

Special Education – EAP 105
 Child, Youth and Family Studies Program/Education Assistant Specialty

Course Outline

COURSE IMPLEMENTATION DATE: September 2008
OUTLINE EFFECTIVE DATE: September 2020
COURSE OUTLINE REVIEW DATE: April 2025

GENERAL COURSE DESCRIPTION:

This course provides learners with in-depth information on common special needs in the K-12 classroom, including an overview of inclusion and the BC Ministry of Education funding categories. It provides learners with a variety of strategies used to support K-12 students with special needs. The content of this course is specific to developing the core competencies required of education assistants 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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Department Head Signature

Dean Signature

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Valid from: September 2020 – April 2025

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: EAP 104 or AESW 101

Minimum 65% in either English 12, 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., Raikes, G., & MacMillian, V. (2014). *Cites & sources: An APA documentation guide* (4th ed). Toronto, Ontario: Nelson Publishing.

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

LEARNING OUTCOMES:

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

- analyze the concept of inclusion and the implications for students and Education Assistants in the school system;
 - identify current issues in special education in British Columbia;
 - identify key characteristics of prevalent special needs including learning disabilities, intellectual disabilities, internal behaviour disorders, external behaviour disorders, Autism Spectrum Disorder, Fetal Alcohol Spectrum Disorder, intense challenging behaviours, vision and hearing impairments, and communication disorders;
 - 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;
 - select appropriate strategies for supporting the learning of individuals who have special needs;
 - 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; and
 - identifying the role of an Education Assistant in implementing the goals, strategies, and adaptations of an Individual Education Plan.
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COURSE TOPICS:

- Introduction to Special Education, Inclusion, and Current Issues
- Learning Disabilities & Intellectual Disabilities
- Internal Behaviour Disorders
- External Behaviour Disorders
- Autism Spectrum Disorder
- Fetal Alcohol Spectrum Disorder
- Intense Challenging Behaviours
- Social/Emotional Learning and Self-Regulation
- Vision, Hearing, and Communication

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

EVALUATION AND ASSESSMENT:

Assignments	% Of Total Grade
Learning Disabilities Assignment	20%
Behaviour Disorders Assignment	25%
Fact Sheet Assignment	15%
Final Quiz	10%
Weekly Discussion Forums	30%
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 no assignments will 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 endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.