILE

Marks will be based on completion of assignments, quizzes, presentations, and class participation. Description of assignments, quizzes, presentations and class participation assessment in this course will be presented in the first week of class.

Assignment #1	10%
Assignment #2	10%
Assignment #3	10%
Assignment #4	10%
Midterm Quiz	15%
Final Quiz	15%
Presentation	20%
Participation	10%
<b>TOTAL</b>	<b>100%</b>

### ASSIGNMENT DESCRIPTIONS

#### Participation

This mark is based on both the frequency and quality of the student's comments, questions, observations, and involvement, with the emphasis on quality. The quality is determined by among other things, the relevance, insight and clarity of remarks. Reading the required readings in advance will support a student's ability to participate. Not attending, being late to class or being late returning from breaks, will impact the overall participation grade.

### GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

**Incomplete Grades**

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

**Late Assignments**

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor at least three days prior to the due date. Marks will be deducted for the late submission of assignments, if no prior arrangement is made. The penalty for a late submission is 10% for each day. All assignments must be submitted in order to receive credit for the course. Please connect with your instructor in the event of an extenuating circumstance.

**Missed Exams/Quizzes/Labs etc.**

Make-up exams, quizzes and/or labs are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor. Accommodations can be made to honour community needs or traditional practices.

**Attendance**

Regular attendance is essential and will be reflected in your participation grade. Students are expected to attend all classes and associated activities. If a student misses a class due to extenuating circumstances, they are still responsible for the material covered during their absence, including announcements, assigned readings and hand-outs. Students who miss more than 10% of the course are at risk of failing the course.

**English Usage**

All assignments are marked for correct English usage, proofreading, and formatting.

**Electronic Devices**

Students may use electronic devices during class for note taking only.

**On-line Communication**

Outside of the classroom, instructors will (if necessary) communicate with students using their official Capilano University email; please check regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

**UNIVERSITY OPERATIONAL DETAILS****Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

**Policy Statement (S2009-06)**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

**Academic Integrity (S2017-05)**

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:

<https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

## **DEPARTMENT OR PROGRAM OPERATIONAL DETAILS**

### **Vision Statement**

We believe that diversity is a human experience and requires our dedicated support. We value developing connectedness for ourselves, our students, and our community through collaborative, commitment to our program that focuses on relevant theory and excellence in practice.

### **Continuation Requirement**

A student who fails any course may not be allowed to continue in the program.

### **Graduation Requirement**

To receive an EA certificate, students must pass all courses and practicum; achieving a CGPA of B or better.

**Course Content Awareness**

Some of the topics that will be discussed in this course can be challenging and may cause discomfort or unease. Your instructor will let you know ahead of time when they plan to cover these topics, to ensure sufficient time to prepare yourself or to opt out, as necessary. For support, please reach out to your instructor, refer to the additional resources posted on your eLearn shell, or review Capilano University supports at: <https://www.capilanou.ca/student-services/health-services/counselling--mental-health/>

**Punctuality**

Punctuality is essential in both classroom courses and practicum given the professional nature of the program.

**Professionalism**

All students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to their professional areas' Code of Ethics at all times.