snəẃeyəɬ leləṁ.
THE COLLEGE OF HIGHER LEARNING.

Langara.
THE COLLEGE OF HIGHER LEARNING.

SAMPLE COURSE OUTLINE

Course Code, Number, and Title:

EDAS 1240: Current Issues in Education and the Education Assistant

Course Format:
[Course format may vary by instructor. The typical course format would be:]

Lecture 0 h + Seminar 15 h + Lab 0 h

Credits: 3   **Transfer credit:** For information, visit bctransferguide.ca

Course Description, Prerequisites, Corequisites:

The Education Assistant, under the supervision of a teacher and within the classroom, must be able to offer one-on-one and small group support to students facing significant challenges. To address current issues in education that have a direct impact on the role of the Education Assistant in the classroom, topics may include, but are not limited to, the increased incidence of students who are labelled on the autism spectrum (ASD), the increased incidence and needs of students who have mental health challenges and the needs of students who are refugees. Content and instructional strategies will be provided in the context of "best practice observations" in schools and community support services. Field observations and recordings will assist in making critical links between coursework and practice.

Prerequisites: EDAS1100, EDAS1110, EDAS1140 and EDAS 1200 (EDAS 1200 may be taken concurrently)

Corequisites:

Registration restricted to students admitted to the EDAS program

Learning Outcomes:
Upon successful completion of this course, students will be able to:

- Effectively support teachers in addressing the needs of the student population who are labelled on the autism spectrum (ASD) or who display mental health needs
- Describe the role the education assistant plays in enacting a plan of action with the school team
- Identify the steps of the referral process according to an identified issue
- Identify the role the education assistant plays in implementing strategies responding to specific issues
- Outline effective strategies suitable to the learner's profile, needs and strengths
- Review and evaluate these strategies in collaboration with the school team
- Observe and record support strategies used in specialized settings where learners may receive services

snəẃeyəɬ leləṁ Langara College acknowledges that we are located on the unceded territory of the Musqueam people.

- Identify established staff roles and responsibilities, the organization of the program and program rationale in a specialized setting
- Outline the decision-making protocol and safety protocol that are in place at the observation site
- Explain the process of reintegration opportunities and supports available upon return to the community school

Instructor(s): TBA
Office: TBA   Phone: 604 323 XXXX   Email: TBA

Office Hours: TBA

Textbook and Course Materials:
[Textbook selection may vary by instructor. An example of texts and course materials for this course might be:}

For textbook information, visit https://mycampusstore.langara.bc.ca/buy_courselisting.asp?selTerm=3|8

Note: *This course may use an electronic (online) instructional resource that is located outside of Canada for mandatory graded class work. You may be required to enter personal information, such as your name and email address, to log in to this resource. This means that your personal information could be stored on servers located outside of Canada and may be accessed by U.S. authorities, subject to federal laws. Where possible, you may log in with an email pseudonym as long as you provide the pseudonym to me so I can identify you when reviewing your class work.*

Assessments and Weighting:
Final Exam %
Other Assessments %
(An example of other assessments might be:) %

Project: 50%
Participation: 20%
WIE: 30%

Participation format: On-site observation, group/team discussion, individual/group projects development, individual/group presentations and personal reflection/evaluation. A rubric will be created to reflect these elements.

Proportion of individual and group work:
Individual: 60%
Group: 40%

Grading System: Pass/Fail
Specific grading schemes will be detailed in each course section outline.

Passing grade: S/US

This generic outline is for planning purposes only.

Topics Covered:
[Topics covered may vary by instructor. An example of topics covered might be:]

1) EAs supporting students who have ASD (Autism Spectrum Disorder)
- Effective approaches for supporting students
  - DTT – Discrete Trial Training
  - PEC – Picture Exchange Communication
  - Self – Regulation
  - Mindfulness
  - Social Thinking
- Transition planning
- Supporting inclusion in the classroom
- Identifying students who need support and the referral process
  - Working with the classroom teacher
  - The role of EA
- Directed observation in specialized programs
- Available resources
  - Supports available through POPARD (Provincial Outreach Program for Autism and related Disorders)

2) EAs supporting students who have Mental Health challenges – Depression, Anxiety, OCD, ODD
- Incidence and definitions
- Characteristics of students with MH challenges
- Demystification
- Causes and contributing factors
- Academic and social implications/supports
  - Classroom environment
  - Organizational and instructional strategies
  - Problem solving and goal setting
  - Support networks
  - Mindfulness
- Identifying students who need support and the referral process
  - Working with the classroom teacher
  - The role of the EA
- Directed observation in specialized programs
- Available resources

3) EAs supporting students who are refugees from other countries
- Neurodevelopmental effects of trauma
  - Effects on learning and behavior
  - Establishing fair expectations
- Fostering emotional skills
  - Regulating emotions and attention

This generic outline is for planning purposes only.

- - Building connections
- Creating safety and routines
  - Perception of threats/fear
  - Self-care
  - Environment
- Identifying students who need support and the referral process
  - Working with the classroom teacher
  - The role of the EA
- Directed observation in specialized programs
- Available resources

As a student at Langara, you are responsible for familiarizing yourself and complying with the following policies:

College Policies:

E1003 - Student Code of Conduct
F1004 - Code of Academic Conduct
E2008 - Academic Standing - Academic Probation and Academic Suspension
E2006 - Appeal of Final Grade
F1002 - Concerns about Instruction
E2011 - Withdrawal from Courses

Departmental/Course Policies:

This generic outline is for planning purposes only.