



COURSE OUTLINE		
TERM: Fall 2024	COURSE NO: EA 105	
INSTRUCTOR:	COURSE TITLE: Exploring Diverse Learners in Schools	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 1.5
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Liłwat7úl (Lil'wat), x^wməθk^wəyám (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

Three hour classes, in-person lecture/mixed mode/*online, plus two six-hour, in-person lab sessions lead by a Physiotherapist and an Occupational therapist, delivered over a 10 week period, for a total of 30 contact hours. 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

None

CALENDAR DESCRIPTION

In this course, students will explore current issues emphasized in inclusive education through definition, etiology, prevalence and implications for learning in the various areas of exceptionality. This exploration will be guided by the First Peoples principles of learning and Equity, Diversity and Inclusion values and principles. A practical skills introduction is included; taught by an Occupational Therapist, Physical Therapist, or Registered Nurse.

COURSE NOTE

EA 105 is equivalent to SEA 105. Duplicate credit will not be granted for this course and SEA 105.

REQUIRED TEXTS AND/OR RESOURCES

None

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Honour Indigenous ways of knowing through feeling and creating connection and belonging.
2. Examine the categories of exceptionality that EAs will support in the K – 12-school system.
3. Integrate course content with the First People Principles of Learning related to inclusion and diversity.
4. Integrate the principles of trauma informed practice and social-emotional learning as they relate to various areas of exceptionality.
5. Explain the ways the School-based Team members can support EAs in working with students with diverse needs.
6. Develop an understanding of programming needs for diverse learners.
7. Discuss the role of the EA in the context of practical skills related to physical transfer, lifting, eating, personal and intimate care and medical management.
8. Demonstrate introductory hands-on techniques in the following practical skills areas: physical transfer, lifting, eating, personal and intimate care and medical management.

COURSE CONTENT

Date	Topics
Session 1	<ul style="list-style-type: none"> • Introduction to Diverse Learners and Supporting Diversity • Constructing School-wide Supports
Session 2	<ul style="list-style-type: none"> • Students with Diverse Intellectual Abilities • Exploring students with exceptionalities
Session 3	<ul style="list-style-type: none"> • Trauma informed perspectives • Pecha Kucha as a learning and teaching strategy
Session 4	<ul style="list-style-type: none"> • Best Practices when supporting English Language Learners
Session 5	<ul style="list-style-type: none"> • Supporting student with Visual and Hearing differences
Session 6	<ul style="list-style-type: none"> • Open Book Exam • Celebration of Learning
Session 7 & 8	<ul style="list-style-type: none"> • PT Practical Skills Session
Session 9 & 10	<ul style="list-style-type: none"> • OT Practical Skills Session

EVALUATION PROFILE

Participation	10%
Constructing School-wide Supports Assignment	10%
Pecha Kucha Group Assignment	25%
Small Group Research Assignment	20%
Practical Skills	20%
<u>Open Book Exam</u>	<u>15%</u>
TOTAL	100%

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.

Constructing School-wide Supports:

Students will use Shelley Moore's model of "layered cake" versus "cupcake" to create a school-wide support system.

Small Group Research Assignment:

Students will choose a topic related to diverse learners and present this research to the class, using six questions posed by the instructor as a guide.

Pecha Kucha Assignment:

Students will synthesize knowledge learned in the small group assignment and transform it into a Pecha Kucha.

Practical skills:

Two six-hour, in-person lab sessions; one session lead by a Physiotherapist and the other lead by an Occupational Therapist. Skills taught and evaluated will focus on the role of the EA when supporting students requiring alternative mobility, eating and feeding supports, transfers and toileting supports.

Open Book Exam:

Students will complete the exam using notes, PowerPoints and handouts from the course.

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.