



## EAP-105 – Special Education

### Health and Human Services

**Effective Term & Year:** Winter 2024  
**Course Outline Review Date:** 2029-09-01

**Program Area:** Child Youth and Family Studies

#### 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 Methods:** Online

**Credit Type:** College of the Rockies Credits

**Credits:** 3

#### Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	45
Seminar/Tutorials	
Laboratory/Studio	

Practicum/Field Experience	
Co-op/Work Experience	
Other	
<b>Total</b>	<b>45</b>

### Course Requisites:

- Complete all of the following
  - Completed the following:
    - [EAP112](#) – Introduction to Systems, Structure and Roles in Education (4)
    - [EAP110](#) – Health Care in the School System (3)
  - Earned a minimum grade of C+ (65%) in at least 1 of the following:
    - [ENFP 12](#) – English First Peoples 12
    - [ENST 12](#) – English Studies 12
    - [ENGL090](#) – English – Provincial Level

### Flexible Assessment: Yes

In some cases students may be able to apply for recognition of prior learning outside the classroom. This flexible assessment process provides equivalent course credit. It is a rigorous process that may include external evaluation, worksite assessment, demonstration, standardized test, self-assessment, interview, products/portfolio, and challenge exam, or other measures as appropriate. Tuition fees apply. Contact an education advisor for more information.

### Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see <https://www.bctransferguide.ca/> or <https://transferalberta.alberta.ca> . For more transfer credit information, please visit <https://www.cotr.bc.ca/Transfer>

All requests for course transfer credit from institutions in British Columbia or elsewhere should go to the College of the Rockies Enrolment Services office.

### Textbook 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. & MacMillian, 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.*

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## **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 Assessments

### Assessment Type: Online

Assessment Type	% of Total Grade
Weekly Concept Summaries and Discussions	60%
Assignment	20%
Final Exam	20%
Total	100%

## Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=90	89-85	84-80	79-76	75-72	71-68	67-64	63-60			<60

### Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a "0" on the exam.

### Academic Policies:

College of the Rockies policies related to courses can be found at <https://cotr.bc.ca/about-us/college-policies/> and include the following:

- Policy 2.4.3 Students with Documented Disabilities
  - Policy 2.4.4 Student Conduct (plagiarism, other cheating, behavioral misconduct)
  - Policy 2.5.8 Academic Performance
  - Policy 2.5.3 Grade Appeal
  - Policy 2.4.9 Student Concerns Re Faculty
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### **Equivalent Course(s) and Course Code Changes**

Prior Course Code: TA 105

Date changed: September 2008

### **Course Changes:**

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.