

Special Education – EAP 105

Child, Youth and Family Studies Program/Education Assistant Specialty

Course Outline

COURSE IMPLEMENTATION DATE:	September 2008
OUTLINE EFFECTIVE DATE:	January 2024
COURSE OUTLINE REVIEW DATE:	September 2029

GENERAL COURSE DESCRIPTION:

This course reflects the BC Ministry of Education’s Special Education Services Policy. It provides learners with in-depth information on the categories associated with diverse abilities, and the associated Ministry funding. It also provides learners with a variety of observation and documentation methods, as well as strategies used to support K-12 students in each category. The content of this course is specific to developing the core competencies required of Education Assistants and Indigenous Education Support Workers in the K-12 school setting.

Program Information: This course is a required course for Child, Youth and Family Studies Program: Education Assistant Specialty.

Delivery: This course is delivered online.

COTR Credits: 3

Hours for this course: 45 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
Total	45

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	

Course Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

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Valid from: January 2024 – September 2029

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:**Prerequisites:** EAP 112 and EAP 110

Minimum 65% in either English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College Website)

Corequisites: None**Flexible Assessment (FA):**

Credit can be awarded for this course through FA

☒ Yes ☐ No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: TA 105**Date changed:** September 2008

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Cooley, M. (2007). *Teaching kids with mental health and learning disorders in the regular classroom: How to recognize, understand, and help challenged (and challenging) students succeed*. Minneapolis, MN: Free Spirit Publishing.

Haig, J. & MacMillan, V. (2020). *Cites & sources: An APA documentation guide* (6th ed). Nelson Publishing.

Harber, Mary and Rao, Asha. (2019). *The role of an education assistant: Supporting inclusion*. Toronto, Ontario: Canadian Scholars.

Wik, H. & Eckersley, B. (2022). *Observing and documenting for education assistants and aboriginal education support workers*. College of the Rockies.

Please see the instructor's syllabus or check COTR's online text calculator <https://textbook.cotr.bc.ca/> for a complete list of the currently required textbooks.

LEARNING OUTCOMES:

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

- Identify current trends and issues in special education in British Columbia;
 - Describe how funding and categorization are determined by the BC Ministry of Education, and the impact this has on the roles and responsibilities of an EA in the K-12 classroom;
 - Compare the required observing and documentation for each Ministry category;
 - Connect the necessary documentation to the goals of the IEP;
 - Apply different observational techniques to a variety of developmental domains, behaviour patterns and/or settings in student-positive and culturally safe ways;
 - Analyze the components of Individual Education Plan (IEP) and the role of an EA in support the goals;
 - Demonstrate a connection between the key characteristics of specific disabilities and disorders and the academic, physical, social, and emotional implications for students in the K-12 classroom; and
 - Select appropriate strategies for supporting the learning of individuals who have special needs.
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COURSE TOPICS:

- Introduction to Special Education in British Columbia
- IEPs
- Category A – Physically Dependent – Multiple Needs
- Category B – Deafblind
- Category C – Moderate to Profound Intellectual Disabilities
- Category D – Physical Disability/Chronic Health Impairment
- Category E – Visual Impairment
- Category F- Deaf or Hard of Hearing
- Category G – Autism Spectrum Disorder

- Category H – Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness
- Category K – Mild Intellectual Disabilities
- Category P - Gifted
- Category Q – Learning Disabilities
- Category R – Students Requiring Behaviour Support or Students with Mental Illness

See instructor's syllabus for the detailed outline of weekly readings, activities, and assignments.

EVALUATION AND ASSESSMENT:

Assignments	% Of Total Grade
Weekly Concept Summaries, Discussions, and Activities	60%
Assignment	20%
Final Exam	<u>20%</u>
Total	100%

Please see the instructor syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments, and use of electronic aids.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

ACADEMIC POLICIES:

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that assignments will NOT be accepted after the last day of the semester.

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment, and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.