



Education Assistant Practicum 2 – EAP 107
Child, Youth and Family Studies Program/Education Assistant Specialty

Course Outline

COURSE IMPLEMENTATION DATE: **September 2008**
OUTLINE EFFECTIVE DATE: **September 2019**
COURSE OUTLINE REVIEW DATE: **March 2024**

GENERAL COURSE DESCRIPTION:

In this ten-week course, students integrate theory and practice skills that have been learned in the Education Assistant program and apply them in a school setting. Students complete a seven week full-time practicum in a classroom setting with concurrent classwork, as well as three weeks of focused online guided reflection.

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

Delivery: This course is delivered online.

COTR Credits: 4

Hours for this course: 180 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	N/A
Seminars / Tutorials	N/A
Laboratory / Studio Hours	N/A
Practicum / Field Experience Hours	180
Other Contact Hours	N/A
Total	180

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	180
Formal Work Experience	
Other	
Total	180

Course Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

Department Head
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Norma Sherret
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Department Head Signature

Dean Signature

EDCO

Valid from: September 2019 – March 2024

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: Successful completion of all fall semester and winter semester courses and have successfully completed or be currently enrolled in all Spring semester courses.

Flexible Assessment (FA):

Credit can be awarded for this course through FA

Yes No

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 107

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:

Haig, J., Raikes, G., & MacMillian, V. (2010). *Cites & sources: An APA documentation guide* (3rd 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

- demonstrate professional practice (ie: boundaries, communication, initiative, preparation, organization, integrity, appropriate attire, confidentiality, etc.)
 - carry out instruction effectively, under the direction of a classroom teacher
 - adapt instruction to learning styles and abilities of individual learners in a K-12 setting
 - adapt instruction to meet the learning and behavioral needs of students with special needs (ie: Autism, FASD, mental health, cognitive impairments, vision and hearing impairments, chronic health conditions, learning disabilities, behaviour disorders)
 - respond effectively to challenging situations and conflicts in the classroom
 - demonstrate the integrated practice of documenting for K-12 student files
 - support student learning in the classroom (ie: literacy/numeracy)
 - self-reflect on their practice and set goals for continued professional development
 - integrate and demonstrate strong interpersonal communication skills across all settings in the school environment
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COURSE TOPICS:

- Professional conduct
- Privacy, confidentiality, and emergency procedures
- Organization and documentation
- Relationships, motivation, and behaviour
- Inclusion
- Response to intervention
- Universal designs for learning
- Instructional practice
- Professional engagement
- Individual education plans, goals, and documentation
- Self-care
- Sexual orientation and gender identity (SOGI)
- Anxiety and poverty
- Transitioning from student to employee
- Self-reflection of Education Assistant "Core Competencies"

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

EVALUATION AND ASSESSMENT (Online Delivery):

Assignments	% Of Total Grade
Journal	30%
Weekly Discussions & Activities	20%
Personal Learning Plan	20%
Evaluation (Supervisor/Instructor)	<u>30%</u>
Total	100%

Note: Students must pass each of the assignments/categories listed above with a minimum of 60% in order to receive a passing grade of COM for the course.

Please see the instructor's 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:

COM	Completed to defined standard
NCG	No Credit Granted

ACADEMIC POLICIES:

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

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

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.